

CENTRAL UNIVERSITY OF PUNJAB



M.A. Education

Batch- 2022

Department of Education

GRADUATE ATTRIBUTES

The graduates shall develop comprehensive knowledge, potentiality to be an educational entrepreneur, leader in their career and ability to work in digital era. They will also be able to handle diversity, civic responsibilities and adaptability towards the teaching -learning needs of the society and can emerge as global citizens infusing in themselves the 21st century skills like critical thinking, scientific temper, communication and collaborative skills, creative and innovative skills for sustainable development of the global society.

PROGRAMME LEARNING OUTCOMES

- The programme emphasizes to enable to develop Professional competencies and reflect on policies and practices of higher education.
- It also targets to develop the skills to apply technology in education and for their professional development and to carry out research on the issues of global community

Course Structure of M.A. Education Programme

Semester –I							
Course Code	Course Title	Type of Course					
			L	T	P	Credit	
MAE.506	Philosophical Bases of Education	Core course	4	0	0	4	
MAE.507	Research in Education	Compulsory foundation	4	0	0	4	
MAE.522	Contemporary Issues of Indian Education	Core course	4	0	0	4	
MAE.509	Understanding the Learner	Core course	4	0	0	4	
MAE.554	Statistics in Education	Compulsory foundation	4	0	0	4	
Discipline Elective (Any one of the following)							
MAE.511	Language Proficiency	Discipline Elective	3	0	0	3	
MAE.512	Indian Higher Education: Policy and Perspectives	Discipline Elective	3	0	0	3	
MAE.515	Futuristic Paradigm of Education	Discipline Elective	3	0	0	3	
MAE.516	Financing of Education	Discipline Elective	3	0	0	3	
Inter-disciplinary Courses							
	***(Students of Department will opt IDC from other department)	IDC	2	0	0	2	
Total			25	0	0	25	

Inter-disciplinary Courses (For other Departments)						
Any one of the following						
MED.513	Teaching Proficiency	IDC	2	0	0	2
MED.514	Issues and Concerns in Education	IDC	2	0	0	2
MED.530	Assessment of learning	IDC	2	0	0	2

Semester- II						
Course Code	Course Title	Course Type				
			L	T	P	Credit
MAE.521	Sociological Bases of Education	Core course	4	0	0	4
MAE.571	Educational Management and Leadership	Core course	4	0	0	4
MAE.552	Curriculum Planning, Designing and Development	Core course	4	0	0	4
MAE.600	Dissertation Part I	Skill based	0	0	8	4
Elective (Any two of the following)						
MAE.527	Diversities in Education	Discipline Elective	3	0	0	3
MAE.528	Teacher and Teaching	Discipline Elective	3	0	0	3
MAE.508	Fundamentals of Educational Measurement	Discipline Elective	3	0	0	3
MAE.576	Environmental Education	Discipline elective	3	0	0	3
MAE.577	Human Rights Education	Discipline elective	3	0	0	3
MAE.578	Indigenous Education	Discipline elective	3	0	0	3
MAE.579	Education and Mental Health	Discipline elective	3	0	0	3
Value Added course						
	*** (Students of Department will opt VAC from other department)	VAC	2	0	0	2
VAC for other departments (Any one of following)						
MAE.504	Peace and Value Education	VAC	2	0	0	2
MAE.505	Physical and Mental Well being	VAC	2	0	0	2
Total			24	0	0	24

Semester-III						
Course Code	Course Title	Course Type				
			L	T	P	Credit
MAE.551	ICT in Education	Core course	4	0	0	4
MAE.558	Education for Entrepreneurship	Compulsory foundation	1	0	0	1
MAE.553	Educational Guidance and Counselling	Core course	4	0	0	4
MAE.523	Historical Bases of Education	Core course	4	0	0	4
Elective (Any one of the following)						
MAE.556	Women Education	Discipline Elective	3	0	0	3
MAE.557	Inclusive Education	Discipline Elective	3	0	0	3
MAE.559	Teacher Empowerment and Development	Discipline Elective	3	0	0	3
MAE.560	Andragogy and Education	Discipline elective	3	0	0	3
MAE.574	Eclectics of Education	DEC	2	0	0	2
MAE.525	Service Learning	Skill based	0	0	8	4
Total			14	0	08	22
Semester-IV						
Course Code	Course Title	Course Type				
			L	T	P	Credit
MAE.601	Dissertation Part II	Skill based	0	0	24	12
MAE.591	Internship	Skill based	0	0	16	8
Total			0	0	40	20
Grand Total			63	0	56	91

**IDC: Inter Disciplinary Course, VAC: Value Added Course, DEC: Discipline Enhancement Course

Students shall opt any course of four credits through MOOC

Examination pattern

Core, Discipline Elective, Compulsory Foundation, Value Added and Interdisciplinary Courses			Discipline Enrichment Course		Entrepreneurship Course	
	Marks	Evaluation	Marks	Evaluation	Marks	Evaluation
Internal Assessment	25	Various assessment techniques*	-	-	-	-
Mid-semester test (MST)	25	Subjective	50	Objective	25	Objective
End-semester test (EST)	50	Subjective (70%) Objective (30%)	50	Objective	25	Subjective

*Assessment tools and techniques such as Test, Observation, Interview, Portfolio, Rubrics, Reflective diaries, Rating scale etc. can be used for assessing the various activities undertaken which include Discussions, Seminar, Projects, field visits, assignments, practical work, experimentation etc.

SEMESTER-I

Course Title: PHILOSOPHICAL BASES OF EDUCATION

Course Code: MAE.506

L	T	P	Credits
4	0	0	4

Course Learning Outcomes (CLOs)

Total Hours: 60

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

CLO1: Analyze the nature and branches of educational philosophy

CLO2: Examine the contributions of sad-darshanas on different aspects of education and their implications on the modern educational system.

CLO3: Examine critically different western educational philosophies and their contributions to the modern educational system.

CLO4: Evaluate the contributions of eastern and western educational thinkers on different aspects of education.

CLO5: Analyze the post-modernist philosophies of education.

Units/Hours	Contents	Mapping with CLOs
Unit I 12 Hours	<ul style="list-style-type: none"> • Education: meaning, nature and scope. Aims of education: individual, social and constitutional. Agencies of Education: informal, formal and non-formal • Educational Philosophy: Meaning, significance and scope, Concept and educational implications of metaphysics, epistemology and axiology • Relationship between education and philosophy, Implications of educational philosophy <p>Learning Activities: Group discussion, Individual presentation and preparation of report</p>	CLO1
Unit II 16 Hours	<ul style="list-style-type: none"> • Contribution of Indian schools of philosophy: <i>Saddarshan</i> (Nyaya, Vaisheshik, Samkhya, Yog, Purva Mimansa and Uttar Mimansa or Vedanta) with special reference to objectives, curriculum, methods of teaching and role of teacher • Buddhism, Jainism and Sikhism: implications in education <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO2
Unit III 16 Hours	<ul style="list-style-type: none"> • Western philosophies: Idealism, Realism, Naturalism, Pragmatism, Marxism and Existentialism with reference to objectives, curriculum, methods of teaching and role of teacher • Modern Schools of Philosophy: Logical Analysis, Logical Empiricism & Positive Relativism and its educational implications with reference to objectives, curriculum, methodology and role of teachers. <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO3 CLO5
Unit IV 16 Hours	<ul style="list-style-type: none"> • Thoughts of Indian Philosophers- Dayananda Saraswati, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi and Sri Aurobindo with reference to objectives, curriculum, methods of teaching and role of teacher. • Thoughts of Western Philosophers- Socrates, Plato and Aristotle with reference to objectives, curriculum, methods of teaching and role of teacher. 	CLO4

	<ul style="list-style-type: none"> • Preparation of a report on the process of integrating philosophy in the teaching-learning process. <p>Learning Activities: Preparation and submission of report on the theme discussed</p>	
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Transaction Mode

Lecture, Seminar, e-team teaching, Dialogue, Peer Group Discussion, Mobile Teaching, Flipped learning, Self-Learning.

Suggested Readings

- Bhattacharya, S. (2008). *Foundation of education*. New Delhi: Atlantic Publishers and Distributors.
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C.
- Brubacher, John. S. (1939), *Modern philosophies of education*. New York, USA: McGraw Hill Book Company. Inc.
- Butler J. Donald (1957) *Four philosophies and their practice in education and religion*. New York, USA: Harper & Row.
- Dearden R. F. (1984). *Theory and practice in education*. Routledge K Kegan & Paul.
- Dewey, J. (1977): *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
- Gutek, G. L. (2009). *New perspectives on philosophy and education*. New Jersey, USA: Pearson.
- Kneller, G. F.(1964)*Introduction to philosophy of education*. New York, USA: John Wiley and Sons, Inc.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: A.P.H. Publishing Corporation.
- Nayak, B.K. (2003), *Text book of foundation of education*. Cuttack, Odisha: KitabMhal.
- Nehru, R.S.S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.
- Noddings, N. (2012). *Philosophy of education (Third Edition)*. Colorado, USA:
- Ozman, H. A., & Craver, S. M. (2011). *Philosophical foundations of education*. Boston, USA: Allyn & Bacon.
- Palmer, J. A. (2001). *Fifty modern thinkers on education: From Piaget to the present day*. Routledge Flamer. London. USA. Canada.
- Pathak, R.P. (2013). *Philosophical and sociological perspective of education*. New Delhi: Atlantic Publishers and Distributors.
- Siddiqui, M.H. (2014). *Philosophical and sociological foundations of education*. New Delhi: A.P.H. Publishing Corporation.
- Taneja, V. R. (2000). *Educational thought and practice*. New Delhi: Sterling

- Wall, Edmund (2001). *Educational theory: Philosophical and political perspectives*. Prometheus Books. Westview Press.

Web Sources

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

Course Title: RESEARCH IN EDUCATION

L	T	P	Credits
4	0	0	4

Course Code: MAE.507

Course Learning Outcomes (CLOs)

Total Hours: 60

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

CLO1: Explain the meaning, nature and types of research and scientific method

CLO2: Develop skills in developing research proposal, review of related literature and hypotheses.

CLO3: Critically examine the process of selecting sample and preparation of quantitative and qualitative tools for research.

CLO4: Compare between different quantitative and qualitative research paradigms

CLO5: Practice the ethics of research.

Units/Hours	Contents	Mapping with CLOs
UNIT I 14 hours	<ul style="list-style-type: none"> • Educational Research: Meaning, nature and scope. Types of research on the basis of Method and purpose, Approaches to educational research • Research Problem: Identification, sources and conceptualization • Review of literature: Purpose and sources, conducting literature review- using Databases and internet, internet search tools • Hypotheses: Nature and types of hypotheses, formulation of hypotheses <p>Learning Activities: Identification of researches from various sources and classify them based on types of research, writing of review</p>	(CLO1, CLO2)

<p>UNIT II 15 hours</p>	<ul style="list-style-type: none"> • Sources of data: Primary and secondary • Concept of population, sampling frame and sample: Various methods of sampling- probability and non-probability sampling, sampling error • Tools of quantitative research: Tests, inventories and scales- types, construction and uses Questionnaire- Concept, types and principles of construction • Data Collection Strategies/ Techniques/Tools in qualitative research: Interview, Observation, Focus group discussions, Photographs, Anecdotes, Field diary <p>Learning Activities: Identify different types of tools and construct a tool</p>	<p>CLO3</p>
<p>UNIT III 14 hours</p>	<ul style="list-style-type: none"> • Scientific Method: Steps and Characteristics - Replicability, Precision, Falsifiability and Parsimony, Types -Exploratory, Explanatory and Descriptive, aims of research as a scientific activity, problem-solving, theory building and prediction • Descriptive method: purpose and process, types of descriptive studies • Experimental method: Nature of experimental research, variables in experimental research - independent, dependent and extraneous, experimental designs, internal and external validity of experimental designs • Causal comparative method: Purpose, design and procedure, data analysis and interpretation • Co-relational method: Basic co-relational research process, relationship studies, prediction studies <p>Learning Activities: Group discussion, Individual presentation and preparation of report</p>	<p>CLO1, CLO3, CLO4</p>
	<p>1. Qualitative Research Designs: Grounded Theory Designs: types, characteristics, designs, steps, strengths and weakness; Narrative Research</p>	<p>CLO2, CLO4, CLO5</p>

<p>UNIT IV 17 hours</p>	<p>Designs: Characteristics and steps; Case Study: Characteristics, Components of a case study design, types of case study design, steps to conduct case study research, strengths and weaknesses</p> <p>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</p> <p>3. Preparation of research proposal, writing of research report and ethical issues in research</p> <p>Learning Activities: Preparation and submission of report on the theme discussed</p>	
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Transaction Mode

Lecture, Seminar, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning and Role Play

Suggested Readings

- Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to research in Education*. Belmont, CA: Wadsworth/Thomson Learning.
- Best J.W. & Kahn, J. V. (2006). *Research in Education*. New Delhi: Pearson Education Inc.
- Behera, B. (2013). Doing action research. In N. Dey, (Eds.) *Educational research*, APH Publishing Corporation, 207-219.
- Bhandarkar, P.L. & Wilkinson, T.S. (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
- Bogdan, R.C., & Biklen, S.K. (2014). *Qualitative Research for Education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publication.
- Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and qualitative Research*, Pearson, Boston.
- Gay, L.R. (1990). *Educational Research-Competencies for Analysis and Application*. Macmillan Publishing Company, New York.
- Koul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publication

- Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. New York: Holt Rinehart & Winston.
- Newby, P. (2014). *Research Methods for Education*. New York: Routledge Publications.
- Pathak, R. P. (2015). *Methodology of Educational Research*. New Delhi: Atlantic Publications.
- Richards, L., & Morse, J.M.(2013). *Qualitative Methods*. U.S.A: Sage Publications, Inc.
- Wellington, J. (2015). *Educational Research*. USA: Bloomsbury Academic

Course Title: CONTEMPORARY ISSUES OF INDIAN EDUCATION

L	T	P	Credits
4	0	0	4

Course Code: MAE.522

Total Hours: 60

Course Learning Outcomes (CLOs)

On completion of the course, the students shall be able to:

CLO1: Acquaint with the concept of universalization of elementary, secondary education and higher education in India

CLO2: Analyze the impact of liberalization, privatization and globalization (LPG) on education,

CLO3: Examine issues related to language, medium of instruction and policy of inclusion in primary, secondary and higher education.

CLO4: Evaluate the status of primary, secondary and higher education in India

CLO5: Reflect upon the role and functions of different regulatory agencies in higher education

Units/Hours	Contents	Mapping with CLOs
Unit I 15 Hours	<ul style="list-style-type: none"> • Elementary Education: Its status and problems • Related issues of universalization of elementary education: provision, enrolment and retention/completion rates in elementary education • Programs for achieving the objectives of universalization of elementary education: <ul style="list-style-type: none"> • National program of nutritional support to primary education (NPNSPE) or Mid-day Meals • National program of education of girls at elementary Level (NPEGEL) • Right to Education Act, 2009 • Right to Persons with Disabilities Act, 2016 	CLO1, CLO3

	Learning Activities: Debate, Individual seminar presentation	
Unit II 15 Hours	<ul style="list-style-type: none"> • Secondary education: its status, problems and aims of universalization of secondary education with special reference to Punjab • Programs for achieving universalization of secondary education: Policies and Status. Learning Activities: Small group seminar, and report writing on an issue	CLO1, CLO3, CLO4
Unit III 15 Hours	<ul style="list-style-type: none"> • Higher education: its status and problems with special reference to Punjab • Issues of access, equity and excellence in higher education • Efforts for upgrading the quality of Higher Education through RUSA • Role and functions of different regulatory bodies in higher education: UGC, NCTE, RCI, NIEPA, ICSSR and AICTE Learning Activities: online assignment-cum presentation and report writing on an issue	CLO3, CLO4, CLO5
Unit IV 15 Hours	<ul style="list-style-type: none"> • Liberalization, Privatization and Globalization in education • Language and medium of instructions: multi-lingualism and multi-culturalism • Policy of inclusion -women, minorities, differently abled, SCs and STs • PMMMNMTT: Scheme and implementation • MOOCs and SWAYAM Learning Activities: Debate, Individual seminar presentation	CLO2, CLO3, CLO5

Transaction Mode

e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and library reading.

Suggested Readings

- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO. education, Allied Publications, Bombay.
- Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.
- Kumar, R. (2012). *Education, peace and development*. New Delhi: Kalpaz Publications.
- Kumar, R. (2014). *Elementary education in India*. New Delhi: Atlantic Publishers and Distributors (P) LTD.

- MHRD, Govt. of India. (2012). *Vision of Teacher Education in India: Quality and Regulatory Perspective*. Volume 1 & 3. New Delhi.
- Ministry of Education (2020). National Education Policy-2020, Government of India, New Delhi.
- Nayak, A.K. & Rao, V. K. (2010). *Secondary education*. New Delhi: A.P.H. Publishing Corporation.
- NCERT (2005). *National curriculum framework*, New Delhi.
- Nehru, R.S.S. & Rao, N. V. (2014). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.
- Rao, Digumarti Bhaskara. (2015). *Teacher Education in India*. New Delhi. Discovery Publishing House.
- Rashtriya madhyamik shiksha abhiyan (RMSA) https://www.education.gov.in/hi/sites/upload_files/mhrd/files/upload_document/JRM1.pdf
www.developmenteducationreview.com
- Rashtriya Uchchar Shiksha Abhiyan (RUSA), National Higher Education Mission, https://www.education.gov.in/sites/upload_files/mhrd/files/RUSA_final090913.pdf
- Sikka, P. & et.al. (2012). *Education for all: human and resource development in India, national policy and planning for the education sector*. New Delhi: Uppal Publishing House.
- Singh, S.P. & et.al. (2013). *Peace and human rights education*. New Delhi: A.P.H. Publishing Corporation.
- Srivastava, D.S. & Tomar, Monica. (2011). *Elementary education*. New Delhi: Isha Books.
- Tyagi, K. (2013). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.

Suggested Websites

- <http://vikaspedia.in/education/policies-and-schemes/right-to-education/right-to-education-act>
- <http://aises.nic.in/documents/pdf/reports>
- http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSAGuidelines022014.pdf
- http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSA_final090913.pdf
- www.rehabcouncil.nic.in.

Course Title: UNDERSTANDING THE LEARNER

L	T	P	Credits
4	0	0	4

Course Code: MAE.509

Course Learning Outcomes (CLOs)

Total Hours: 60

On completion of course the students will be able to

CLO1: Explain the different stages of Cognitive, Emotional, Spiritual and Moral Development of learners

CLO2: Analyze the role of Motivation in the teaching learning process.

CLO3: Differentiate the Concept IQ, SQ, EQ, Creativity, Interest, Attitude and Aptitude of learners.

CLO4: Apply Method of Educational Psychology in teaching and learning environment

CLO5: Identify different Cognitive Abilities and processes of learners

CLO6: Explore the Implications of Different Theories of Personality.

Units/Hours	Contents	Mapping with CLOs
Unit I 15 Hours	<ul style="list-style-type: none"> Educational Psychology and its application to Teaching Learning Process, Methods to understand Learners: Observation, Experimental method and Case Study; their Implications in classroom. Perspectives of different Schools of Psychology towards Learning: Behaviorism, Cognitivism, Constructivism and their educational implications. Learner Development: Physical, emotional, social, cognitive and moral, Piaget’s stages of cognitive development and Vygotsky’s Socio-Cultural Development. Kohlberg’s theory of Moral Development and Erickson’s theory of psychosocial development. <p>Learning Activities: Group discussion, Individual presentation and preparation of report</p>	CLO1 CLO2
Unit II 15 Hours	<ul style="list-style-type: none"> Behavioristic, cognitive and social perspectives of learning with special reference to Bruner, Bandura and Gagne’s Hierarchy of learning and their classroom implications. Motivation in teaching-learning process: Maslow’s hierarchy of needs. 	CLO2, CLO3

	Learning Activities: Group discussion, Individual presentation and preparation of report	
Unit III 15 Hours	<ul style="list-style-type: none"> • Concept and theories of Intelligence by Goleman, Guilford's structure of Intellect and Gardner's theory of multiple intelligence and their classroom implications. • Concept, characteristics, elements and development of creativity, measurement of creativity and fostering creativity among learners. <p>Learning Activities: Administration, scoring and interpretation of any two from verbal, non-verbal and performance intelligence test. Conducting a case study for identification of characteristics of Creative children among the peer group.</p>	CLO3, CLO4 CLO5
Unit IV 15 Hours	<ul style="list-style-type: none"> • Personality: Concept, Nature; Theories propounded by Freud, Carl Rogers, Gordon Allport and their classroom implications. • Adjustment: Concept and meaning, Factors affecting adjustment. Ego Defense mechanisms. <p>Learning Activities: Preparing a report on the Adjustment problems among hostellers from your peer group.</p>	CLO6

Transaction Mode

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion

Suggested Readings

- Attri, A.K. (2015). *Psychology of development and learning*. New Delhi: APH Publishing Corporation.
- Behera, B. (2018). *Readings on Constructivism: Areas of practice and way forward in teaching-Learning*. Mittal Publications, New Delhi.
- Chandraiah, K.(2011). *Emotional intelligence*. New Delhi: APH Publishing Corporation.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- Cliffs, N.J., 1990.
- Dash, M. (2009). *Educational psychology*. New Delhi: Deep & Deep publications.

- Deb, K. (2006). *Cognitive development in classroom*. New Delhi: Adhyayan publishers & distributors.
- Jha, A.K. (2009). *Constructivist epistemology and pedagogy- insight into teaching learning and knowing*. Atlantic publishers & distributors.
- Kathleen F. Gabriel's. (2008). *Teaching unprepared learners: Strategies for promoting success and retention in higher education*.
- Kay,F.& Kite, N.(2012). *Understanding emotional intelligence- strategies for boosting your IQ and using it in the workplace*. Kogan Page Limited.
- Kumar, D., Kaur, N., & Kumar, P. (2015). *Essentials of educational psychology*. New Delhi: APH Publishing Corporation.
- Mangal, S.K. (2014). *Advanced educational psychology*. Delhi: PHI Learning Limited. McGraw Hill, New York, 1990.
- Michael Green: *Theories of human development* prentice Hall, Englewood cliffs, New York.
- Robinson, S. K. (2009). *Foundation of educational psychology*. Ane books Pvt. Ltd. Publication.
- Schneider, W. & Lockl, K. (2002). The development of metacognitive knowledge in children and adolescents. In T. Perfect & B. Schwartz (Eds.). *Applied Metacognition*, 224-247. Cambridge UK: Cambridge University Press.
- Sharma, R.N. & Sharma, R.K. (2010). *Advanced educational psychology*. New Delhi: Atlantic Publishers& Distributors.
- Skinner, B.F. (1950). Are Theories of Learning Necessary? *Psychological Review*, 57(4), 193-216.
- Sprint hall, RC. & Sprint hall, NA, *Educational Psychology, Development Approach*,
- Starko, A.J. (2014). *Creativity in the classroom*. Atlantic Publishers.
- Stipek, D.J. (2001). *Motivation to learn: Integrating theory and practice* (4th Edition). Boston: Pearson Allyn &Bacon.
- Talwar, K. (2011). *Conceptual framework of educational psychology*. New Delhi: Adhyayan Publishers & Distributors.
- Verma, L.N. (2013). *Educational psychology –experimentation in problems and methods in teaching*. Rawat Publications.
- Woolfolk, A, Mishra, G., & Jha, A.K. (2012). *Fundamentals of Educational Psychology*. Pearson Publications.
- Woolfolk, A. (2015). *Educational psychology*: Pearson Publication.

Suggested websites

- <https://benjamins.com/catalog/hcp>
- http://www.ascd.org/publications/books/107024/chapters/Cognitive_Struc.
- <http://www.simplypsychology.org/piaget.htm>.

Course Title: STATISTICS IN EDUCATION

L	T	P	Credits
4	0	0	4

Course Code: MAE.554

Course Learning Outcomes (CLOs)

Total Hours: 60

After completion of the course students will be able to

CLO1: Explain the meaning of statistics and its uses in educational context

CLO2: Compute problems related to measures of central tendency and variability

CLO3: Interpret the significant difference between two sets of independent and correlated samples

CLO4: Test the hypotheses based on sample statistics

CLO5: Solve problems based on non-parametric statistics and their interpretation

Units/Hours	Contents	Mapping with CLOs
Unit I 10 Hours	<ul style="list-style-type: none"> Statistics: Concept, parametric and non-parametric data; Scales of measurement; Variables and their classification; Graphical representation of data: histogram, frequency polygon, ogive and Pie Diagram <p>Learning Activities: Brain storming, Hands-on-practice, worksheet for conceptual understanding</p>	CLO1 CLO2
Unit II 14 Hours	<ul style="list-style-type: none"> Measures of Central Tendency: Concept, computation and interpretation; Measures of variability: Concept, computation and interpretation; Measures of correlation: Concept, application and interpretation, Standard scores and Normal Probability curve <p>Learning Activities: Hands-on-practice, homework, group reflection</p>	CLO2 CLO3 CLO4
Unit III 20 Hours	<ul style="list-style-type: none"> Testing of Hypotheses: Significance of mean and Significance difference between means: Concept, computation and interpretation (correlated and uncorrelated). Partial and Multiple correlations; Biserial, Point Biserial, Tetra choric correlation; their assumptions, computation and interpretation; Regression: assumptions, computation and interpretation. <p>Learning Activities: Hands-on-practice, Brain storming, homework, group reflection</p>	CLO4 CLO5

Unit IV 16 Hours	<ul style="list-style-type: none"> • Analysis of Variance (Independent measures and repeated measures): Concept, computation and interpretation, ANCOVA: Concept, computation and interpretation. • Non parametric Statistics: Chi square, Phi Coefficient and Contingency coefficient: concept, computation and interpretation. The Mann-Whitney U test: assumptions, computation and interpretation. <p>Learning Activities: Hands-on-practice, homework, group reflection</p>	CLO2 CLO4 CLO5
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Transaction Mode:

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

Suggested Readings:

- Adams, K. A. & Lawrence, E. K. (2015). Research methods, statistics and applications. Sage Publications.
- Agarwal, B. L. (2013). Basic statistics. New Delhi: New Age International (P) Limited Publishers. L T P
- Ferguson, G.A. (1981). Statistical Analysis in Psychology and Education (5th Ed.) Tokyo: McGraw-Hill.
- Garrett, H.E. (1966). Statistics in Psychology and Education. New York: David McKay Company, Inc.
- Gupta, S. (2010). Research methodology and statistical techniques. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Guilford, J., & Fruchter, B. (2000) Fundamental statistics in Psychology and Education (8th Ed.). New York: McGraw-Hill.
- Gupta, S.P. (2005) Statistical Methods (34th Ed.) New Delhi: Sultan Chand and Sons.
- Koul, L. (2009). Methodology of educational research. Noida: Vikas Publishing House Pvt. Ltd.
- Majumdar, P. K. (2010). Applied statistics. New Delhi: Rawat Publisher.
- Medhi, J. (2014). Statistical methods- an introductory text. New Delhi: New Age International (P) Ltd. Publishers.

- Reynolds, C. R., Livingston, R. B., & Wilson, V. (2009). Measurement and assessment in education. New Delhi: PHI Learning Private Limited.
- Sabo, R., & Boone, E. (2013). Statistical research methods- a guide for Non- statistician. Springer Publications.
- Siegel, S.(1956).Nonparametric statistics for the behavioural sciences. New York: McGraw-Hill.
- Winer, B.J.(1971). Statistical principles in experimental design (2nd Ed.) New York: McGraw-Hill.

Elective (Any one of the following)

Course title: LANGUAGE PROFICIENCY

L	T	P	Credits
3	0	0	3

Course Code: MAE.511

Course Learning Outcomes (CLOs)

Total Hours: 45

After completion of course the students will be able to

CLO1: Strengthen the proficiency in communication

CLO2: Refresh their knowledge of grammatical, and discourse systems in a language

CLO3: Understanding the pedagogy of language proficiency.

CLO4: Gain an understanding of Pedagogical approaches and techniques.

CLO5: Understand the psychology of language learning and proficiency.

CLO6: Study and analyze different language processes and classroom context.

Units/Hours	Contents	Mapping with CLOs
Unit I 12 hours	<p>Listening and Speaking</p> <ul style="list-style-type: none"> • Listening with comprehension to follow simple instructions, public announcements, telephonic conversations, classroom discussions, radio, T.V news, Films, sports commentary etc. • Stress – word stress and sentence stress in connected speech • Using dictionary for correct pronunciation and stress • Methods to develop listening and speaking skills 	CLO1

	Learning Activities: Audio recorded conversations can be used to focus on listening skill, pronunciation, stress etc.	
Unit II 11 hours	Acquisition of Reading Skills <ul style="list-style-type: none"> • Reading for global and local comprehension • Inferences, analysis and extrapolation • Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet • Methods to develop reading skills Learning Activities: Different newspapers and journals will be used for reading loudly in the class	CLO2
Unit III 12 hours	Writing <ul style="list-style-type: none"> • Writing a paragraph: identifying a topic sentence, arranging sentences in a logical order and joining them with linking words and phrases • Different forms of writing – letters (application, complaint, permission, and invitation), messages, notices and posters • Experience the process of writing: brainstorming, drafting, editing, conferencing, modifying, revising, publishing, blogging, social media etc. • Methods to develop writing skills Learning Activities: Students will be asked to write formal letters and applications	CLO4, CLO5
Unit IV 10 hours	Grammar <ul style="list-style-type: none"> • Parts of speech; Phrases; Verbs • Kinds of sentences; Sentence completion, Subject-verb agreement; Tenses; Clauses and Connectors • Non-finites; Voices; Narration; synonyms & antonyms Learning Activities: Students will be asked to edit and correct the grammar by giving them some paragraphs	CLO2, CLO6

Transaction Mode

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

Suggested Readings

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. Heinemann Education Groups.
- Freedman, S.W. & Dyson, A.H. (2003). Handbook of Research on Teaching English Language Arts. USA: Lawreuel Erlbaum Associates Enclave.
- Government of India. (1986). National Policy on Education. GOI.
- Gordon, J. (2014). (2015). Teaching English in the Secondary Schools. Sage.
- Hood, Philip and Tobutt, Kristina (2015). Teaching Language in the Primary School. Sage.
- Bhatia, Achla & Kaur, Ravjeet (2011). Modern Teaching of English. Patiala: Twenty First Century Publications.
- Deepika & Singh, Surjit (2010). Techniques of Teaching English. Patiala: Twenty First Century Publications.
- Kumar, K. (2007). The child's language and the Teacher. New Delhi: National Book.
- Raman, M. (2004). English Language Teaching. Atlantic Publishers, New Delhi.
- Sinha, S. (2009). Roseublatt's Theory of Reading: Explaining Literature contemporary education dialogue. 6 (2), PP223-237.
- Sachdeva, M.S. (2013). Teaching of English. Patiala: Twenty First Century Publications.
- Singh, Y. K. (2005). Teaching of English. APH Publication Corporation, New Delhi.

Course Title: INDIAN HIGHER EDUCATION: POLICY AND PERSPECTIVES

Course Code: MAE.512

L	T	P	Credits
3	0	0	3

Course Learning Outcomes (CLOs)

Total Hours: 45

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

CLO1: Describe various higher education commissions of post-independence India

CLO2: Locate provisions on Higher Education in different international organizations and agreements which are in agreement with India.

CLO3: Discuss critical issues of equality, equity and quality in Higher Education

CLO4: Recognize various steps and measures undertaken for inclusion within Higher Education

CLO5: Spot out pedagogical and research challenges in Higher Education

CLO6: Identify recent trends of higher education in India

Units/Hours	Contents	Mapping with CLOs
Unit I 12 Hours	1.Higher Education: Meaning, goals of higher education. Structure of higher education system in India – its merits, opportunities and limitations 2.Radhakrishnan University Education Commission, Kothari Commission, NPE 1968, NPE 1986, National Knowledge Commission and RUSA, Delor’s commission report and their relevance in the present context NEP-2020: vision and implementation of Higher Education Learning Activities: Seminar by students on different commission reports	CLO1
Unit II 11 Hours	1.Educational Policy and National Development 2.Institutional Autonomy: Financial autonomy, staffing autonomy and organizational autonomy, Brain drain in India, Graduate employment and Indian higher education, Student migration and knowledge economy. 3.Partnership in higher education, linkage between higher education with industries and community. 4. WTO and GATT in higher education: Privatization and Globalization of higher education. Learning Activities: Preparation and submission of report on the discussed concepts	CLO1 & 2
Unit III 12 Hours	1. Equality of access and equity of opportunities in higher education 2.Government initiatives: Programmes, Policies and Schemes for promoting higher education for all 3.Governance in higher education: Quality enhancement of universities for development 4.NAAC Accreditation procedure and Ranking of higher education institutions in India Learning Activities: Group discussion on quality issues of higher education	CLO3 & 4
Unit IV 10 Hours	1. Higher education learning outcomes: assessing student learning outcomes, challenges in competency assessment in HEIs. 2.Lifelong learning: higher education and research, Higher Education towards knowledge society 3.Higher education Innovation in learning practices:	CLO5 & 6

	Pedagogical challenges of using ICT and technologies in higher education, MOOC's for self-directed learning Learning Activities: Prepare a report about institutional responsibility towards quality higher education and its presentation	
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Transaction Mode

Seminar, dialogue, peer group discussion, mobile teaching, self-learning, Team Teaching, and cooperative learning, Computer supported collaborative learning.

Suggested Readings

- Adishesiah, M.S. (1977). 'Educational financing', in *Report of the Seventh Commonwealth Education Conference*, London: Commonwealth Secretariat, pp. 100–106.
- Arrow, K. (1973). 'Higher education as a filter', *Journal of Public Economics* 2(3) (July): 193–216.
- Dandekar, V.M. (1991). 'Reform of higher education', *Economic and Political Weekly* 26(45) (November 16): 2631–2637.
- Dewey, John (1944). *Democracy and education*. New York: Simon and Schuster
- Friedman, M. (1955). 'The role of government in education', in Solow, R. (ed.) *Economics and the Public Interest*. New Brunswick: Rutgers University Press, pp. 124–25.
- Friere, Paulo (1999). *Pedagogy of the oppressed*. New, NY: Continuum.
- Government of India (1986). *National Policy on Education 1986*. New Delhi.
- Government of India (1990). *Towards an Enlightened Humane Society: Report of the Committee for Review of National Policy on Education 1986*. New Delhi.
- Jimenez, E. (1987). *Pricing Policy in Social Sectors*. Baltimore: Johns Hopkins University Press/World Bank.
- Kothari, V.N. (1986). 'Private unaided engineering and medical colleges: consequences of misguided policy', *Economic and Political Weekly*, 21(14): 593–596.
- Lakdawala, D.T., and Shah, K.R. (1978). *Optimum Utilization of Educational Expenditure in Gujarat*. Ahmedabad: Sardar Patel Institute of Economic and Social Research.
- MHRD (1986)-*Towards a Human and Enlightened Society – Review of NPE*, New Delhi
- Nair, P.R.G., and Ajit, D. (1984). 'Parallel colleges in Kerala: enrolment, costs and employment', *Economic and Political Weekly* 19(42–43) (20–27 October): 1840–1847.
- Tilak, J.B.G. (1987). *Economics of Inequality in Education*. New Delhi: Sage Publications.

- Tilak, J.B.G. (1988). 'Costs of education in India', *International Journal of Educational Development* 8(1): 25–42.
- Varghese, N.V. (1991). 'Financing higher education in India', *Higher Education* 21(1): 83–101.

Suggested Websites

<http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf>

https://en.wikipedia.org/wiki/Rashtriya_Uchcharat_Shiksha_Abhiyan

Course Title: FUTURISTIC PARADIGM OF EDUCATION

Course Code: MAE. 515

L	T	P	Credits
3	0	0	3

Course Learning Outcomes (CLOs)

Total Hours: 45

After completion of this course, the students shall be able to;

CLO1: Explain the concept and approaches of futuristic education in the context of change in the field of education.

CLO2: Predict the futuristic education in the context of changes in the social-economic and political changes of the society.

CLO3: Critically examine the nature of social, scientific, technological and value based changes towards the 21st Century and its impact on the goals of futuristic education.

Units/Hours	Contents	Mapping with CLOs
Unit I 11 Hours	<ul style="list-style-type: none"> • Meaning, Nature, Scope and Importance of Future Studies. • Various Perspectives of Change • Future Studies vis-à-vis Futuristic Education <p>Learning Activities: Group discussion, Individual presentation and preparation of report</p>	CLO1
Unit II 12 Hours	<ul style="list-style-type: none"> • Approaches of Futuristic Planning: Intra Educational Extrapolation, Demographic Projection, School Mapping, Human Resource Development, Social Demand Approach, Rate of Return Approach Social Justice Approach and Duration Based Approaches. • Learning; ubiquitous, social, blended, emotional, service, and situated: concept and process, creating 	CLO2

	of self-organized learning environment (SOLE) Learning Activities: Preparation and submission of report on the discussed concepts	
Unit III 12 Hours	<ul style="list-style-type: none"> • Smart Goals in Education: concept, setting up goals at elementary & secondary Level. • Technology in classroom; Educational Apps, programmed based website & data bases for school and higher education. • Digital Library and Virtual Laboratories: concept, process of use, challenges. Learning Activities: Seminar and group discussion	CLO3
Unit IV 10 Hours	<ul style="list-style-type: none"> • Future of Science and Technology and its Impact on the Goals of Future Education. • Future of Values vis-à-vis Science and Education. • Professional Values & Ethics: Change in present Scenario and factors influencing ethical decision making Learning Activities: Preparation and presentation of report on the theme discussed	CLO3

Transaction Mode

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

Suggested Readings:

- Ashton, D. And Taylor, B.(1969) *Technology Forecasting and Corporate Strategy*. Bradford University Press.
- Bell Danial, (1974) *The Post Industrial Society*, New Delhi: Arnold Heinemann Publishers.
- Capra, F. (1982) *The Turning Point*. London: Flemingo.
- Chandra,R(2010). *Education and Futurology*,Shree Publishers and Distributors
- Clarke, A.C. (1973) *Profiles of the Future*. Harper & Row.
- David Price(2013).*Open:How we'll work, live and learn in Future*, Crux Publishing
- Richard W. Hostrop,(1973) *Foundations of Futurology in Education*, EtcPubns.
- Ruhela,S.P.(2000).*Futurology of Education: The Indian Context*, Kanishka Publishers

Course Title: FINANCING OF EDUCATION

L	T	P	Credits
3	0	0	3

Course Code: MAE.516

Course Learning Outcomes (CLOs)

Total Hours: 45

After completion of the course, students shall be able to;

CLO1: Describe the concept and importance of economics of education

CLO2: Discuss the link between education and economic development.

CLO3: Identify different educational costs

CLO4: Explain the utility of cost benefit analysis in education

CLO5: Differentiate between different sources of finance in education

CLO6: Predict the purpose and consequences of foreign direct investment in education

Units/Hours	Contents	Mapping with CLOs
Unit I 12 Hours	<ul style="list-style-type: none"> • Concept of Economics of Education: Meaning, definition, scope and importance of Economics of Education; The relationship between education and the economic system, Education and Economic Growth, Education and Human Development, Education as means of Poverty reduction- Unidimensional and multidimensional approach, Role of education in contributing to GDP-Theory and Empirics • Education as an industry; Education as consumption and Education as investment, Concept of Cost of Education. Types of Educational costs: Direct cost, Indirect cost, Private cost, Social cost, Opportunity cost and Unit Cost <p>Learning Activities: Group discussion, Individual presentation and preparation of report</p>	CLO1, 2 & 3
Unit II 11 Hours	<ul style="list-style-type: none"> • Economics of Knowledge- Meaning, nature and characteristics • Cost benefit analysis: Meaning, purpose and problems, Cost Effectiveness Analysis in Education, Difference between Cost-benefit and Cost-Effectiveness Analysis. Cost-Benefit Analysis and Financing in Education • Concept of Cost Consciousness in Education. Estimation of cost of Education: Its applications to different levels (Primary, Secondary and Tertiary), External and Internal Efficiency of Education <p>Learning Activities: Preparation and presentation of report</p>	CLO4

	on the theme discussed	
Unit III 10 Hours	<ul style="list-style-type: none"> • Pricing of Education: Micro and Macro aspects of pricing of education; Problem of capitation fees. • Financing of Education: Sources of finance for education: private, public, fees, donations; Endowments and grants: Grant-in- aid principles and practices with special reference to higher education; Government's role in financing education at different levels with special reference to higher education. <p>Learning Activities: Group discussion on sources of finance and raising finance in higher education</p>	CLO5
Unit IV 10 Hours	<ul style="list-style-type: none"> • Budgetary Provision: Concept of budget. Annual grants; developmental grants and maintenance grants. Basis of allocation of funds to Education • Foreign Direct Investment in Education: Concept, Purpose and Consequences. <p>Learning Activities: Preparation of a report on the financing system of the government of India to different higher education institutions and suggesting measures for its improvement.</p>	CLO6

Transaction Mode

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

Suggested Readings

- Blaug, M. (1972). *An Introduction to the Economics of Education*, London: Penguin
- Dansana, A. (2013). *Higher Education and Sustainable Development: New Challenges and Opportunities*, New Delhi: Regal.
- Garg V. P. (1985). *The Cost Analysis in higher Education*, New Delhi: Metropolitan Book Co. Pvt Ltd.
- Laxmidevi (ed) (1996) *Encyclopaedia of Education Development and Planning Economics of Education Vol. V*, New Delhi: Anmol Publications, Pvt. Ltd.
- Majumdar, T. (1983). *Investment in Education and social Choice*, Cambridge: Cambridge University Press.
- McMahan, W. W. (1999). *Education and development: Measuring the social benefits*. Oxford, UK: Oxford University Press.
- Naik J.P. (1965). *Educational planning in India*, Bombay: Allied Publishers
- Natarajan S. (1990). *Introduction to Economics of Education*, New Delhi: Sterling
- Tilak, J.B.G. (Ed.) (2003). *Education, Society and Development: National and International Perspective*, New Delhi: NIEPA.

- Tilak J. B. G. (1994). *Education for Development in Asia*, New Delhi: Sage publications.
- Tilak J. B. G. (1992). *Educational Planning at Grassroots*, New Delhi: Ashish publishing House.
- Tilak , J. B. G. (1987). *The Economics of Inequality in Education*, New Delhi: Sage publications.

INTER-DISCIPLINARY COURSES

Course Title: TEACHING PROFICIENCY

Course Code: MED.513

L	T	P	Credits
2	0	0	2

Course Learning Outcomes (CLOs)

Total Hours: 30

After completion of the course students will be able to:

CLO1: Explore the different techniques of classroom management

CLO2: Explain phases of teaching

CLO3: Describe maxims of teaching

CLO4: Illustrate concept of 5E model in teaching

CLO5: Demonstrate different skills of teaching

CLO6: Integrate ICT in classroom transactions

CLO7: Analyze different pedagogical skills and assessment techniques

CLO8: Differentiate among Pedagogy, Andragogy, Heutagogy and Peeragogy

Units/Hours	Contents	Mapping with CLOs
UNIT I 7 hours	<ul style="list-style-type: none"> • Teaching: Meaning, principles and maxims of teaching. Strategies of teaching: Teacher-centered, and learner-centered, Levels of Teaching and Phases of Teaching, Characteristics of effective teaching • Classroom Management: Meaning, principles, handling large and small classes. Techniques of classroom management. • Motivation: Meaning, nature and types, Factors affecting motivation. <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	(CLO1, CLO2, CLO3)
UNIT II 8 hours	<ul style="list-style-type: none"> • Engagement: Concept, types and techniques of engaging the learners • Exploration: Concept and need, techniques of exploration in the class 	(CLO4, CLO5)

	<ul style="list-style-type: none"> • Explanation Skill: Techniques of an effective explanation • Elaboration skill • Evaluation as a skill: Class room evaluation techniques, performance of learner and teacher • Questioning skill: Types of questions, framing and asking a good question <p>Learning Activities: Practice the techniques of teaching and assessment</p>	
UNIT III 7 hours	<ul style="list-style-type: none"> • Information and Communication Technology: Meaning, Scope, Importance, Sources, Application of ICT in teaching learning process. • Flipped and Blended learning • Web based teaching and learning, social networking sites. Virtual Laboratories and Digital Libraries. <p>Learning Activities: Explore various online learning sites and also use them</p>	(CLO6)
UNIT IV 8 hours	<ul style="list-style-type: none"> • Pedagogy, Andragogy, Heutagogy and Peeragogy: Meaning and concept types, use of various pedagogies in teaching • Integrated Approach to Evaluation Grading system, meaning and types mechanism of grading system, Problems of grading system, Consistency in grading system, Interpretation of Grades • Semester system, continuous assessment, portfolio assessment, question bank • Choice Based Credit System <p>Learning Activities: Analyze one's own Marksheet</p>	(CLO7, CLO8)

Transaction mode

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

Suggested Readings

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

- Chand, T. (2008). *Principles of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Chiniwar, P. S. (2014). *Technology of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Curzon, L. B., & Tummmons, J. (2004). *Teaching in future education*. U.S.A: Bloomsbury Academic Publications.
- Jarvis, M. (2015). *Brilliant ideas for ICT in the classroom*. New York: Routledge Publications.
- Kumar, P. (2015). *Web based technology in education*. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Popham, W. J. (2014). *Classroom assessment*. U.S.A: Pearson Publications.
- Purayil, A. V. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Ranford, C. P. (2013). *Strategies for successful student teaching*. New Jersey: Pearson Publications.
- Schrum, L., & Levin, B. B. (2015). *Leading 21st century School*. U.S.A.: Sage Publications.
- Sharma, R. N., & Chandra. S. S. (2007). *Advanced educational technology*. New Delhi: Atlantic Publications.
- Singh, & et. al. (2014). *Educational technology: teaching learning*. New Delhi: APH Publishing Corporation.

Suggested Websites

<ul style="list-style-type: none"> • wiki.eveuniversity.org • www.adprima.com • www.apa.org • www.crlt.umich.edu 	<ul style="list-style-type: none"> • www.edutopia.org • www.eveuniversity.org • www.facultyfocus.com • www.reddit.com • www.theteachersguide.com
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Course Title: ISSUES AND CONCERNS IN EDUCATION

Course Code: MED.514

L	T	P	Credits
2	0	0	2

Course Learning Outcomes (CLOs)

Total Hours: 30

At the end of the course the students shall be able to;

CLO1: Critically appraise and status of Education at all levels (access enrolment, and retention)

CLO2: Analyze the equity principles: differentials across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.

CLO3: Reflect on the various policies and programs of education at all the levels of education

	(RMSA) - issues of implementation and success of these programmes. Learning Activities: Preparation and submission of report on the discussed concepts	
Unit IV 8 Hours	<ul style="list-style-type: none"> • 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. • Efforts for the expansion of higher education Role of UGC, NAAC in Higher education. Initiatives of the Government, NGOs and Self Help Groups in Expansion of higher education. • Policy perspectives in higher education - RUSA: its objectives and implementation Learning Activities: Preparation and submission of report on the theme discussed	CLO2 CLO3

Transaction mode

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

Suggested Readings

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

Suggested Websites

- https://en.wikipedia.org/wiki/Rashtriya_Madhyamik_Shiksha_Abhiyan
- http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RM_SA_3.pdf
- http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RM_SA_3.pdf
- <http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf>
- https://en.wikipedia.org/wiki/Rashtriya_Uchcharat_Shiksha_Abhiyan
- <http://www.dropoutprevention.org/engage/global-dropout-issue>

Course Title: ASSESSMENT OF LEARNING

Course Code: MED.530

L	T	P	Credits
2	0	0	2

Course Learning Outcomes (CLOs)

Total Hours: 30

After completion of the course students will be able to:

CLO1: List out the various quantitative and qualitative tools used in assessment

CLO2: Define technical terms related to Measurement, Assessment and Evaluation

CLO3: Identify various cognitive, affective and psychomotor learning outcomes

CLO4: Explore the scope of ICT in teaching and assessment.

CLO5: Differentiate between formative and summative evaluation

CLO6: Distinguish between self-assessment and peer assessment

CLO7: Explore the usage of online, e-assessment, open book examination

CLO8: Discuss the characteristics of a good tool

CLO9: Explore the usage of rubrics, portfolio and reflective diary in assessment

CLO10: Analyze the tools and techniques of measurement, evaluation and assessment

Units/Hours	Contents	Mapping with CLOs
UNIT I 7 hours	<ul style="list-style-type: none">• Concept of measurement, assessment and evaluation• Assessment of cognitive, affective and psychomotor learning• Assessment of learning, Assessment for learning, Assessment as learning, Assessment in learning. <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	(CLO2, CLO3)
UNIT II 8 hours	<ul style="list-style-type: none">• Qualitative and quantitative methods of classroom evaluation• Formative and summative evaluation• Self-assessment and peer assessment• Continuous and Comprehensive Evaluation <p>Learning Activities: Analyse the various assessment followed in their respective discipline</p>	(CLO5, CLO6)
UNIT III 7 hours	<ul style="list-style-type: none">• Purpose of reporting• Test items types: essay, short answer and objective• Diagnostic test- its uses <p>Learning Activities: Prepare test items of different types and levels</p>	(CLO10)

UNIT IV 8 hours	<ul style="list-style-type: none"> • Use of test, check list, interview schedule, rating scale • Use of Rubrics, Portfolios and reflective diaries • Use of computers in Evaluation • Web Resources for Effective evaluation of Teaching & Learning Processes, • Online Test, E- Assessment, Open book examination <p>Learning Activities: Construct some of the assessment tools mentioned</p>	(CLO1, CLO4, CLO7, CLO9)
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Transaction Mode

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

Suggested Readings

- Aiken, L.R. (1985). *Psychological testing and assessment*. Boston: Allyn and Bacon.
- Anastasi, A. (1988). *Psychological testing*. New York: The McMillan Company.
- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Behera, B. (2014). Technology in the assessment of students' learning. In J. Mate, (Eds.) *Educational Technology*. APH Publishing Corporation, 179-189.
- Carless, D., Bridges, S., Chan, C., & Glofcheski, R. (2017). *Scaling up Assessment for Learning in Higher Education*. Springer ISBN-13: 9789811030437
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for supervision and curriculum Development.
- Ebel, R.L., & Frisbel, D.A. (1986). *Essentials of educational measurement*. New Delhi: Prentice Hall.
- Ebel, R. L. & Fresbee, D. A. (2009) *Essentials of Educational Management*, New Delhi: PHI Learning Pvt. Ltd.
- Edwards, A. L. (1957). *Techniques of attitudes scale construction*. New York
- Freeman, F. S. (1965). *Theory and practice of psychological testing*. New York: Rinehart and Winston,
- Gronlund, N. E. and Linn, R.L. (2003). *Measurement and assessment in Teaching*. Singapore: Pearson Education.
- Miller, M.D., Linn, R.L., and Gronlund, N. E. (2009). *Measurement and Assessment in Teaching, 10th ED*. Pearson Education, Inc., Upper Saddle River, NJ
- Natrajan, V. and Kulshrestha S.P. (1983). *Assessing Non-Scholastic Aspects Aspects-Learners Behaviour*, New Delhi: Association of Indian Universities.
- NCERT. (2015). *CCE Package*, New Delhi
- NCERT. (2015). *Learning Indicators*, New Delhi

- Newman, F. M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, C,A,: Jossey-Bass.
- Norris, N. (1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
- Osterlind, S. J. (2006). *Modern measurement: Theory, principles, and applications of mental appraisal*. New Jersey: Prentice Hall.
- Popham, W. J. (2000). *Modern educational measurement: Practical Guidelines for Educational leaders* (3rd ed.). Needham, MA: Allyn & Bacon.
- Pophan, W. J. (1988). *Educational evaluation*. New Delhi: Prentice Hall.
- Reynolds, C. R., Livingston, R. V., & Willson, V. (2006). *Measurement and assessment in education*. Boston, MA: Pearson Education, Inc.
- Salkind, N. J. (2006). *Tests & measurement for people who (think they) hate tests and measurement*. Thousand Oaks, CA: Sage Publications.
- Sharma, R. A. (2007). *Essentials of measurement in education and psychology*. Meerut: Surya Publications
- Singh, H.S. (1974). *Modern Educational Testing*. New Delhi: Sterling Publication
- Stanley, J.C. and K.D. Hopkins (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Thorndike, R.M (2010) *Measurement and Evaluation in Psychology and Education*, New Delhi: PHI.

SEMESTER- II

Course Title: SOCIOLOGICAL BASES OF EDUCATION

Course Code: MAE.521

L	T	P	Credits
4	0	0	4

Course Learning Outcomes (CLOs)

Total Hours: 60

After the completion of the course the students shall be able to;

CLO1: Differentiate between sociology of education and educational sociology

CLO2: Determine status of education as a sub-system of society

CLO3: Demonstrate national values enshrined in Indian constitution

CLO4: Identify different sociological theories in educational context

CLO5: Appraise the sociological thoughts of modern sociologists and their implication

CLO6: Critique current problems and issues of education in the social context

CLO7: Develop an awareness of social diversity and inequality and their impact on educational processes

Units/Hours	Contents	Mapping with CLOs
Unit I 14 Hours	<ul style="list-style-type: none"> • Educational sociology and sociology of education: Concept and nature, relationship between sociology and education, Education as a social sub system • Social Institutions: Concept types and their functions: family, school and society; Social group: characteristics and types: Primary, secondary and reference groups in context to education <p>Learning Activities: Group discussion, Individual presentation and preparation of report</p>	CLO1 & 2
Unit II 14 Hours	<ul style="list-style-type: none"> • Sociological theories and their educational implications: structure functionalist, conflict, symbolic interactionism and postmodernism • Socialization and education, Education as a process of socialization: role of formal, non-formal and informal agencies, education and culture; Sociological Functions of Education: preservation of culture, transmission of culture, promotion of culture, enculturation and acculturation <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO3, CLO4
Unit III 16 Hours	<ul style="list-style-type: none"> • Thoughts of Paulo Freire, Mahatma Gandhi, and Savitribai Phule for education and social change • National Values as enshrined in the Indian Constitution – Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education <p>Learning Activities: Interpret the educational thoughts of social thinkers in present educational practices</p>	CLO3, 4 & 5
Unit IV 16 Hours	<ul style="list-style-type: none"> • Concept of social change, Factors affecting social change, Role of education in the changing society. Social mobility with specific reference to Indian Society: westernization, modernization, globalization, Education in diverse social context: multiculturalism and multilingualism • Social Stratification and its reflections in Indian education system • Social movements: concept, theories of social movements: relative deprivation, resource mobilization, political process theory and new social movement theory. • Predict the social changes which education would bring as per the vision of NEP2020 <p>Learning Activities: Preparation and submission of report on the theme discussed</p>	CLO 6 & 7

Transaction mode

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

Suggested Readings:

- Ainsworth, J. (2013). *Sociology of education- an A to Z guide*. New Delhi: Sage Publications.
- Apple, M.W., et al. (Ed.) (2010). *The Routledge International Handbook of the Sociology of Education*. London: Routledge. Atlantic Publishers & Distributer Pvt. Ltd.
- Ballantine, J.H., & Hammack, F. M. (2012). *The sociology of education- a systematic analysis*. Pearson Publications.
- Bhat, M. S. (2013). *Educational sociology*. New Delhi: APH Publishing Corporation.
- Bhattacharya, S. (2006). *Sociological foundations of education*. New Delhi: Atlantic
- Bourdieu, P. (1966). *The state nobility: Elite schools in the field of power*. Cambridge:
- Chandra, S. S., & Sharma, R. K. (2012). *Sociology of education*. New Delhi: Atlantic
- Coser, L.A. (1996). *Masters of Sociological Thoughts Ideas in Historical and Social Context*. Jaipur: Rawat Pub. Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Delor, J. (1996). *Learning: The Treasure within - Report to UNESCO of the International Commission*. Paris: UNESCO.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin Education Commission 1964-66. New Delhi: MHRD.
- Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.
- Jha, J. K. (2002). *Basic principles of developmental sociology*. New Delhi: Anmol Publications Pvt. Ltd.
- Kumar, K. and Oesterheld, J. (Eds.) (1995). *Education and Social Change in South Asia*. New Delhi: Orient Longman.
- Lemert, C. (Ed.) (2004). *Social Theory The Multicultural and Classical Readings*. New Delhi: Rawat Pub.
- Mathur, S. S. (2000). *A Sociological Approach to Indian Education*. Agra : Vinod
- Sharma, Y.S. (2004). *Foundations in Sociology of Education*, New Delhi: Anushka Pub. Distributors.
- Siddiqui, M. H. (2014). *Philosophical & sociological foundations of education*. New Delhi: APH Publishing Corporation.

Suggested Websites

- www.educationworld.com
- www.aera.net
- www.apa.org

Course Title: EDUCATIONAL MANAGEMENT AND LEADERSHIP**Course Code: MAE.571**

L	T	P	Credits
4	0	0	4

Course Learning Outcomes (CLOs)**Total Hours: 60**

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

CLO1: Explain the concept and importance of administration, management and leadership at various levels of education

CLO2: Describe managerial functions of Educational Administrator

CLO3: Design appropriate personnel management strategies for the recruitment and retention of staff.

CLO4: Critically analyze the recent trends and challenges in human resource management

CLO5: Develop institutional policies and practices consistent with emerging trends in higher education

CLO6: Apply the dynamics of the change management and be able to lead change in college and university settings

CLO7: Critically examine the defects in the present leadership system.

CLO8: Resolve issues of leadership and administration exercising various leadership approaches.

CLO9: Integrate personal and professional ethics in all aspects of leadership practice.

Units/Hours	Contents	Mapping with CLOs
Unit I 15 Hours	<ul style="list-style-type: none"> Educational management: meaning, nature and scope and principles Functions of Educational management: Planning, organizing, staffing, controlling and directing, role and skills of teachers in educational management. Concept of Quality and Quantity in Education: International perspective, Evolution of Quality: Quality Control, Quality Assurance, Total Quality Management and SWOT analysis. <p>Learning Activities: Prepare a SWOT analysis report of any educational institution.</p>	CLO1 CLO2
Unit II 15 Hours	<ul style="list-style-type: none"> Recent Trends in Educational management: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy. Means of Ensuring Accountability in Educational management. Qualities of an Effective Educational manager Educational Management and Administration: 	CLO3 CLO4

	<p>Scientific management Theory (F.W. Taylor), Classical Theory, Bureaucratic Theory (Max Weber) and their implications for Education.</p> <p>Learning Activities: Book reviews of Corporate Chanakya by Radhakrishnan Pillai. Out of the Crisis by Edward Deming.</p>	
<p>Unit III 15 Hours</p>	<ul style="list-style-type: none"> • Concept of Quality and Quantity in Education: Indian perspective, Evolution of Quality: Quality Control, Quality Assurance, Thoughts of Quality Gurus: Edward Deming, C.K Pralhad and their educational implications. • Human Resource Management: Meaning, objectives, need, HRM vs. Personnel management, Roles of HR manager, Principles of effective HRM, Challenges for HR managers, HRM environment in India. <p>Learning Activities: Write a report on emerging trends in human resource management in India.</p>	<p>CLO4, CLO5</p>
<p>Unit IV 15 Hours</p>	<ul style="list-style-type: none"> • Leadership: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based and Charismatic • Theories of Leadership: Mc Gregor X and Y theory, Trait Theory, Leader Member Exchange Theory Blake and Mouton's Managerial Grid, Fiedler's Contingency Model. • Leadership Styles: Democratic, Authoritative and Laissez- Faire <p>Learning Activities: Role playing activity for demonstration of different styles of leadership.</p>	<p>CLO6</p> <p>CLO7</p> <p>CLO 8</p> <p>CLO9</p>

Transaction Mode

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

Suggested Readings

- Bell & Bell (2006): Education, Policy and Social Class. Routledge.
- Boal, K. B. (2004) *Strategic Leadership*. In G. R. Goethals, J. M. Burns, & G. J. Sorenson (Eds.). *Encyclopedia of Leadership* (pp1497-1504). Thousand Oaks CA: Sage.
- Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and Leadership* (4th Ed). San Francisco, CA: Jossey-Bass.
- Bottery Mike (ed.) (1992): Education, Policy & Ethics. Continuum, London.

- Bush, Tony & Les, Bell (2002): The principles & Practice of educational management. London: Paul Chapman Publishing.
- Bush, Tony. (2010). Theories of Educational Leadership and Management, 4th ed., New Delhi: Sage Publications, Davies, Brent and Burnham,
- Covey, S. (1992). *Principle-centered leadership*. NY: Fireside.
- Craigs, M.W. (1995). *Dynamics of Leadership*. Bombay. Jaico Publishing House: Bombay.
- DeCenzo D.A., Robbins, S.P., & Verhulst, S.L. (2017). *Human Resource Management* (11th Ed.). Greater Noida: Magic International Pvt. Ltd.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Gandhi, M. (1957). *An autobiography: The story of my experiments with truth*. Boston: Beacon Press.
- Gandhi, M., & Fischer, L. (1983). *The essential Gandhi: His life, work, and ideas an anthology*. New York: Vintage Books.
- Gandhi, M., & Iyer, R. (1991). *The essential writings of Mahatma Gandhi*. Delhi: Oxford University Press.
- Guntur, H.M. (2001). *Leader and leadership in education*. New Delhi: Sage publishing Pvt. Ltd.
- Hersey, P. & Blanchard, K. (1986). *Management of Organizational Behaviour: Utilizing Human Resources*. New Delhi :Prentice Hall of India Pvt.Ltd
- J. W. (2003) *Handbook of Educational Leadership and Management*, New Delhi: Pearson Education
- Kochhar. S.K. (2011). *School Administration & Management* Sterling Publishers Pvt.Ltd; Revised & Enlarged edition.
- Krishna, K. (1960) *All Men Are Brothers. Life and Thoughts of Mahatma Gandhi as told in his Own Words*. Ahmedabad: Navjivan Publishing House
- Luthans, F. (1981). *Organizational Behaviour*. Tokyo: McGraw-Hill International Book
- Mohanty, J. (2007) *Educational Administration, Supervision and School Management*, New Delhi:Deep and Deep Publications,
- Mukhopadhyay, M. (2005). *Total quality management in education (2nd Ed.)*. London: SAGE Publication.
- Mukhopadhyay, M. (2012). *Leadership for Institution Building*. Delhi: Shipra Publications.
- Naik, J.P. (1965): *Educational Planning in India*. New Delhi: Allied.
- Naik, J.P. (1982): *The Educational Commission & After*. New Delhi: Allied.
- New Jersey: Prentice Hall Inc.
- Northouse, P. G. (2010). *Leadership. Theory and Practice. (5th Ed)*. New Delhi: Sage Publications India Pvt. Ltd.
- Owens, R. G. (1970). *Organizational Behaviour in Schools*. New Jersey: Prentice Hall.
- Owens, R. G., & Valesky, T. C. (2010). *Organizational behavior in education: Leadership and school reform (10th Ed)*. Boston, MA: Pearson.
- Preedy, M., Bennet, N & et. al. (2012). *Educational Leadership. Context, Strategy and Collaboration*. New Delhi: Sage Publications India Pvt. Ltd.
- Robbin, S., Judge, T., & Vohra, N. (2012). *Organizational Behaviour*. Delhi: Pearson.
- Sahu, R.K. (2010). *Group Dynamics and Team Building*. New Delhi: Excel Books.

- Sandhu, I.S. (2012). *Educational administration and Management*. Dorling Kindersley(India) Pvt.Ltd: New Delhi
- Shah, K. (2011) *Vinoba on Gandhi*. Varanasi: Sarva Seva Sangh Prakashan
- Sharma, S. L. (2009) *Educational Management: A Unified Approach of Education*, New Delhi: Global India Publications Pvt. Ltd.

Course Title: CURRICULUM PLANNING, DESIGNING AND DEVELOPMENT

Course Code: MAE.552

L	T	P	Credits
4	0	0	4

Course Learning Outcomes (CLOs)

Total Hours: 60

After completion of the course students shall be able to:

CLO1: Explain the concept and bases of curriculum development

CLO2: Analyze the principles and different models of curriculum development

CLO3: Examine the processes involved in the curriculum development process

CLO4: Differentiate different types of curriculum designing and its application

CLO5: Develop skills to evaluate different types of curriculum

Units/Hours	Contents	Mapping with CLOs
Unit I 15 Hours	<ul style="list-style-type: none"> • Curriculum: Concept and Principles of curriculum development • Foundations of Curriculum Planning: Philosophical Bases, Sociological basis and Psychological Bases • Types of Curriculum Designs- Subject centered, learner centered, experience centered, problem centered and core curriculum. Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation <p>Learning Activities: Individual activities on elements necessary for local, national, regional and global specific curriculum</p>	CLO1
Unit II 15 Hours	<ul style="list-style-type: none"> • Process of Curriculum development: Formulation of graduate attributes, course learning outcomes, content selection, organization of content and learning experiences, transaction process, evaluation and follow-up. Curriculum mapping with course learning outcomes and mapping of outcomes. • Role of National Level Statutory Bodies – UGC and NCTE in Curriculum Development • Designing Curriculum: Selection and Organization of learning experiences; Components of Design, 	CLO3 & 4

	<p>Sources of Design; Conceptual framework: Horizontal and vertical relationship; dimensions of curriculum design: Scope, Sequence, Continuity, Integration, Articulation and Balance. Interdisciplinary, Multidisciplinary and Transdisciplinary approaches</p> <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	
<p>Unit III 15 Hours</p>	<ul style="list-style-type: none"> Models of Curriculum Development: Scientific Technical Models: Administrative Model (Deductive Model), Hilda Taba Model (Inductive Model/ Grassroots Model), The Taylor Model, Non-Scientific/Non-Technical/Humanistic Models: The Glathorn's Naturalistic Model, Weinstein and Fantini Model <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	<p>CLO 2 & 3</p>
<p>Unit IV 15 Hours</p>	<ul style="list-style-type: none"> Curriculum evaluation; Concept and purpose, Types of curriculum evaluation: Formative and Summative. Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Screven's Model, Kirkpatrick's Model Curriculum Change: Meaning, types and factors, Curriculum feedback process: Students, Alumnis, Parents and Employers; Analysis of curriculum feedback and its reflection in curriculum development process, Role of stakeholders in curriculum change Scope of research in curriculum. <p>Learning Activities: Preparation and submission of report by evaluating a curriculum and preparing an analytical report on the curriculum of any one Indian University.</p>	<p>CLO5</p>

Transaction Mode

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

Suggested Readings

- Allyn, Bacon, Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum planning and development*. Boston: Allyn & Bacon.
- Beane, J.A. Topfer, Jr. C.F, Alessi, Jr. S.J. (1986): *Curriculum Planning and Development*, London: Allyn and Bacon, INC.
- Brady, L. (1995). *Curriculum Development*. Prentice Hall: Delhi. National Council of Educational Research and Training.

- Dewal, O.S. (2004): *National Curriculum, in J.S.Rajput (Ed.). Encyclopedia of Education*, New Delhi: NCERT
- Guy, J and Small, I. (2010): *The Nature of Disciplinary Knowledge*, Cambridge University Press.
- Johnson, M. (1967): *Definitions and Models in Curriculum Theory, Educational Theory*
- McNeil, J.D. (1990): *Curriculum: A Comprehensive Introduction*, London: Scott, Foreman/Little
- NCERT (1988). *National curriculum for elementary and secondary education*.
- NCERT (2000). *National curriculum framework for school education*. NCERT.
- NCERT (2005). *National curriculum framework-2005*. NCERT, Sri Aurobindo Marg, New Delhi.
- Nehru, R. S. S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.
- Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*.
- Rao, V. K. (2015). *Principles of curriculum*. New Delhi: APH publishing Corporation.
- Taba, H. (1962): *Curriculum Development: Theory and Practice*, New York: Harcourt Brace Jovanovich
- Tala, M. (2012). *Curriculum development: Perspectives, principles and issues*. Pearson
- Tyler, R. (1949): *Basic Principles of Curriculum and Instruction*, Chicago; university of Chicago Press
- Veer, U. (2014). *Modern teaching and curriculum management*. New Delhi: Anmol publication.
- Wheeler, D.K. (1976): *Curriculum Process*, London: University of London
- Wiles, J. W., & Bondi, J. C. (2015). *Curriculum development a guide to practice*. Pearson publication.
- Zais, R. S. (1976). *Curriculum: Principles and foundations*. New York: Harper & Row.

Course Title: DISSERTATION PART I

Course Code: MAE.600

L	T	P	Credits
0	0	8	4

Learning outcomes

The students will make use of different databases to write reviews and identify the gaps in research. It will be helping them in framing research topics along with formulation of Objectives, Hypothesis and Research questions and also writing a suitable design and approaches for their research. They will be capable of identifying appropriate tools for their study or construct appropriate tools and also write the reference in APA format.

Total Hours: 60

EVALUATION

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

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

Suggested websites

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

ELECTIVES (Any two of the following)

Course Title: **DIVERSITIES IN EDUCATION**

L	T	P	Credit
3	0	0	3

Course Code: **MAE.527**

Course Learning Outcomes (CLOs)

Total Hours: 45

After completion of the course the students shall be able to:

CLO1: Describe and illustrate on Current issues and trends with reference to diversities towards education or inclusive development.

CLO2: Understanding children with diverse needs with regard to multiple discourses.

CLO3: Analyze the various suggestions given by contemporary commissions on diversities in education.

CLO4: Design the pedagogy, curricula, and assessment of students with special needs

CLO5: Discover the ways to remove the barriers in the education of students with special needs

CLO6: Plan inclusive classroom setting by using accessible, digital devices and material resources

CLO7: Adapt practices to cater the requirements of students with special need and other diverse needs.

Units/Hours	Contents	Mapping with CLOs
Unit I 12 Hours	<ul style="list-style-type: none">• Introduction to Disadvantaged groups: socio-economical and educational, Scheduled Caste, Scheduled Tribe, Other Backward Class, language and religious minority as disadvantaged: Constitutional safeguard, educational provisions and programme• Major strategies for their social, economic empowerment and social justice in present education system.• Critical review on any one policies document on diverse group for inclusive development.	CLO1

	Learning Activities: Group discussion, Individual presentation and preparation of report	
Unit II 12 Hours	<ul style="list-style-type: none"> • Concept and misconceptions of disability- ICD-10, DSM (Latest) and census on disability in India. • Understanding various characteristics, causes and prevention of sensory impairment (VI and HI), Developmental Disabilities (MR/ID, ASD and SLD), locomotor disabilities and giftedness. Learning Activities: Reflection on Educational possibilities and Accessibility for various diverse needs for inclusive development in India.	CLO2 &3
Unit III 11 Hours	<ul style="list-style-type: none"> • Constitutional provisions for Diversities, National Education Policy (2020) and National Policy for Persons with Disabilities (2006) • Acts and Scheme: RCI Act, 1992, National Trust 1999 and RPwD Act, 2016; Schemes: IEDSS, 2009, ADIPT and International Convention (UNCRPD, 2006). • Role of Governmental and non-governmental agencies in diverse needs and inclusion at secondary and higher secondary level in India. Learning Activities: Preparation and submission of report on the discussed concepts	CLO4 CLO5
Unit IV 10 Hours	<ul style="list-style-type: none"> • Normalization and Deinstitutionalization, Mainstreaming, Integration and inclusive education towards least restrictive environment in delivery of supports to children with diverse needs. • Parent and community participation in strengthening the diverse children or special needs to promote their education. • Use of the instructional and assistive technology to fulfill the diverse needs of students with disabilities. Learning Activities: Reflection upon Research and development in the areas of divers' needs or inclusion.	CLO5, CLO6, CLO7

Transaction Mode

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

Suggested Readings

- Ainscow, M., Booth, T. (2003). *The Index for Inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.
- Berry, B., Daughtrey, A., & Weider, A. (2010). *Teacher leadership: Leading the way to effective teaching and learning*. Centre for Teaching Quality, Washington, DC
- Bika S.L. (2017). *CAI on Adaptive Behaviour for Students with Intellectual Disability*. Global Books Organization and Publication: New Delhi

- Bika S.L.(2017). *Special Education Service Models: Parental Satisfaction and Concerns*. Global Books Organization and Publication: New Delhi.
- Carr, J. F., Herman, N., & Harris, D. E. (2005). *Creating Dynamic Schools through Mentoring, Coaching, and Collaboration*. ASCD, Alexandria.
- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning*. Paul H. Brookes, Baltimore.
- Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing, London.
- Das. M. (2007). *Education of Exceptional Children*, Atlantic Publishers, New Delhi.
- Dimitraidi, S. (Ed.). (2014). *Diversity, special needs, and inclusion in early years education*. Sage Publication: New Delhi.
- Gargiulo, R.M. (2014). *Special education in contemporary society: An introduction to exceptionally (5th edition)*. Sage Publication.
- Govind Rao, L (2007). *Perspective on Special Education*. Neelkamal Publication: Hyderabad.
- Jha, J and D. Jhingran (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalization*, New Delhi: Centre for Policy Research.
- Jha, M. M. (2002). *School without Walls: Inclusive Education for All*. Chennai: Heinemann Educational publishers, Multivista Global Ltd.
- 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
- Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of Children with Special Needs*, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- Nutbrown, C., Clough, P., & Atherton, P. (2013). *Inclusion in early years (2nd edition)*. Sage Publication: New Delhi.
- Reynolds, R. Seckil & Zenzen Flentcher Allain (2000). *Encyclopedia of Special Education: A Reference for the Education of the Handicapped other Exceptional Children's & Adults*, Canada-USA.
- Werts, M.G. etal. (2007). *Fundamentals of Special Education*. PHI Learning Private Limited, New Delhi.

Course Title: TEACHER AND TEACHING
Course Code: MAE.528

L	T	P	Credits
3	0	0	3

Course Learning Outcomes (CLOs)

Total Hours: 45

On the completion of the course, the students shall be able to:

CLO1: Acquaint with the meaning, nature and objectives of teacher education

CLO2: Analyze the role of different agencies for the development of teacher education

CLO3: Justify teaching as a profession and code of professional ethics of teachers and teacher educators

CLO4: Critically examine the growth and development of teacher education in pre and post-independence period

CLO5: Explain the research trends in teacher education

Units/Hours	Contents	Mapping with CLOs
Unit I 12 Hours	<ul style="list-style-type: none"> Teacher education: Concept, nature and scope, Aims and objectives of teacher education at different levels: elementary, secondary and higher Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, <p>Learning Activities: Small group seminar, and report writing on an issue</p>	CLO1
Unit II 11 Hours	<ul style="list-style-type: none"> Historical development of Teacher Education. The National Commission on Teachers-1983, National Policy on Education-1986, Acharya Ramamurthy Review Committee-1990, Yashpal Committee Report-2009, NCTE-1995, National Knowledge Commission 2005, NCF 2005 and Justice Verma Committee-2011-12. National Curriculum framework for Teacher Education 2009. National Policy on Education-2020 <p>Learning Activities: Debate, Individual seminar presentation</p>	CLO2 CLO4
Unit III 12 Hours	<ul style="list-style-type: none"> Models of Teacher Education - Behavioristic, Competency-based and Inquiry Oriented Teacher Education Models Approaches to teacher education: Consecutive & integrated, face to face & distance mode, pre service & in-service 	CLO3

	<ul style="list-style-type: none"> Institutions and agencies of teacher education at: <ul style="list-style-type: none"> National Level (MHRD, UGC, NCTE, RCI and NCERT) State Level (SCERT, IASE, CTE and RIE) and District Level (DIET) <p>Learning Activities: online assignment-cum presentation and report writing on an issue</p>	
Unit IV 10 Hours	<ul style="list-style-type: none"> Meaning, nature, scope and significance of Profession, Teaching as a profession Code of professional ethics of teachers and teacher educators Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education Analyze on Reform efforts towards Teacher Education by NCERT as per National Education Policy -2020 <p>Learning Activities: Brain storming, Small group seminar, and report writing on an issue</p>	CLO3, CLO4, CLO5

Transaction Mode

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

Suggested Readings

- Aggarwal, J.C. (1973). *Landmarks in the History of Modern Indian Education*.
- Chattopadhyaya, D. P. (1985). *The teacher and society: Report of national commission on teachers*. New Delhi: S. Chand & Co.
- Garg, I. (2014). *Teacher education*: New Delhi: APH Publishing Corporation.
- Kumar, T. P. (2010). *Teacher education*. New Delhi: APH Publishing Corporation
- MHRD (1986). *National Policy on Education – 1986*
- Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep.
- Mudaliar, A. L. (1953). *Report of the Secondary Education Commission 1952-53*.
- Mukherjee, S.N. (Ed.) (1968). *Education of Teachers in India* (Vols. 1 &2).
- NCERT (2004). *Curriculum Framework for Teacher Education*. New Delhi.
- NCERT (2006a). *National Curriculum Framework–2005*. New Delhi: NCERT.
- NCERT (2006c). *Teacher Education for Curriculum Renewal*. New Delhi: NCERT.
- NCERT (2008). *Sixth Survey of Research in Education Vol - II*. New Delhi: NCERT.
- NCTE (1998a). *Policy perspectives in Teacher Education: Critique & Documentation*.
- NCTE (2009). *National Curriculum Framework for Teacher Education Towards NCTE*. New Delhi: NCERT.

Suggested Websites

- www.education.indiana.edu
- www.getintoteaching.education.gov.uk
- www.ncert.nic.in
- www.ncte-india.org
- www.teal.ed.gov
- www.ue.edu.pk
- www.mhrd.gov.in
- www.instructionaldesign.org
- www.learningandteaching.info
- www.cluteinstitute.com

Course Title: Fundamentals of Educational Measurement

Course Code: MAE.508

L	T	P	Credits
3	0	0	3

Course Learning Outcomes

Total Hours: 45

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

- CLO1:** Examine the various quantitative and qualitative tools used in assessment
- CLO2:** Analyse the relationship between Measurement, Assessment and Evaluation
- CLO3:** Examine the different paradigms in assessment
- CLO4:** Identify the characteristics of a good tool
- CLO5:** Explore the usage of online, on-demand, open book examination
- CLO6:** Examine the trends and issues in evaluation
- CLO7:** Construct an achievement test
- CLO8:** Construct rubrics on a selected performance
- CLO9:** Design a portfolio as a tool for performance assessment
- CLO10:** Measure non cognitive areas and reporting of results

Units/Hours	Contents	Mapping with CLOs
UNIT I 12 hours	<ul style="list-style-type: none">• Educational measurement, assessment and evaluation: concept and nature; needs and uses of measurement, assessment and evaluation in behavioral sciences.• Assessment of learning and Assessment for learning• Norm-referenced and criterion-referenced measurement, formative, and summative assessment, diagnostic testing; and their application. <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	(CLO2, CLO3)

<p>UNIT II 11 hours</p>	<ul style="list-style-type: none"> • Validity: Concept and nature of validity, major considerations of validity- content, criterion and construct, factors influencing validity • Reliability: Concept and nature of reliability, methods of estimating reliability- test-retest, equivalent forms, split-half, Kuder-Richardson and inter-rater method, standard error of measurement and factors influencing reliability measures • Objectivity, Usability and Norms. <p>Learning Activities: Different standardized tools are identified and explore the different types of validity and reliability used</p>	<p>(CLO4)</p>
<p>UNIT III 12 hours</p>	<ul style="list-style-type: none"> • Tests: types, principles of construction, preparation of questions based on instructional objectives • Tools of Evaluation – Validity, Reliability and Standardization of a Tool, Types of Tools; Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory, Techniques of Evaluation; Observation, Interview and Projective Techniques • Achievement tests: Standardized vs. informal classroom tests, principles of construction of achievement test. • Concept & types of question banks. • Reporting of assessment results and remediation <p>Learning Activities: Construct an achievement test</p>	<p>(CLO1, CLO7, CLO10)</p>
<p>UNIT IV 10 hours</p>	<ul style="list-style-type: none"> • Marks vs Grade • Semester system and annual system • Systemic Reform with respect to examination: online, on-demand, open book examination • Continuous and Comprehensive evaluation • Classroom evaluation techniques • Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources • Reflection on the importance of different alternative assessment tools <p>Learning Activities: Preparation and submission of different types of tools</p>	<p>(CLO5, CLO6, CLO8. CLO9)</p>

Transaction Mode

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

Suggested Books

- Aggarwal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and Measurement*, New Delhi: Vikas Publishing House Pvt Ltd.
- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Banks, S.R. (2005). *Classroom Assessment: Issues and Practices*. Boston: Allyn & Bacon.
- Behera, B. (2014). Technology in the assessment of students' learning. In J. Mate, (Eds.) *Educational Technology*, APH publishing Corporation, 179-189.
- Carless, D., Bridges, S., Chan, C., & Glofcheski, R. (2017). *Scaling up Assessment for Learning in Higher Education*. Springer.
- Cooper, D. (2007). *Talk About Assessment, Strategy and Tools to Improve Learning*. Thomas Nelson.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for supervision and curriculum Development.
- Earl, L.M. (2006). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Thousand Oaks, California: Corwin Press Green and Company
- Gronlund, N.E. (2003). *Assessment of student Achievement*. Boston: Allyn & Bacon.
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and assessment in Teaching*. Singapore: Pearson Education.
- Gupta, S. (2014). *Educational evaluation*. New Delhi. A.P.H. Publishing Corporation.
- Hopkins, K. D. (1998). *Educational and Psychological Measurement and Evaluation*. Boston: Allyn & Bacon.
- Kaplan, R.M. & Saccuzzo. D.P. (2000). *Psychological Testing, Principles, Applications & Issues*. California: Wordsworth.
- Kumar, R. (2013). *Education Evaluation*. New Delhi. A.P.H. Publishing Corporation.
- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and Assessment in Teaching*. London: Merrill Prentice Hall.
- Macmillan, J.H. (1997). *Classroom Assessment, Principles and Practice for Effective Instruction*. Boston: Allyn and Bacon
- 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..
- Osterlind, S. J. (2006). *Modern measurement: Theory, principles, and applications of mental appraisal*. New Jersey: Prentice Hall.

- Panigrahi, S. C., & Patel, R. C. (2013). *Continuous and Comprehensive Evaluation*. New Delhi: APH Publishing Corporation
- Pham, W. J. (2014). *Classroom Assessment- what teachers need to know*. Pearson Publications
- Popham, W. J. (2000). *Modern educational measurement: Practical Guidelines for Educational leaders* (3rd ed.). Needham, MA: Allyn & Bacon.
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education*. New Delhi: PHI Learning Private Limited.
- Salkind, N. J. (2006). *Tests & Measurement for people who (think they) hate tests and measurement*. Thousand Oaks, CA: Sage Publications.
- Singh, B. (2004). *Modern Educational Measurement and Evaluation System*. New Delhi: Anmol Publications Pvt. Ltd. Toronto: Thomson Nelson.
- Stanley, J.C. and K.D. Hopkins (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Thorndike, R.M (2010). *Measurement and Evaluation in Psychology and Education*, New Delhi: PHI

Suggested websites

- www.adprima.com
- www.tc.columbia.edu
- www.grad.ubc.ca

Course Title: ENVIRONMENTAL EDUCATION

L	T	P	Credits
3	0	0	3

Course Code: MAE.576

Course Learning Outcomes (CLOs)

Total Hours: 45

After completion of course the students will be able to:

CLO1: Explain the concept of environment, ecosystems, food chain and food web

CLO2: Analyze the importance of environmental education and environmental conservation

CLO3: Develop responsible behavior to protect the environment

CLO4: Building environmental awareness

CLO5: Analyze the various aims, objectives and guiding principles of environmental education

CLO6: Explore the man-environment relationship

CLO7: Analyze the different methods for teaching environmental education

CLO8: Identify the various types of environmental problems, its causes, impact and suggestive measures

CLO9: Infer the importance of sustainable development

Units/Hours	Contents	Mapping with CLOs
UNIT I 12 hours	<ul style="list-style-type: none"> • Environmental Education: Concept, scope and importance. • Aims, objectives and guiding principles of environmental education at elementary and secondary levels • Relationship between Human being and Environment. <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO1, CLO5, CLO6
UNIT II 11 hours	<ul style="list-style-type: none"> • Programs of environmental education for primary and secondary schools • Methods of teaching environment education: Discussion, Seminar, Workshop, Problem Solving, Field Survey, Projects, Exhibition and Experimental Learning. <p>Learning Activities: Practice the methods for teaching Environmental education</p>	CLO7
UNIT III 12 hours	<ul style="list-style-type: none"> • Teaching of environmental issues: Biodiversity: concept, biodiversity at local, national, regional and global levels; and hot-spots; Threats to biodiversity: Habitat loss, poaching of wildlife, man wildlife conflicts. Endangered and endemic species of India. • Environmental Conservation in the globalized world: concept and Importance, Conservation of biodiversity: <i>In situ</i> and <i>Ex-situ</i> conservation of biodiversity. • Water conservation, rain water harvesting and watershed management; Developmental projects including government initiatives and their impact on biodiversity conservation. <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO2, CLO8
UNIT IV 10 hours	<ul style="list-style-type: none"> • Global environmental problems: Global warming, Ozone layer Depletion and Acid rain; Impact of Population explosion on Environment • Shifting cultivation and its impact on environment; Consumerism, Waste generation and Waste Management including e-waste, Medical Waste, Nuclear Waste, Solid and Liquid Waste. • Concept of Environment and Sustainable 	CLO9, CLO3, CLO4

	<p>Development; Environmental Ethics: Issues and possible solutions, ESD and role of UNESCO.</p> <p>Learning Activities: Analyze the various environmental issues in your locality by identifying the causes, impacts and control measures.</p>	
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Transaction Mode

- Visit to a local polluted site- Urban/rural/industrial/agriculture. Study of common plants, insects, birds of local area.
- Study of simple ecosystems-pond, river, hill slopes, *etc.*

Suggested Readings

- Bhall, S.C. and Khanna, H. (2007), *Environmental Education*, New Delhi: Regal
- Dani, H.M. (1986), *Environmental Education*, Chandigarh: Publication Bureau, Panjab University.
- Husain, M. (2014). *Ecology & Environment*, Anmol Publications, New Delhi.
- Kaul, S. N. et al. (2013). *Environmental Education*. APH Publishing Corporation: New Delhi.
- Nagra, V. (2006), *Environmental Education*, Jalandhar: Sharma Publications.
- Nanda, K.V. (1997), *Environmental Education*, New Delhi: APH Publishing Corp.
- Nasrin (2007), *Education, Environment and Society*, New Delhi: APH Publishing Corp. Publication.
- Padmanabhan, J (2016), *Education for Sustainable Development: How to integrate in school education*. Atlantic Publishers, New Delhi
- Saxena, A.B. (1986), *Environmental Education*, Agra: National Psychological Corp.
- Sharma, P.D. (1990) *Ecology & Environment*, Rastogi Publishers, Meerut.
- Shrivastva, K.A. (2007), *Global Warming*, New Delhi: APH Publishing Corp.
- Shukla, K.S. and Srivastva, R.P. (1992), *Emerging pattern of Environmental Structure*, New Delhi: Commonwealth Publishers.
- Singh, K.Y. (2005), *Teaching of Environmental Science*, New Delhi: Charman Enterprises.
- Sudhir, A.M. and Masillamani, M. (2003), *Environmental Issues*, New Delhi: Reliance Publishing House.
- Wali, M. K., Evrendilek, F., & Fennessy, M. S. (2010). *The environment: science, issues and solutions*. London: Crc Press.

Course Title: HUMAN RIGHTS EDUCATION

Course Code: MAE.577

L	T	P	Credits
3	0	0	3

Course Learning Outcomes (CLOs)

Total Hours: 45

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

CLO1: Explain the need and importance of value education and education for human rights

CLO2: Differentiate the nature of value from religion education and moral training

CLO3: To acquaint with basics of morality and moral development of the child

CLO4: Analyze the available intervention strategies for moral education

Units/Hours	Contents	Mapping with CLOs
Unit I 12 Hours	<ul style="list-style-type: none"> Human Rights Education: Meaning, Objectives and Scope Human Rights enshrined in Indian Constitution Agencies of Human rights Education – School, Family, Community, Teacher. Teaching Learning Process in Human Rights Education through Curricular and co-curricular activities <p>Learning Activities: Group discussion, Individual presentation and preparation of report</p>	CLO1
Unit II 11 Hours	<ul style="list-style-type: none"> Human Rights Education at various levels of education Pedagogies for human rights education Role of UNO and SAARC, NCF, Human Rights education in promoting peace, global consciousness and environmental protection through specific educational programmes. <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO2
Unit III 12 Hours	<ul style="list-style-type: none"> Peace Education: Meaning, nature and importance Genesis of peace education, Challenges to peace: increasing stress, conflicts, crime, terrorism, violence and war Highlights of various philosophies of peace: Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, B.R Ambedkar, Dalai Lama, Nelson Mandela 	CLO3

	Learning Activities: Preparation and submission of report on the discussed concepts	
Unit IV 10 Hours	<ul style="list-style-type: none"> • Learning to live together through moral development • Role of teachers in promoting human rights education. • National and International initiatives for human rights education Learning Activities: Preparation and submission of report on the theme discussed	CLO4

Transaction Mode

Group discussion, lecture-cum–discussion, panel discussion, presentations, school visits and sharing of experiences, presentation of case studies

Suggested Readings

- Bagchi, J.P. & Teckchadani, V. (2005); *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II.* Jaipur: University Book House.
- Biehler, R. & Snowman, J. (2003); *Psychology Applied to Teaching.* USA: Houghton Mifflin Company.
- Chakrabarti, M. (2003); *Value Education: Changing Perspectives.* New Delhi: Kanishka Publishers.
- Dhokalia, R.P. 2001. *External Human Values and world Religions*, New Delhi, NCERT.
- Government of India (1999). *Fundamental Duties of Citizens: Report of the committee set up by the government of India to operationalize the suggestions to teach fundamental duties to the citizens of the country (vol.I& II)* New Delhi; MHRD.
- Goldstein, Tara; Selby, David (2000). *Weaving Connections: Educating for Peace, Social and Environmental Justice.* Toronto: Sumach Press.
- Hicks, David (1994). *Education for Peace: Issues, Principles, and Meyer-Bisch, Patrice. Human Rights Education Resource Guide: The 4th R, Vol. 6, No. 1.* Amnesty International-USA Educators Network.
- Krishnamurthy, J. 2000. *Education and the significance of Life*, Pune: KFI.
- Kumar, Vinay (2013). *Promotion of Ethics and Human Values: Perspectives, Challenges and Opportunities*, Patiala: Twenty First Century Publications.
- Bika S.L. (2016). *Teacher Education: Ethical Issues and Social Responsibilities*” in book entitled- *Ethical and Social Responsibility in the context of Indian Higher Education and Research*” P.p. 98-107. Published by Post Graduate Govt. College Chandigarh & National Association of Psychology Science-India.
- McCown, R., Driscoll, M., Roop, P.G. (2003); *Educational Psychology: A Learning-Centred Approach to Classroom Practice.* USA: Allyn and Bacon Company.
- Motilal, S., & Nanda, B. (2010). *Human rights, gender and environment.* Allied Publishers: New Delhi.
- Nanda, R.T. (1997); *Contemporary Approaches to value Education in India.* New Delhi: Regency Publications.
- M.G. Chitakra (2003). *Education and Human Values*, A.P.H. Publishing Corporation, New Delhi.

- Singh, S. P., Kaul, A., & Chaudhary, S. (2013). *Peace and human rights education*. APH Publishing Corporation: New Delhi.
- Singh, U. K. (Ed.). (2009). *Human rights and peace: ideas, laws, institutions and movements*. Sage Publications India Pvt. Ltd.: New Delhi.
- Thomas, B. (2004); *Moral and Value Education*. Jaipur: Avishkar Publishers.
- Verma, Y. (2007); *Education in Human Values for Human Excellence*. New Delhi: Kanishka Publishers and Distributors.

Course Title: INDIGENOUS EDUCATION

Course code: MAE.578

L	T	P	Credits
3	0	0	3

Course Learning Outcomes (CLOs)

Total Hours: 45

At completion of the course, students will be able to:

CLO1: Conceptualize various indigenous knowledge systems and reflect into their educational practices

CLO2: Examine different indigenous traditions and methods related to promotion of indigenous education

CLO3: Analyze issues concerning indigenous knowledge and education

CLO4: Contextualize place of indigenous knowledge and education in modern education system

CLO5: Develop decolonized methodologies for research in indigenous knowledge and education

CLO6: Interface with cultural experiences that would promote indigenous knowledge

Units/Hours	Contents	Mapping with CLOs
Unit I 12 Hours	<ul style="list-style-type: none"> • Indigenous knowledge systems and their educational practices: Asian, Pacific, North American, Latin American and African discourses, Contextualizing methods theories and examples from diverse Indigenous situations • Community-based value systems and spiritual considerations of indigenous knowledge, Indigenous perspective on sustainable development, Indigeneity of cultural knowledge and community elders • Colonized practices, education and indigenous people: issues and challenges; Decolonizing indigenous education. <p>Learning Activities: Analysis of issues of indigenous knowledge in the Indian context</p>	CLO1

Unit II 11 Hours	<ul style="list-style-type: none"> • Indigenous Education Policies and Intercultural Understanding; Language revitalization and language policies for the curriculum, Indigenous knowledge and curriculum • Indigenous-based teacher education program with community partnership, Re-examining educational discourses and governance in education to the contextualized indigenous situations • Indigenous governance and education for restoring control and responsibility, Indigenous leadership and Indigenous rights. <p>Learning Activities: Discover local indigenous practices and indigenous leadership initiatives regarding knowledge revival</p>	CLO2
Unit III 12 Hours	<ul style="list-style-type: none"> • Improving Quality of Education for indigenous children; Practices of equitable and critically-intercultural teaching • Issues concerning indigenous students as modern subjects, Developing the cultural capabilities of indigenous students vis-à-vis modern education, Access, equity and learning opportunities for indigenous students, Developing modern graduate attributes among indigenous students <p>Learning Activities: Examine contributions of Higher Education institutions to indigenous communities</p>	CLO3 & 4
Unit IV 10 Hours	<ul style="list-style-type: none"> • Self-determination and indigenous educational research; Improving quality and standards for Indigenous education and research • Using ethnographic studies, auto-ethnographic narratives, monograph, case studies, inter-cultural studies, ethnobotanical surveys, relational approach and other critical and decolonized methodologies to examine indigenous education, knowledge and practices • Envisaging the indigenous knowledge within the outlines of National Policy of Education 2020, Envisioning future of indigenous knowledge and education by 2040 <p>Learning Activities: Group Discussion Education for 2040.</p>	CLO5 & 6

Transaction Mode:

Case Studies, Dialogue, Role-Play, Cultural Studies, Group discussion, Lecturer method and Web Quest.

Suggested Readings:

- Chilisa, B (2011) *Indigenous research methodologies*. SAGE, London

- Cote-Meek S (2014) *Colonized classrooms: Racism, trauma and resistance in post-secondary education*. Winnipeg: Fernwood Publishing.
- Dharampal, (1983). *The beautiful tree: Indigenous Indian education in the eighteenth century*. New Delhi: Biblia Impex.
- Faculty of Education, University of British Columbia (1974) *A proposal for a native Indian teacher program. Report of the Dean's committee on a Native teacher training program* [unpublished]. Author, Vancouver
- Hooley N. (2009) *Indigenous Education. In: Narrative Life. Explorations of Educational Purpose*, vol 7. Springer, Dordrecht.
- Kirkness, V. J. (1986). Native Indian Teachers: A Key to Progress. *Canadian Journal of Native Education*, 13(1), 47-53.
- Leal Filho W. (2019) *In Encyclopedia of Sustainability in Higher Education*. Springer, Cham.
- McKinley E., Smith L.T. (2019) *Towards Self-Determination in Indigenous Education Research: An Introduction*. In: McKinley E., Smith L. (eds) *Handbook of Indigenous Education*. Springer, Singapore.
- National Indian Brotherhood (NIB) Assembly of First Nations (1972) *Indian control of Indian education*. NIB, Ottawa
- Nelson-Barber, S., & Johnson, Z. (2019). Raising the standard for testing research-based interventions in Indigenous learning communities. *International Review of Education*, 65(1), 47-65.
- Pérez, Susanne J. 2009. Intercultural Bilingual Education: Peru's Indigenous Peoples' Answer to Their Educational Needs. *Folklife*: 14.
- Pihama L., Lee-Morgan J. (2018) *Colonization, Education, and Indigenous Peoples*. In: McKinley E., Smith L. (eds) *Handbook of Indigenous Education*. Springer, Singapore.
- Sefa Dei G.J., Restoule JP. (2018) *Indigenous Governance: Restoring Control and Responsibility Over the Education of Our People*. In: McKinley E., Smith L. (eds) *Handbook of Indigenous Education*. Springer, Singapore.

Course Title: EDUCATION AND MENTAL HEALTH

L	T	P	Credits
3	0	0	3

Course Code: MAE.579

Course Learning Outcomes (CLOs)

Total Hours: 45

At the end of the course the students shall be able to;

CLO1: Explain the process of defence mechanism and associated concepts

CLO2: Identify various categories of disturbed behavior

CLO3: Develop awareness of positive health and well-being

CLO4: Explore adjustment mechanism in order to manage stress

Units/Hours	Contents	Mapping with CLOs
Unit I 12 Hours	<ul style="list-style-type: none"> • Mental Health/Hygiene: Concept, Principles and Objectives; Factors effecting Mental Health; Mental Health problems- Anxiety and Frustration • Key debates and social aspect of Mental Health: Adjustment vs Maladjustment, Social Media and Mental Health, New technologies and mental health issues • Characteristics of a Healthy Personality <p>Learning Activities: Spread the awareness about Mental Health/Hygiene into local community/ institution through Nukkad Natak, Mukhota, Poster, Slogans, Visual and Performing arts, Group discussion, Individual presentation and preparation of report.</p>	CLO1 & CLO 2
Unit II 11 Hours	<ul style="list-style-type: none"> • Topographical Structure of Psyche and Ego Defence Mechanisms: Projection, Denial, Distortion, Acting Out, Fantasy, Rationalization, Regression, Repression, Reaction Formation, Isolation, Withdrawal, Sublimation, Humor, Acceptance, Anticipation. • Mental Health issues at various levels of development: adolescents and adults <p>Learning Activities: Group Discussion/Seminar: strategies and techniques, asking and contributing opinions in GD/Seminar</p>	CLO1, CLO 2
Unit III 12 Hours	<ul style="list-style-type: none"> • Various Disorders and their characteristics- personality disorders, anxiety disorders and substance related addictive disorders. • Nature and causes of behavioral problems among underachieving students. Student's indiscipline in higher education institutions: types, causes and remedies- bullying, truancy, and dropout <p>Learning Activities: Preparation and submission of report on the discussed concepts.</p>	CLO2, CLO 3
Unit IV 10 Hours	<ul style="list-style-type: none"> • Building Resilience, Coping Strategies for self-management • Stress Management for students; Development of Life Skills among students <p>Learning Activities: Individual Yoga performance, Group discussion and Debates, Individual presentation, arguments and preparation of report.</p>	CLO 4

Transaction Mode

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

Suggested Readings

- Bahadur, M. (1995). *Mental health in theory and practice*. Hoshiarpur, V.V.R.I.
- Capuzzi, D., & Gross, D. R. (1975). *Introduction to counseling*. London: Allynand Bacon.
- Carroll, H. A. (1975). *Mental hygiene: The dynamic of adjustment* (3rd Ed.). Chicago Press.
- Coleman, J. C. (1968). *Abnormal psychology and modern life*. Bombay: D.B.Company.
- Crow, L. D., Crow, & Aline. (1952). *Mental hygiene*, New York: McGraw Hill Book Company Inc.
- Garg, B. R. (2002). *An introduction to mental health*. Ambala: Associate Publications.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Hadfield, J. A. (1952). *Psychology and mental health*. London: George Allen and Unwin Ltd.
- Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Kallam, S. G. (1952). *Mental health and going to school*. Chicago: University of
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Sinha, A.K., & Dutt. (1982). *The concept of mental health in India and western psychologies*. Kurukshetra: Vishal Publications.
- Suraj, B. & Dutt, N. K. (1978). *Mental health through education*. New Delhi: Vision Books Publications.
- Suraj, B. (1952). *Towards a happier education*. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- Thorp, L.P. (1952). *The psychology of mental health*. New York: The Ronald Press Co. Unwin.
- Watkins, T. R., & Claaiucut, J. W. (1990). *Mental health: Policy & practice today*. New Delhi: Saga Publications.
- Wolberg, L. R. (1995). *The techniques of psychotherapy*. London: Jason Aronson In

**VALUE ADDED COURSE (VAC)
(for other departments)**

(Any One)

Course Title: PEACE AND VALUE EDUCATION

L	T	P	Credits
2	0	0	2

Course Code: MAE.504

Course learning outcomes

Total Hours: 30

After completing this course the students will:

CLO1: Analyze the role of society in actualizing the peace

CLO2: Understand meaning of peace its importance in life

CLO3: Evaluate the need and process of value education

CLO4: Realize the significance of values education for quality life

Units/Hours	Contents	Mapping with CLOs
UNIT I 7 hours	<ul style="list-style-type: none"> • Peace: meaning, types and levels of peace, means of creating and sustaining peace; • Role of peace in well-being, justice and democracy; Pillars of the peace. <p>Learning Activities: Preparing a concept note on difference between entrepreneurship education, teacher entrepreneur and Edupreneur</p>	(CLO1)
UNIT II 8 hours	<ul style="list-style-type: none"> • Peace Education: Meaning, importance, assumptions and forms of peace education; • Need of education for peace; Peace education in action. <p>Learning Activities: Identification of entrepreneurship behavior and values of five educational entrepreneurs</p>	(CLO2)
UNIT III 7 hours	<ul style="list-style-type: none"> • Values: Meaning, determinants of values, classification of values, sources of values, hierarchy of values; • Life and value: influence of values on life, influence of life on values; • Erosion of values: Meaning, causes of value erosion. <p>Learning Activities: Visiting two educational institutions for comparing the type of educational entrepreneurship.</p>	(CLO3)

UNIT IV 8 hours	<ul style="list-style-type: none"> • Value Education: Meaning, needs, objectives of value-based education; • Agencies of value education: educational institutions, family, society and religion; • Value based education for human development; • Approaches and activities for value education. <p>Learning Activities: Prepare a proposal for start-up of any educational venture.</p>	(CLO4)
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Transaction mode

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

Suggested Readings

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

Course Title: PHYSICAL AND MENTAL WELLBEING

L	T	P	Credits
2	0	0	2

Course Code: MAE.505

Course Learning Outcomes (CLOs)

Total Hours: 30

At the end of the course the students shall be able to;

CLO1: Explain mental health and its dynamics

CLO2: Assess components of wellbeing in various domains

CLO3: Analyse the importance of good physical health

CLO4: Analyze different states of emotional wellbeing

CLO5- Practice different yoga asana for maintaining healthy life style

Units/Hours	Contents	Mapping with CLOs
Unit I 5 Hours	<ul style="list-style-type: none"> Mental Health/Hygiene: Concept and Objectives Factors effecting Mental Health <p>Learning Activities: Preparing a concept note on indicators of good mental health</p>	CLO1 CLO2
Unit II 10 Hours	<ul style="list-style-type: none"> Physical Wellbeing: concept and issues related to Health, Fitness and Ageing Characteristic of physically healthy behavior; Exercise and Nutrition <p>Learning Activities: Prepare a chart on the components of Balanced diet including carbohydrates, vitamins, fats and proteins along with their calorific values</p>	CLO3
Unit III 10 Hours	<ul style="list-style-type: none"> Emotional Wellbeing: concept and dimensions of Emotional Intelligence and Resilience Cognitive Wellbeing: concept and role in modern lifestyle - Optimism, Hope and Mindfulness <p>Learning Activities: Discussion among peer group as per above topics</p>	CLO4
Unit IV 5 Hours	<ul style="list-style-type: none"> Yoga: History and Objectives; Guidelines for Yogic Practice Ashtang Yog: Yam, Niyam, Aasan, Pranayam, Pratyahar, Shatkarm, Mudra, Bandh, Dharna and Dhyaan <p>Learning Activities: Practice different types of Yoga asana for maintaining healthy life style.</p>	CLO5

Transaction mode

Simulation, Lecture method, lecture-cum-demonstration, Practice session

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, & Aline. (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: ICT INTEGRATION IN TEACHING

L	T	P	Credits
4	0	0	4

Course Code: MAE.551

Course Learning Outcomes (CLOs)

Total Hours: 45

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

CLO1: Explain the nature, scope and importance of Educational technology and ICT

CLO2: Develop basic skills in using the various models of teaching and development of Instructional material.

CLO3: Use e- learning tools in teaching learning, training and research

CLO4: Share information and ideas through the Blogs and Chatting groups.

CLO5: Explore the research studies available on different on-line platforms.

CLO6: Analyze the social, ethical, and legal issues related to technology

Units/Hours	Contents	Mapping with CLOs
Unit I 15 Hours	<ul style="list-style-type: none"> • Concept of Educational Technology (ET) as a Discipline: Meaning, Nature and scope. • Phases of Teaching and Levels of Learning • Micro Teaching and Team- Teaching. <p>Learning Activities: Group discussion, Individual presentation and preparation of report</p>	<p>CLO1</p> <p>CLO2</p>
Unit II 15 Hours	<ul style="list-style-type: none"> • Models of teaching: Families and Elements of Teaching model. Glaser’s basic teaching model, Inquiry training model, Jurisprudential Inquiry Model, Inductive thinking model and Concept attainment model. • Concepts of Pedagogy and Andragogy: Principles and Techniques of Andragogy. Knowles Adult learning theory. • Development of instructional material: MOOC and e content. • Systems Approach to Instructional Design, Models of Development of Instructional Design- ASSURE, Dick and Carey and Artificial Intelligence • Artificial Intelligence: concept and Applications of Artificial Intelligence in education. 	<p>CLO3</p> <p>CLO4</p>

	Learning Activities: Preparation of e- learning module on any topic of prescribed syllabus.	
Unit III 15 Hours	<ul style="list-style-type: none"> e- Learning: Meaning, concept and applications in and out of the classroom. Blended Learning, Cooperative and Flipped Learning Emerging Trends in e- learning: Concept, use of web 3.0 tools for learning, social networking sites, blogs, chats, video conferencing and discussion forum, Open Education Resources. <p>Learning Activities: Demonstrate an understanding and use of emerging classroom technologies such as ICT tools in classroom as Edmodo, Google Classroom, Padlet and Prezi</p>	CLO4, CLO5
Unit IV 15 Hours	<ul style="list-style-type: none"> Synchronous and asynchronous communication on the web Plagiarism: Definition, search engines, regulations, policies and documents/thesis/manuscripts checking through software, knowing and avoiding plagiarism during documents/thesis/manuscripts/scientific writing. Use of ICT in Evaluation, Administration and Research: e- portfolios, ICT for Research, Online Repositories and Online assessment tools: Concept and Development <p>Learning Activities: Design a blog and e- portfolio for effective sharing of information and communication of ideas. Students will be checking their assignments and term paper by using plagiarism software.</p>	CLO6

Transaction Mode

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

Suggested Readings

- Allan, B. (2007). *Blended learning: Tools for teaching and training*. London: Facet Publishing:
- Ally, M. &Tsinakos, A. (2014). *Increasing access through mobile learning*. Available at:http://oasis.col.org/bitstream/handle/11599/558/pub_Mobile%20Learning_web.pdf?sequence=4&isAllowed=y

- Antoninis, M., & Montoya, S. (2018). *A global framework to measure digital literacy*. UIS, UNESCO. Available at: <http://uis.unesco.org/en/blog/global-framework-measure-digitalliteracy>
- Bansal, C., & Misra, P. K. (2018). Implications of Korean Experiences of ICT in Education in Indian Context: A Viewpoint. *i-manager's Journal of Educational Technology*, 14(4), 61-70.
- Encyclopedia Britannica. (2020). *Artificial intelligence*. Available at: <https://www.britannica.com/technology/artificial-intelligence>
- Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education promises and implications for teaching and learning*. Boston, MA: The Center for Curriculum Redesign. Available at: <https://curriculumredesign.org/wp-content/uploads/AIED-Book-Excerpt-CCR.pdf>
- Laanpere, M., Pata, K., Normak, P. & Põldoja, H. (2014). Pedagogy-driven design of digital learning ecosystems. *Computer Science and Information Systems*, 11(1), 419–442.
- Lesgold, A.M. (2019). *Learning for the age of artificial Intelligence: Eight education competences*. Routledge: New York.
- Management Association, Information Resources. (2017). *Blended learning: Concepts, methodologies, tools, and applications*. US: IGI Global.
- Marolla, C. (2019). *Information and communication technology for sustainable development*. US: Taylor & Francis.
- MHRD (2012). *National policy on information and communication technology (ICT) in school education*. New Delhi: MHRD, Government of India.
- Montebello, M. (2017). *AI injected e-learning: the future of online education*. Berlin, Germany: Springer.
- Nye, B.D. (2015). Intelligent tutoring systems by and for the developing World: a review of trends and approaches for educational technology in a global context. *International Journal of Artificial Intelligence in Education*, 25(2), 177-203.
- OECD. (2019). *Artificial intelligence in society*. Paris: OECD Publishing. Available at: <https://ec.europa.eu/jrc/communities/sites/jrccties/files/eedfee77-en.pdf>
- Roberts, T. S. (2008). *Student plagiarism in an online world: Problems and solutions*. Hershey, USA: IGI Global.
- Roll, I., & Wylie, R. (2016). Evolution and revolution in artificial intelligence in education. *International Journal of Artificial Intelligence in Education*, 26 (2), 582-599.
- Sammons, J., & Cross, M. (2017). *The basics of cyber safety: Computer and mobile device safety made easy*. US: Elsevier Inc.
- Selwyn, N., Potter, J., & Cranmer, S. (2010). *Primary schools and ICT: Learning from pupil perspectives*
- Stanford Encyclopedia of Philosophy. (2020). *Artificial intelligence*. Available at: <https://plato.stanford.edu/entries/artificial-intelligence/>
- UNESCO. (2018). *UNESCO ICT competency framework for teachers*. Available at : <https://unesdoc.unesco.org/ark:/48223/pf0000265721>
- UNICEF-WHO. (2015). *Assistive technology for children with disabilities: Creating opportunities for education, inclusion and participation* a discussion paper. Available at: <https://www.unicef.org/disabilities/files/Assistive-Tech-Web.pdf>
- Zhadko, O. & K, S. (2020). *Best practices in designing courses with open educational resources*. New York: Routledge.

- Zimmerman, M.R.(2018). *Teaching AI: Exploring new frontiers for learning*. Portland, Oregon: International Society for Technology in Education

COURSE TITLE: EDUCATION FOR ENTREPRENEURSHIP

Course code: MAE.558

L	T	P	Credits
1	0	0	1

Course Learning Outcomes (CLOs)

Total Hours: 15

After completion of the course students will be able to:

CLO1: Demonstrate entrepreneurial behavior, skills and attitudes and build motivation towards an entrepreneurial lifestyle and occupation

CLO2: feel the life-world of the entrepreneur and understand key entrepreneurial values

CLO3: Grasp the key generic entrepreneurship competencies in practice and apply the process of setting up an organization

CLO4: Holistically develop and manage sustainable entrepreneurial organization and develop the relationships they need to have with key stakeholders.

CLO5: Elaborate the role of teachers and learners in Entrepreneurship Education

CLO6. Elaborate the relevance and future perspectives of Entrepreneurship in Education

Units/Hours	Contents	Mapping with CLOs
Unit I 5 Hours	<ul style="list-style-type: none"> • Entrepreneurship Education: meaning, need and concept, Characteristics of Entrepreneurship Education and types of Entrepreneur • Teacher entrepreneur: meaning, need and concept, characteristics • Social Entrepreneurship: meaning, need and concept, characteristics • Edupreneur: meaning, need and concept, characteristics <p>Learning Activities: Preparation of Case study of Successful entrepreneurs.</p>	CLO1 CLO2
Unit II 4 Hours	<ul style="list-style-type: none"> • Entrepreneurial competencies; Creativity and entrepreneurial education; problem solving and entrepreneurship • Value education and entrepreneurship in education; entrepreneurial behavior <p>Learning Activities: Identification of entrepreneurship behavior and values of five educational entrepreneurs</p>	CLO3

Unit III 3 Hours	<ul style="list-style-type: none"> • Progression Model for Entrepreneurial Education; Active, process-based, project centric, collaborative • Experiential and multidisciplinary approach in entrepreneurial education <p>Learning Activities: Visiting two educational institutions for comparing the type of educational entrepreneurship.</p>	CLO4
Unit IV 3 Hours	<ul style="list-style-type: none"> • Future perspectives of entrepreneurship in education • Relevance of entrepreneurship in education. <p>Learning Activities: Prepare a proposal for start-up of any entrepreneur venture</p>	CLO5

Transaction Mode

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

Suggested Readings

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

Suggested Website

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

Course Title: EDUCATIONAL GUIDANCE AND COUNSELLING

Course Code: MAE.553

L	T	P	Credits
4	0	0	4

Course Learning Outcomes (CLOs)

Total Hours: 60

After completion of course the students will be able to:

CLO1: Explain the concept, nature and purpose of guidance and counseling

CLO2: Examine the various purpose of guidance

CLO3: Develop skills to provide guidance and counselling to underachievers and students with special abilities

CLO4: Identify a typical development pattern in a particular socio-cultural context and providing guidance accordingly

CLO5: Develop skills for guidance and counselling in secondary schools

CLO6: Identify situations where individual and group guidance techniques can be used

CLO7: Explore the various group guidance techniques

CLO8: Apply various types of guidance in different situations

CLO9: Explore the various approaches in counseling

CLO10: Analyze the importance of various types of guidance and counseling

CLO11: Cultivate Coping skill

Units/Hours	Contents	Mapping with CLOs
UNIT I 16 hours	<ul style="list-style-type: none"> • Concept and Purpose of guidance: Self-understanding, self-discovery, self-reliance, self-direction, self-actualization. • Individual and group guidance; advantages of group guidance and personal guidance with special emphasis on problems of adolescents related with family and school. • Group guidance techniques: Career talk, orientation talk, group discussion, career conference, career corner. • Nature and causes of behavioral problems among underachieving students. School discipline problems, bullying, drug abuse, truancy, and dropout. <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	(CLO1, CLO2, CLO3, CLO6, CLO7)

<p>UNIT II 14 hours</p>	<ul style="list-style-type: none"> • Guidance and Counselling: Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic) • Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centered Counselling (Carl Rogers) – Theories of Counselling (Behaviouristic, Rational, Emotive and Reality) • Areas of counseling: Vocational counseling, family counseling, parental counseling, adolescent counseling, counseling of girls Peer counseling • Skills, qualities and Professional ethics of an effective counselor <p>Learning Activities: Identify various case studies where different areas of counseling are addressed</p>	<p>(CLO5, CLO8, CLO9, CLO10)</p>
<p>UNIT III 16 hours</p>	<ul style="list-style-type: none"> • Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation, Resources required for organizing guidance services, • Role of teachers and other personnel in school guidance programme <p>Learning Activities: Prepare an Orientation programme schedule for the first semester students of our university</p>	<p>(CLO9)</p>
<p>UNIT IV 14 hours</p>	<ul style="list-style-type: none"> • Concept and identification process of students with sensory disabilities, developmental disabilities, locomotor disabilities, giftedness and creative, socially and economically disadvantaged and delinquency. • Developing coping skills: nature of stress and its causes and consequences • Case approach to guidance <p>Learning Activities: Analyse the various programmes of different countries in order to cater to the needs of children with differential ability</p>	<p>(CLO3, CLO4, CLO11)</p>

Transaction Mode

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

Suggested Readings

- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Gupta, S. (2013). *Guidance and career counselling*. New Delhi: A.P.H. Publishing Corporation.
- Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Pal, O. (2011). *Educational and vocational guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Siddiqui, M. H. (2015). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.

Suggested Websites

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

Course Title: **HISTORICAL BASES OF EDUCATION**

L	T	P	Credits
4	0	0	4

Course Code: **MAE.523**

Course Learning Outcomes (CLOs)

Total Hours: 60

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

CLO1: Critically examine the ancient, medieval and modern system of education.

CLO2: Analyze the impact of ancient educational system on the present educational system.

CLO3: Critically evaluate the impact of British educational system on Indian educational system

CLO4: Analyze the term of reference of different educational commissions and their impact on education

Units/Hours	Contents	Mapping with CLOs
Unit I 14 Hours	<ul style="list-style-type: none"> Development of education in ancient India: Vedic, Jainism and Buddhist Period with special reference to aims, admission system, centers of learning, curriculum, methods of teaching, discipline, examination system, role of the teacher. <p>Learning Activities: Group discussion on relevance of ancient Indian education in modern context</p>	CLO1 &2
Unit II 16 Hours	<ul style="list-style-type: none"> Development of education in medieval India: Islamic and indigenous system of education, education with special reference to aims, admission system, centres of learning, curriculum, methods of teaching, discipline, examination system, role of the teacher. <p>Learning Activities: Preparation and submission of report on the special features of indigenous education</p>	CLO1
Unit III 14 Hours	<ul style="list-style-type: none"> Development of education during British India: Indian Charter Act 1813, Macaulay's minute (1835), Woods dispatch (1854). Hunter education commission (1882), Calcutta University education commission (1917), Sargent report (1944). <p>Learning Activities: Seminar on different commission reports by students.</p>	CLO1, 2 & 3
Unit IV 16 Hours	<ul style="list-style-type: none"> Development of Education in Modern India: University Education Commission (1948), Secondary Education Commission (1952-53), Kothari Education Commission (1964-66). National Policy on Education-1968, National Policy on Education 1986, Programme of Action (1992), National Knowledge Commission, Dellor Commission report, <i>Rashtriya Uchchatar Shiksha Abhiyan</i> (RUSA)-2013 <p>Learning Activities: Preparation of a comprehensive report on how to reflect the indigenous pattern of education in the modern educational system.</p>	CLO4

Transaction Mode

Workshops, seminars, assignments and group discussion

Suggested Readings

- Biswal, K. (2011). *Secondary education in India: Development policies, programmes and challenges: Create pathways to access*. New Delhi: NUEPA.

- Chauhan, C.P.S. (2007). *Modern Indian education, policies, progress and problems*. New Delhi: Kanishka Publishers.
- Fagerling, I., & Saha, L.J.O. (1989). *Education and national development (2nd Ed.)*. England: Pergamon Press.
- Ghosh, S.C. (2007). *History of education in India*. Rawat Publications
- Jayapalan, N. (2005). *Problems of Indian education*. New Delhi: Atlantic Publishers and Distributors
- Malhotra, P. L. (1986). *School education in India: Present status and future needs*. New Delhi: NCERT.
- Malhotra, P. L. (1986). *School education in India: Present status and future needs*. New Delhi: NCERT.
- MHRD. (1986). *National policy of education, 1992: Modification and their POA*. New Delhi: MHRD, Department of Education.
- MHRD. (1992). *National policy of education, 1992: Modification and their POA*. New Delhi: MHRD, Department of Education.
- Mudhopadyay, S., & Kumar, A. (2001). *Quality profiles of secondary school*. New Delhi: NIEPA.
- Mukhopadhyay, & M. Narula (Eds) (2001). *Secondary education: The challenge ahead*. New Delhi: NIEPA.
- Narulla, S., & Naik, J.P. (1964). *Student history of education in India*. Delhi: McMillian & Co., of India Pvt. Ltd. Available at: https://archive.org/details/AStudentsHistoryOfEducationInIndia1800-1973_926/mode/2up
- Narulla, S., & Naik, J.P. (1964). *Student history of education in India*. McMillian & Co., of India Pvt. Ltd.
- Singh, S.S. (2007). *Development of education in emerging India and its current problems*. Dhapat Rai Publications Company.
- Sudarsana, T. (2008). *Comparative secondary education*. New Delhi: Mittal Publications.
- Toffler, A. (1971). *Future shock*. London: Hazell Watron and Viney Ltd.
- UNESCO. (2015). *Rethinking education towards a common good*. Paris: UNESCO Publishing. Available at: <https://unevoc.unesco.org/e-forum/RethinkingEducation.pdf>

Suggested websites

https://en.wikipedia.org/wiki/Logical_positivism
<https://plato.stanford.edu/entries/logical-empiricism/>

ELECTIVES (Any one of the following)

Course Title: WOMEN EDUCATION

Course Code: MAE.556

Course Learning Outcomes (CLOs)

At the end of the course the students shall be able to;

CLO1: Analyze the various aspects of women education

CLO2: Acquaint with the need of women and girl education

CLO3: Reflect upon the current status of women in society

CLO4: Analyze about the prevalence and ways for eradication of various social evils related to women in the society

Course Content

L	T	P	Credits
3	0	0	3

Total Hours: 45

Units/Hours	Contents	Mapping with CLOs
UNIT I 12 hours	<ol style="list-style-type: none"> 1. Women Education: Meaning, need and scope, Transition of status of women through ages 2. Girl child education: Need, facilities, policies, present and futuristic plans of girl child education, Problems in educating girl child, drop out: meaning and causes, Social aspects influencing girl education: Subject choice, attitude and expectations of school and society. 3. Physical, mental, emotional and social development of girls during different stages of life, 4. Review of various programs especially designed for women, NPE and Women, <i>Mahila Samakhya</i> <p>Learning Activities: Analyse the various programmes in your state addressing women empowerment</p>	CLO1 & CLO2
UNIT II 10 hours	<ol style="list-style-type: none"> 1. Women empowerment: Concept, indicators, ways for empowering the women and impact of self-empowerment on women, cognitive and non-cognitive aspects for self-empowerment of women, self- help groups 2. Socio-psychological determinants of women education, Education of women of minority communities 3. Women's rights: Right to education, work, 	CLO2

	property, maintenance, equality, right against exploitation Learning Activities: Analyse the success stories of various women entrepreneurs	
UNIT III 12 hours	<ul style="list-style-type: none"> • Issues related to women: Bigamy, dowry, Violence, glass ceiling, rape, exploitation at work, extra marital affair and NRI deserted wives • Domestic violence: Meaning, types, causes and ways to avoid domestic violence • Female feticides, infanticide, early child marriage and girl child labor • Need, ways to achieve quality of life of women; social justice and empowerment Learning Activities: Discussion on various issues faced by women in the society	CLO3
UNIT IV 11 hours	<ul style="list-style-type: none"> • Role of media in changing the status of women, women and modernization, women entrepreneurship, Representation of Women's role in textbooks and media sources. • Research in women education: Areas, literature and trends • Reflections on the contribution of Kalpana Chawla, Mother Teresa, and Amrita Pritam Learning Activities: Analyse textbooks of secondary level with respect to status and role of women in society	CLO4

Transaction Mode

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

Suggested Readings

- Noddings, N. (2012). *Philosophy of education (Third Edition)*. Colarado, USA:
- Ozman, H. A., & Craver, S. M. (2011). *Philosophical foundations of education*. Boston, USA: Allyn & Bacon.
- Palmer, J. A. (2001). *Fifty modern thinkers on education: From Piaget to the present day*. Routledge Flamer. London. USA. Canada.
- Rao, B. (2008). *Women Education*. Discovery Publication: New Delhi.
- Singh, U.K et.al. (2005). *Women Education*. Common Wealth Publishers: New Delhi.
- Tripathy S.N. (2003). *Women in Informal Sector*. Discovery publishing house: New Delhi.
- Nehru, R.S.S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.

Course Title: INCLUSIVE EDUCATION

L	T	P	Credits
3	0	0	3

Course Code: MAE.557

Course Learning Outcomes (CLOs)

Total Hours: 45

At the end of the course the students shall be able to;

CLO1: Describe and illustrate on Current issues and trends with reference to inclusive education.

CLO2: Describe historical development of inclusive education in India

CLO3: Understanding children with diverse needs with regard to multiple discourses.

CLO4: Develop awareness of learner towards inclusive education and its practices.

CLO5: Analyze the various suggestions given by contemporary commissions on inclusive education

CLO6: Understand different strategies for curriculum adaptation, accommodation and their significance.

CLO7: Design the pedagogy, curricula, and assessment of students with special needs

CLO8: Plan inclusive classroom setting by using accessible, digital devices and material resources

Units/Hours	Contents	Mapping with CLOs
Unit I 11 Hours	<ul style="list-style-type: none"> • Concept and misconceptions of disability- ICD-10, DSM (Latest) and census on disability in India. • Historical perspective and legislation to promote inclusion such as; Salamanca Declaration and Framework, 1994; UNCRPD 2006; INCHEON strategies. • Inclusive education- Concept, definition, principal and barriers to inclusion. • Reflections on Educational Provisions for promotion of inclusive education. <p>Learning Activities: Critical review on any one policies document on divers group for inclusive development.</p>	CLO1, CLO 2 & CLO 4
Unit II 10 Hours	<ul style="list-style-type: none"> • Conceptual understanding and Classification of Disabilities based on ICF (International Classification of Functioning) model. • Understanding various characteristics, causes and prevention of sensory impairment (VI and HI), Developmental Disabilities (MR/ID, ASD and 	CLO4 & CLO5

	<p>SLD), locomotor disabilities and giftedness.</p> <ul style="list-style-type: none"> • Educational possibilities and Accessibility for various diverse needs for inclusive development in India. <p>Learning Activities: Spread the awareness on disabilities (Divyangjan) in to the community with respect to Nukkad Natak, Mukhota, Poster, Slogans, Visual and Performing arts.</p>	
<p>Unit III 12 Hours</p>	<ul style="list-style-type: none"> • Constitutional provisions for Diversities, National Education Policy (2020) and National Policy for Persons with Disabilities (2006) and SDGs 4 • Acts and Scheme: RCI Act, 1992, National Trust 1999 and RPwD Act, 2016; Schemes: IEDSS, 2009, ADIPT and International Convention (UNCRPD, 2006). <p>Learning Activities: Article/book review with reference to disabilities (Divyangjan). Reflection upon schemes and benefits in the areas of divers' needs or inclusion.</p>	<p>CLO3 & CLO6</p>
<p>Unit IV 12 Hours</p>	<ul style="list-style-type: none"> • Conceptual understanding on Universal design of learning (UDL). • Interventions- Educational and Therapeutic- its application in Inclusion. • Use of technology and TLM to support diverse learning needs. • Development of Individualized Educational Programme (IEP) and Individualized Family Support Plan (IFSP). <p>Learning Activities: Visit to NGO/ Institutions and enlist various instructional and assistive technology to fulfill the diverse needs of students with disabilities. Group discussion and report writing.</p>	<p>CLO7 & CLO8</p>

Transaction Mode

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

Suggested Readings

- Ainscow, M., Booth, T. (2003). *The Index for Inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.
- Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing, London.
- Dimitraidi, S. (Ed.). (2014). *Diversity, special needs, and inclusion in early years education*. Sage Publication: New Delhi.
- Gargiulo, R.M. (2014). *Special education in contemporary society: An introduction to exceptionally (5th edition)*. Sage Publication.

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

Course Title: TEACHER EMPOWERMENT AND DEVELOPMENT**Course Code: MAE.559**

L	T	P	Credits
3	0	0	3

Course Learning Outcomes (CLOs)**Total Hours: 45**

After completion of the course the students will be able to

CLO 1: Compare and Contrast the pre-service and in-service teacher education.**CLO 2:** Analyze the functions of Institutions and Agencies of Teacher Education**CLO 3:** Explain recent issues in teacher education**CLO 4:** Evaluate the Pre-service and In-service teacher education program at different stages**CLO 5:** Review the research trends in teacher education**CLO 6:** Summarize the internship of teacher education programme

Units/Hours	Contents	Mapping with CLOs
Unit I 12 Hours	<ul style="list-style-type: none"> • Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs • The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels • Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels- SCERT, NCERT, NCTE and UGC <p>Learning Activities: Small group seminar, and report writing on an issue</p>	CLO1 CLO2
Unit II 11 Hours	<ul style="list-style-type: none"> • Internship Program: challenges and its process of evaluation • ODL in Teacher education • Interdisciplinary programs of teacher education: Teacher Learning Centres (TLCs) • Education of teachers for vocational streams: technical teachers training institutes (TTTIs) <p>Learning Activities: Debate, Individual seminar presentation</p>	CLO3 CLO6
Unit III 12 Hours	<ul style="list-style-type: none"> • Teacher development through action research • Role of community knowledge in teacher education and school based management • Process based Teacher education: Expository, Collaborative and Experiential learning 	CLO4 CLO5

	Learning Activities: online assignment-cum presentation and report writing on an issue	
Unit IV 10 Hours	<ul style="list-style-type: none"> • Teacher Empowerment: Theme based training, need based training, capacity building programs, Orientation and refresher Course • Academic Skills: communication, soft skills, curriculum development, Teaching Potential, Classroom management skills, evaluation skills • Professional learning communities, Responsive teaching, Reflective learning. • Conduct a programme to create professional learning communities for school leaders and report on it. <p>Learning Activities: Brain storming, Small group seminar, and report writing on an issue</p>	CLO3 CLO4

Transaction Mode

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

Suggested Readings

- Aggarwal, J. C. (1973). *Landmarks in the history of modern Indian education*. New Delhi: APH Publishing Corporation
- Aggarwal, J. C., & Aggarwal, S. P. (1992). *Educational planning in India*. New Delhi: APH Publishing Corporation
- Anuradha. A. G. (1995). Collaborative learning enhances critical thinking. *Journal of Technology Education*, 7(1), 1045–1064.
- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Beck, G, & Murphy, J. (1998). Site-based management and school success: untangling the variables. *School Effectiveness and School Improvement*, 9(4), 358–385.
- Behera, B. (2018). Online learning community: perspectives towards professional development of teachers. *University News*, 56(6), 12-17.
- Chapman, J. (1990). *School based decision making and management*. The Falmer Press, London.
- Chattopadhyaya, D. P. (1985). *The Teacher and society: Report of national Commission on teachers I 1983-85*. Govt. of India, New Delhi.
- Day, R. (2008). *Models and the knowledge base of second language teacher education*. University of Hawaii: Retrieved from <http://www.hawaii.edu/sls/uhwpe/112/day112.pdf>>
- Egan, C., & et.al. (2015). *A discipline based teaching and learning center*. New York: Springer Science Business Media Publication.
- Garg, I. (2014). *Teacher education*. New Delhi: APH Publishing Corporation.

- Kumar, P. (2010). *Teacher education*. New Delhi: APH Publishing Corporation.
- MHRD (1986). *National Policy on Education – 1986*, GOI, New Delhi
- MHRD (1995). *The Teacher and society, Chattopadhyaya Committee Report* , MHRD, GOI
- Ministry of Education (1966). *Education and national development*. report of the MHRD, GOI.
- Mishra, L. (2013). *Teacher education: Issues and innovation*. New Delhi: Atlantic Publications.
- Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Mohanty, J. (2013). *Educational administration, supervision and school management*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Mudaliar, A. L. (1953). *Report of the secondary education Commission 1952-53*.
- Mukherjee, S.N. (Ed.) (1968). *Education of teachers in India (Vols. 1 &2)*. New Delhi
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- NCERT (2004). *Curriculum framework for teacher education*. New Delhi
- NCERT (2006a). *National curriculum framework–2005*.New Delhi: NCERT.
- NCERT (2006c). *Teacher education for curriculum renewal*. New Delhi: NCERT.
- NCERT (2008). *Sixth survey of research in education Vol - II*. New Delhi: NCERT.
- NCTE (1998a). *Policy perspectives in teacher education: Critique & documentation*. New Delhi
- NCTE (1998b). *Curriculum framework for quality teacher education*. New Delhi
- NCTE (2009). *National curriculum framework for teacher education towards preparing professional and humane teacher*. New Delhi: NCTE.
- Nehru, R.S.S., et.al. (2013). *Teacher education*. New Delhi: APH Publishing Corporation.

Suggested Websites

- www.education.indiana.edu
- www.getintoteaching.education.gov.uk
- www.ncert.nic.in
- www.ncte-india.org
- www.teal.ed.gov
- www.mhrd.gov.in
- www.instructionaldesign.org
- www.learningandteaching.info
- www.cluteinstitute.com
- www.aiaer.net

Course title: ANDRAGOGY AND EDUCATION

Course Code: MAE.560

L	T	P	Credits
3	0	0	3

Course Learning Outcomes (CLOs)

Total Hours: 45

After completion of the course students will be able to

CLO 1: characterize the genesis and evolution of andragogy and its basic concepts;

CLO 2: discuss the specifics of the educational needs of adults;

CLO3: Characterize contemporary theories, methods and form of adult education;

CLO4: recognize the educational needs of specific groups of the adults;

CLO5: develop positive attitudes to the problems of adult education;

CLO 6: conducting guidance in the areas of adults

Units/Hours	Contents	Mapping with CLOs
Unit I 12 Hours	<ul style="list-style-type: none"> • Andragogy: Concepts, Assumptions and Principles • Adults - life phase, Opportunities, skills and motivation for the development of an adult • Teaching the adults - history of andragogy • Elements of important forms of education in various phases of life <p>Learning Activities: Group discussion, Individual presentation and preparation of report</p>	CLO1 & 2
Unit II 11 Hours	<ul style="list-style-type: none"> • The role and tasks of andragogy in modern education • Self-directed learning in the modern times with dominating role of Information and Communication Technology (ICT) • Human activities in work and beyond it – some important elements supporting better existence of an adult <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO3 & 4
Unit III 12 Hours	<ul style="list-style-type: none"> • The educational role of adults • Preparation of an adult to perform professional and social functions in accordance with the principles of society and proactive behavior of an adult <p>Learning Activities: Preparation and submission of report on the discussed concepts</p>	CLO3 & 5 CLO5

Unit IV 10 Hours	<ul style="list-style-type: none"> • Organization of leisure time for people of working age; development of interests • The activity of cultural and educational aspects of an adult, volunteering as a popular form of physical activity and the possibilities to help others. <p>Learning Activities: Preparation and submission of report on the theme discussed</p>	CLO5 & 6
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Transaction mode

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

Suggested readings

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

Course title: ECLECTICS OF EDUCATION

L	T	P	Credits
2	0	0	2

Course code: MAE.574

Course Learning Outcomes

Total Hours: 30

At the end of the course the students shall be able to;

CLO1: Develop the thinking of students from memory level to reflective level

CLO2: Analyze the various sociological, political, economic and ideological forces influencing the process of education

CLO3: Apply critically the perspectives of education in the society

Units/Hours	Contents	Mapping with CLOs
Unit I 7 Hours	<ul style="list-style-type: none"> • Contribution of Indian Schools of philosophy (Sankhya Yoga, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towards educational aims and methods of acquiring valid knowledge • Contribution of Western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education with special reference to information, knowledge and wisdom <p>Learning Activities: Group discussion and seminar</p>	CLO1, 2 & 3
Unit II 8 Hours	<ul style="list-style-type: none"> • Approaches to Sociology of Education (symbolic Interaction, Structural Functionalism and Conflict Theory). Concept and types of social Institutions and their functions (family, school and society), Concept of Social Movements, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory) Socialization and education- education and culture; • Contribution of thinkers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J.Krishnamurthy, Paulo Freire, Wollstonecraft, NelNoddings and SavitribaiPhule) to the development of educational thought for social change, National Values as enshrined in the Indian Constitution – Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education <p>Learning Activities: Group discussion and seminar</p>	CLO1, 2 & 3
Unit III 7 Hours	<ul style="list-style-type: none"> • Growth and Development: Concept and principles, Cognitive Processes and stages of Cognitive Development, Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka), Mental health and Mental hygiene • Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence, Concepts of Problem Solving, Critical thinking, Metacognition and Creativity • Principles and Theories of learning: Behaviouristic, Cognitive and Social theories of learning, Factors affecting social learning, social competence, Concept of social cognition, understanding social relationship 	CLO1, 2 & 3

	<p>and socialization goals</p> <ul style="list-style-type: none"> • Guidance and Counselling: Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic), Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centred Counselling (Carl Rogers) – Theories of Counselling (Behaviouristic, Rational, Emotive and Reality) <p>Learning Activities: Group discussion</p>	
<p>Unit IV 8 Hours</p>	<ul style="list-style-type: none"> • Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology, Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems, Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups) • Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason’s), Gagne’s Nine Events of Instruction and Five E’s of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning) • Emerging Trends in e learning: Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application), E Inclusion – Concept of E Inclusion, Application of Assistive technology in E learning , Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher – Teaching, Learning and Research 	<p>CLO1, 2 & 3</p>

	<ul style="list-style-type: none"> • Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research – Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development. <p>Learning Activities: Group discussion</p>	
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Transaction Mode

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

Suggested Readings

- Aggarwal, J.C. (2003) *Principles Methods and Techniques of Teaching*: New Delhi: Vikas Publishing Home.
- Behera, B. (2018). *Readings on Constructivism: areas of practice and way forward in teaching-learning*. Mittal Publications, New Delhi
- Benjamin B. Lahey (2002) *Essentials of Psychology*, International Edition, McGraw Hill
- Bhat, M. S. (2013) *Educational sociology*. New Delhi: APH Publishing Corporation.
- Bigge, M.C. & Row (1971) *Learning theories for teachers* (2nd Edition). N.Y.: Harper Collins.
- Bigge, M.L., & Hunt, M.P. (1968) *Psychological foundations of education* (2nd Edition). N.Y.: Harper & Row.
- Bower, G.H., & Hilgard, E.R. (1981) *Theories of learning*. New Jersey: Prentice Hall, Inc. Englewood Cliffs.
- Canestrari, A. and Marlowe, B.A. (Eds.) (2009) *Foundations of education: An anthology of critical readings* New York: sage publications
- Chauhan, S.S. (1978) *Advanced educational psychology*. New Delhi: Vikas Publishing house Pvt. Ltd.
- Chauhan, S.S. (1995) *Innovations in teaching Learning Process*. New Delhi: Vikas Publishing house Pvt. Ltd.
- Das, R.C. (1993) *Educational Technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Dash, M. (2009) *Educational psychology*. New Delhi: Deep & Deep publications.
- Dececco, J.P. (1968) *The psychology of learning and instruction*. New Delhi: Prentice Hall of India.
- Dewey, J. (1987) My pedagogic creed, *School journal*, 54, 77-80 Retrieved from <http://dewey.pragmatism.org/creed.htm>
- Joyce, B., & Weil, M. (2000) *Models of teaching* (6th ed.). Boston: Allyn and Bacon.
- Kumar, K.L (2001) *Educational Technology*. New Delhi: New Age International Publishers.

- Mangal, S. K. (2014) *Essential of educational psychology*. New Delhi: PHI learning publication.
- Moore, R. (2014) *Education and society: issues and explanation in the society of education*, Cambridge: Cambridge press
- Murphy, D. (2005) *Foundations: introduction to teaching*, New York: prentice Hall
- Pal, O. B. (2014) *Sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Pandey, V.C (2005) *Frameworks for ICTs and Teacher Education*. New Delhi: Isha Book Publishers.
- Parmeshwaran, E.G and Beena, C (2002) *An Invitation to Psychology*, Hyderabad, Neel Kamal Publications
- Pathak, R. P. (2013) *Philosophical & sociological perspectives of education*. New Delhi: Atlantic Publishers
- Sampath& others (1998) *Introduction to Educational Technology*. New Delhi, Sterling Publishers Pvt Ltd.
- Semel,S.F. (2010) *Foundation of education: the essential text* New York: Routledge
- Sharma, R.A. (1993) *Advanced Educational Technology*. Meerut. Loyal Book Depot.
- Sharma, R.A. (2000) *Technology of Teaching*. Meerut, Loyal Book Depot.
- Siddiqui, M. H. (2014) *Philosophical & sociological foundations of education*. New Delhi:APH Publishing Corporation.
- Singh, Y. K. (2015) *Sociological foundation of education*. New Delhi: APH Publishing Corporation.
- Srinivasan, T.M. (2005) *Instructional Technology*. New Delhi: Jaipur Pointer Publishers.
- Tara Chand (1990) *Educational Technology*. New Delhi, Anmol Publications.
- Tummons,J. and Curzon,L.B.(2013) *Teaching in further education: An outline of principles and practice*, New York: Bloomsburg
- Venkataiah, S. (2001) *Education culture & society*. New Delhi: Anmol Publications.
- Woolfolk, A. E. (1987) *Educational psychology* (3rd Ed.) Englewood Cliffs. Prentice Hall.

Course Title: SERVICE LEARNING

L	T	P	Credits
0	0	8	4

Course Code: MAE.525

Service learning is an educational approach for community service. It is a kind of field education to provide real life experiences to the students. The students will improve their ability to apply what they have learnt in ‘real world’. One village will be selected for service learning. The duration of fieldwork will be of one-hour duration daily for a period of one month along with the regular time table of the department. Hence, this will be an off-campus learning program. During this field work the students will be required to complete the following activities:

- Conduct of group community service project and writing its report
- Carry out community engaged teaching
- Strengthen community relationship through educational dialogue

The above activities will be well documented and submitted to the department for evaluation by each student

Criteria for Continuous Assessment: Total- 50Marks

- Diary on Reflection of Activities: 20 Marks
- Community Engaged Teaching: 10 marks
- Field note on Educational dialogue with community: 20 marks

Criteria for Term End Assessment: Total- 50 Marks

- Viva-Voce: 20 Marks
- Submission of report: 30 Marks

SEMESTER –IV

Course Title: DISSERTATION PART II

Course Code: MAE.601

L	T	P	Credits
0	0	24	12

Learning Outcome

The course will enable the students to:

CLO 1: Conduct research independently on educational problems.

CLO 2: Develop analytical and logical thinking in the process of conducting research.

CLO 3: Understand the implications of educational research in generating new knowledge

Evaluation:

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

Course Title: INTERNSHIP

Course Code: MAE.591

L	T	P	Credits
0	0	16	8

Course Learning outcomes

After completion of the course students will be able to

CLO1: Critically analyze the administrative activities of teacher education institutions.

CLO2: Discuss the process of curriculum designing and development.

CLO3: Explain evaluation of training processes in-service centers

CLO4: Assess the outcomes of training programs

CLO5: Practice innovative teaching techniques and evaluation in teacher education institutions

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

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

Mode of Evaluation

- The evaluation will be conducted out of 100 marks
- The distribution of marks are as follows;

- Attendance=5 marks
- Overall behaviour of interns=5 marks
- Performance in the field=20
- Internship report preparation=30
- Presentation of the internship report= 20 marks
- Final viva-voce= 20 marks
- A three member's examiner panel will be prepared by the HoD including the internship coordinator for the conduct of the presentation of the internship report and final viva-voce.