

Choice Based Credit System (CBCS)

Syllabus for M.Ed. Two Year Programme (Semester System)

(Academic Session 2025 and onwards)



**Department of Education
University of Kashmir, Hazratbal, Srinagar**

PROGRAMME OUTCOMES

The **Master of Education (M.Ed.)** programme typically aims to equip educators with advanced knowledge, skills, and competencies in the field of teacher education. Below are general **Programme Outcomes (POs)** for M.Ed Programme:

1. Understanding of educational theories, policies, practices, and research methodologies. They will acquire comprehensive knowledge of the socio-cultural, political, and economic factors influencing education.
2. Develop critical thinking and analytical skills to evaluate educational issues, curricula, teaching strategies, and educational systems. Learners will be able to assess the impact of educational practices and policies critically.
3. Develop competency in conducting independent research on various aspects of education. They will learn to apply appropriate research methodologies, analyze data, and contribute to academic knowledge through scholarly publications.
4. Develop pedagogical expertise, management skills, and the ability to lead educational institutions or initiatives. Learners will be able to apply educational theories in classroom and institutional settings effectively.
5. Learners will be equipped with leadership qualities to take on administrative roles within educational institutions. They will learn to plan, organize, manage, and lead educational programs effectively.
6. Exposure to innovative and effective teaching methods that improve learning outcomes for students. Learners will be able to integrate modern technologies and methods into their teaching practices.
7. Develop an understanding of the ethical responsibilities of educators. Students will be sensitized to issues of equity, inclusiveness, and social justice in education.
8. Gain expertise in designing, implementing, and evaluating educational curricula that meet the diverse needs of learners and align with contemporary educational goals.
9. Foster a commitment to continuous professional development through lifelong learning. Students will stay updated on the latest educational trends, theories, and technologies.
10. Develop the ability to collaborate with peers, administrators, parents, and the wider community to improve educational practices. They will be proficient in both oral and written communication, enabling them to present ideas clearly.

Course Structure for 2 Year M.Ed. Programme		
Semester 1st		
A) Core Courses (CR) Marks Allotted to each Course 100 (80 + 20)		
Course Code	Name of the Course	Credit/s
MED25101CR	Philosophical Basis of Education	4
MED25102CR	Sociological Basis of Education	4
MED25103CR	Foundations of Teacher Education	4
MED25104CR	Educational Leadership and Management	4
B) Department Centric Elective (DCE) Marks Allotted to each Course 100 (80 + 20) (Student has to opt any two courses)		
MED25105DCE	Development of Education system in J & K	4
MED25106DCE	Mental Health and Hygiene	4
MED25107DCE	Ethics and Professionalism in Teaching	4
MED25108DCE	Preparatory Education	4
MED25109DCE	Open and Distance Learning	4
C) Generic Elective /Open Elective Marks Allotted to the Course 50 (40 + 10)		
MED25001OE	Instructional Technology	2
Semester 1st CR = 16 + DCE = 8 +OE=2		Total Credits = 26

Semester 2nd		
A) Core Papers (CR) Marks Allotted to each Course 100 (80 + 20)		
MED25201CR	Psychological Basis of Education	4
MED25202CR	Understanding Educational Research	4
MED25203CR	Techniques of Data Analysis	4
MED25204CR	Curriculum Design & Development	4
B) Department Centric Elective (DCE) Marks Allotted to each Course 100 (80 + 20) (Student has to opt any two courses)		
MED25205DCE	Social Psychology	4
MED25206DCE	Creativity and Teaching	4
MED25207DCE	Special Education	4
MED25208DCE	Peace and Value Education	4
MED25209DCE	Gender studies	4
C) Generic Elective /Open Elective Marks Allotted to the Course 50 (40 + 10)		
MED25002OE	Indian Knowledge System (IKS)	2

Semester 2nd CR = 16 + DCE = 8 +OE=2

Total Credits = 26

Semester 3rd		
A) Core Papers (CR) Marks Allotted to each Course 100 (80 + 20)		
MED25301CR	Techno-Pedagogical Basis of Education	4
MED25302CR	Contemporary Trends in Education	4
MED25303CR	Development of Education System in India	4
MED25304CR	Dissertation	4
B) Department Centric Elective (DCE) Marks Allotted to each Course 100 (80 + 20) (Student has to opt any two courses)		
MED25305DCE	Planning and Economics of Education	4
MED25306DCE	Life Skills Education	4
MED25307DCE	Human Resource Development	4
MED25308DCE	Counseling Psychology	4
MED25309DCE	Instructional Technology	4
C) Generic Elective /Open Elective Marks Allotted to the Course 50 (40 + 10)		
MED25003OE	Preparatory education	2

Semester 3rd CR = 16 + DCE = 8+OE=2

Total Credits = 26

Semester 4th		
A) Core Papers (CR) Marks Allotted to each Course 100 (80 + 20)		
MED25401CR	Methods and Techniques of Educational research	4
MED25402CR	Comparative Education	4
MED25403CR	Advanced Communication Skills and Pedagogy	4
MED25404CR	Educational Measurement and Evaluation	4
B) Department Centric Elective (DCE) Marks Allotted to each Course 100 (80 + 20) (Student has to opt any one Course + Internship)		
MED25405DCE	Education for Sustainable Development	4
MED25406DCE	Inclusive Education and Classroom Management	4
MED25407DCE	Personality Development	4
MED25408DCE	Indian Knowledge System	4
MED25409INT	Internship (POT & Construction of TLMs)- Compulsory	4
C) Generic Elective /Open Elective Marks Allotted to the Course 50 (40 + 10)		
MED25004OE	Special Education	2
Semester 4th CR = 16 +DCE = 4 + INT = 4 +OE=2		
Total Credits = 26		

Course Structure for 2 Year M.Ed. Programme		
Semester 1st		
A) Core Courses (CR) Marks Allotted to each Course 100 (80 + 20)		
Course Code	Name of the Course	Credit/s
MED25101CR	Philosophical Basis of Education	4
MED25102CR	Sociological Basis of Education	4
MED25103CR	Foundations of Teacher Education	4
MED25104CR	Educational Leadership and Management	4
B) Department Centric Elective (DCE) Marks Allotted to each Course 100 (80 + 20) (Student has to opt any two courses)		
MED25105DCE	Development of Education system in J & K	4
MED25106DCE	Mental Health and Hygiene	4
MED25107DCE	Ethics and Professionalism in Teaching	4
MED25108DCE	Preparatory Education	4
MED25109DCE	Open and Distance Learning	4
C) Generic Elective /Open Elective Marks Allotted to the Course 50 (40 + 10)		
MED25001OE	Instructional Technology	2
Semester 1st CR = 16 + DCE = 8 + OE=2		
Total Credits = 26		

Course outcomes

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

- Critically examine how philosophy & education are related to each other.
- Logically analyze and interpret the various philosophical functions- Normative, Speculative & Critical.
- Develop understanding of contribution of Western and Eastern Schools of philosophy - Realism, Pragmatism, Hinduism and Islamic Traditions.
- Critical appraisal of contributions made to education by prominent educational Radicalists:- Paulo Freire, Ivan Illich and Mary Wollstonecraft.
- Critical appraisal of contributions made to education by prominent Educational Thinkers like Ibn Khaldun, Maulana Rumi, Bertrand Russell & John Dewey

Unit –I Philosophy of Education

- i) Meaning and Scope of Philosophy of Education
- ii) Functions of Philosophy- Speculative, Normative and Critical
- iii) Philosophical Issues- Epistemological, Ontological and Axiological

Unit-II Schools of Philosophy**I. Eastern Schools**

- i) Hinduism- Salient Features, aims of education and Role of teacher
- ii) Islamic tradition- Salient Features, aims of education, education of women

II Western Schools

- i) Realism- Salient Feature, aims of education and teaching Methodology
- ii) Pragmatism- Salient Feature, aims of education and teaching Methodology
- iii) Existentialism- Salient Features, aims of education and Teaching Methodology

Unit-III Radical Educational Thoughts

- i) Radicalism- Concept and Salient Features
- ii) Paulo Freire- Theory of Conscientization
- iii) Ivan Illich- De-Schooling Society
- iv) Mary Wollstonecraft- Feminist Movement

Unit-IV Educational Thought

- i) Ibn Khaldun
- ii) Maulana Rumi
- iii) Bertrand Russell

iv) John Dewey

(With special reference to their educational implications)

Suggested Readings:

- Brubacher, J. S. Modern Philosophies of Education McGraw Hill, New Delhi.
- Broudy, H. S. Building of Philosophy of Education Englewood, Cliffs Prentice Hall, Inc.
- Butler, D. Four Philosophies of Education New York: Harper & Row.
- Dewey, J. Democracy and Education. New York: Free Press.
- Henderson Introduction to Philosophy in Education.
- Kabir, H. Indian Philosophy of Education New York: Macmillan
- Kneller, G. Existentialism and Education
- Park, Jee The Philosophy of Education
- Rusk, R. The Doctrines of Great Educators
- Saiyidian, K. G. The Humanistic Tradition in Indian Educational Thought: Asia Publishing House Bombay.
- Dash, B. N. Teacher & Education in the Emerging Indian Society (Vol I & II) Neel Kamal Publications.
- Cantor, N. F. Ancient Thought, Plato and Aristotle, Waltham Mass, Blaisdell Publishing Co.
- Lodge, R. C. Plato Theory of Education London Routledge and Regan Paul.
- Phenix, P. Philosophies of Education New York: John Wiley Inc.
- Radakrishnan, S. History of Philosophy, Eastern and Western London Allen and Unwin.

Course outcomes**After the completion of the course, the students will be able to:**

- Understand and analyze the changing nature of society and education in 21st century.
- Understand the reciprocal Influence of educational sociology & sociology of education.
- Understand the major theoretical perspectives (Conflict, Functionalism and Symbolic Interaction) employed in the study of social problems.
- Understand the role of education in relation to social stratification and social mobility.
- Analyze the relationship between education and key social processes, including modernization, democracy, and globalization.

Unit 1. Sociology and Sociological Perspectives**A. Sociology and Education**

- i) Concept of Education & Sociology
- ii) Nature and Scope of Sociology

B. Sociological Perspectives of Education

- i) Functionalist Perspective: Emile Durkheim's Division of Labour.
- ii) Conflict Perspective :Karl Marx-Class Conflict
- iii) Interactionist Perspective : -H. Cooley-Looking Glass Self

Unit II. Social System and Social Stratification.**A. Social System**

- i) Concept and Characteristics of Social System
- ii) Education as a Social Sub-system
- iii) Relationship of Education with Kinship, Religion and Economy.

B. Social Stratification and Social Mobility

- i) Concept of Social Stratification and Social Mobility.
- ii) Education as related to Social Stratification and Social Mobility.
- iii) **Education as related to Social Equity and Equality of Educational Opportunities.**
- iv) Recommendation of NEP-2020 for Social Equity.

Unit III. Culture and Social Change.**A. Culture and Education**

- i) Concept, Characteristics and Dimensions of Culture.
- ii) Relationship of Education with culture.

B. Social change and Education

- i) Social Change – Concept & Theories – Evolutionary & Cyclical (Two theories each).
- ii) Education and Social Change
- iii) Constraints on social change –Caste, Culture, Religion and suggestive measures
- iv) Factors Responsible for Social Change-ICT and Environmental Issues.

Unit IV. Social Processes and Social Movements

A. Education and Social Processes

- i) Education & Modernization-
- ii) Education & Democracy
- iii) Education & Globalization

(Attributes, Values, Principles and their implications for Education)

B. Social Movements

- i) Concept, Types and meanings of Social Movements
- ii) Education and social movements
- iii) Reformist movement and Radical social Movement

Suggested Readings:

- Durkheim, B. Study of Education. (London: Routledge and Kegan Paul, 1966)
- Education for our People Compiled by citizens for democracy, Penguin Education, 1973
- Field Studies in Sociology of Education, New Delhi, NCERT, 1972.
- Freire, P Pedagogy of the oppressed. (Harmond – Worth, Penguin Education, 1973)
- Halsey, A. H. Education Economy land Society: A Reader in the & others Sociology of Education(New York: The Free Press, 1961)
- Mannhiem, Karl & An Introduction to Sociology of Education. Stewart, W. A. C. (London: Routledge and Kegan Paul, 1962).
- Michtchell Duncan Sociology: The Study of Social System
- Salamatullah Education in Social Context, (New Delhi: NCERT, 1978)
- Snow, C. P. The two cultures and the Scientific Revolution. (Cambridge, University Press, 1961).
- Srinavas, M.N. Social Change in Modern India. (Bombay: Allied Publication, 1967)
- Tibbler, J. W. (Ed) Study of Education. (London: Routledge and Kegan Paul, 1966)
- NCERT Papers in the Sociology of Education.

Course outcomes**After the completion of the course, the students will be able to:**

- Analyze the historical development of teacher education in India, with reference to major commissions and reports (e.g., Chattopadhyay Commission, NCFTE, Justice Verma Committee).
- Differentiate between pre-service and in-service teacher education and explain their objectives and scope and analyze the roles and functions of key institutions involved in teacher education in India (e.g., SCERT, DIET, NCERT, NCTE, UGC, MMTC).
- Understanding of knowledge base in teacher education from the perspectives of key theorists such as Schulman, Deng & Luke, and Habermas.
- Compare and contrast different models of teacher education, including behaviouristic, competency-based, and inquiry-oriented models.
- Identify and describe ICT-enabled approaches such as Learning Management Systems (LMS), collaborative tools, and interactive whiteboard software.

Unit-I: Fundamentals of Teacher Education and Policy Perspectives**a) Understanding Teacher Education:**

- i) Meaning and Scope of Teacher Education
- ii) Objectives and Principles of Teacher Education

b) Development of Teacher Education in India:

- i) Chattopadhyay Commission 1983
- ii) National Curriculum Framework for Teacher Education (NCFTE) 2009
- iii) Justice Verma Committee Report (2012)
- iv) National Education Policy (2020)

Unit-II Pre-Service and In-Service Teacher Education

- i) Concept, Objectives and Scope of Pre-Service and In-Service Teacher Education
- ii) Courses for Pre-Service Teacher Education: Foundation Courses, Pedagogy and Internship.
- iii) Institutions of Teacher Education: SCERT, DIET, NCERT, NCTE, UGC and MMTC (composition and functions).

Unit-III Knowledge Base and Models of Teacher Education

- i) Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng & Luke and Habermas
- ii) Meaning of Reflective Teaching and Strategies for promoting of Reflective Teaching.
- iii) Models of Teacher Education- Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit-IV ICT in Teacher Education

- i) ICT in Teacher Education: Meaning and Importance
- ii) Concept of Digital Pedagogy: Meaning, Scope and policy Perspective
- iii) ICT enabled approaches (LMS, Collaborative Tools, and Interactive Whiteboard Software)
- iv) Recent Innovations in Teacher Education: Online, Flipped, Blended and Collaborative Teaching

Suggested Readings

- **Sharma, R. A. (2012).** *Teacher Education: Theory, Practice and Research*. Loyal Book Depot.
- **NCERT (2009).** *National Curriculum Framework for Teacher Education (NCFTE)*. NCERT.
- **Chattopadhyay, S. (1983).** *Teacher Education in India: Report of the National Commission on Teachers (1983)*.
- Justice Verma Committee Report (2012). Official government publications.
- **Darling-Hammond, L. (2006).** *Powerful Teacher Education: Lessons from Exemplary Programs*. Jossey-Bass.
- **Kumar, A. (2015).** *Teacher Education in India: Policies, Programmes and Challenges*. Atlantic Publishers.
- **NCTE (2015).** *National Policy Framework for Teacher Education and Development*. NCTE.
- **Grossman, P. (2018).** *Teaching Core Practices in Teacher Education*. Harvard Education Press.
- **Joshi, D. (2016).** *Models of Teacher Education: Behaviouristic, Competency-Based and Inquiry-Oriented Models*. APH Publishing.
- **Shulman, L. S. (1987).** *Knowledge and Teaching: Foundations of the New Reform*. Harvard Educational Review.
- **Habermas, J. (1971).** *Knowledge and Human Interests*. Beacon Press.
- **Kumar, K. L. (2014).** *Educational Technology and ICT in Education*. New Age International Publishers.
- **Saxena, S. (2020).** *Digital Pedagogy and ICT Integration in Teacher Education*.
- **Bonk, C. J., & Graham, C. R. (Eds.) (2012).** *The Handbook of Blended Learning: Global Perspectives, Local Designs*. Wiley.

Course outcomes**After the completion of the course, the students will be able to**

- Understanding the meaning, types, and nature of leadership in educational administration.
- Evaluate various approaches to leadership, including trait, transformational, transactional, value-based, cultural, psychodynamic, and charismatic leadership.
- Evaluate various approaches to leadership, including trait, transformational, transactional, value-based, cultural, psychodynamic, and charismatic leadership.
- Examine Leadership Models and explore ethical leadership.
- Understanding the principles, functions, and importance of educational management in institutional contexts.
- Understanding Human Relations in Administration.
- Differentiate between various types of decision-making (routine, compromising, and heuristic) and their implications for educational leadership.
- Understanding the meaning and necessity of planned change in educational contexts, emphasizing the principles of total quality management (TQM).

Unit-I: Educational Leadership

- i) Leadership in Educational Administration-meaning, types and nature.
- ii) Approaches to Leadership: Trait, Transformation, Transactional, Value based, Cultural, Psychodynamic and Charismatic.
- iii) Models of Leadership (Blake and Mouton's Managerial Grid, Tri-dimensional Model, Hersey and Blanchard's Model)
- iv) Ethical leadership in education.

Unit- II: Educational Management

- i) Educational Management– Principles, Functions and importance.
- ii) Institutional building-key aspects and significance.
- iii) Management as a system, SWOT analysis, Taylorism.
- iv) Human relations approach to Administration, Organizational compliance, Organizational development, Organizational climate.

Unit- III Decision Making Style

- i) Meaning and types of decision making- (Routine, Compromising and Heuristic)
- ii) Objectives of Supervision; Types of Supervision.
- iii) Overview of different decision-making models in leadership (rational and incremental).
- iv) Construction of Standardized Decision-making scales- steps and relevance

Unit-IV: Change Management & Quality control

- i) Meaning and Need for Planned Change, Basic concept of total quality management (TQM).
- ii) Three-Step Model of Change (Unfreezing, Moving, Refreezing),
- iii) Concept of Quality in Education: Indian and International perspective, (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India.

Suggested Readings

- Northouse, P. G. (2018). *Leadership: Theory and Practice*. Sage Publications.
- Bush, T. (2003). *Theories of Educational Leadership and Management*. Sage Publications.
- Prakash, A. (2016). *Educational Leadership: Perspectives and Practices*. APH Publishing Corporation.
- Blake, R. R., & Mouton, J. S. (1985). *The Managerial Grid II: The Key to Leadership Excellence*. Gulf Publishing Company.
- Kumar, R. (2011). *Educational Management: A Comprehensive Approach*. Kanishka Publishers.
- Taylor, F. W. (1911). *The Principles of Scientific Management*. Harper & Brothers.
- Sergiovanni, T. J. (2009). *The Principalship: A Reflective Practice Perspective*. Allyn & Bacon.
- Simon, H. A. (1997). *Administrative Behavior: A Study of Decision-Making Processes in Administrative Organizations*. Free Press.
- Bhandari, R. (2017). *Decision Making in Educational Administration*. PHI Learning Pvt. Ltd.
- Kotter, J. P. (1996). *Leading Change*. Harvard Business Review Press.
- Govinda, R. (2005). *Quality in Education: Perspectives and Practices*. Sage Publications India.

Course outcomes**After the completion of the course, the students will be able to:**

- Analyze the historical impact of these pre-independence committees on the development of the education system in Jammu & Kashmir.
- Analyze the recent education policies in J&K, particularly focusing on the National Education Policy (NEP) 2020 and its implementation in the region.
- Examine the approaches to inclusive education implemented in J&K, identifying key successes and areas for improvement.
- Analyze student diversity in the context of inclusive education, and propose strategies to enhance inclusivity and equity in the region's education system.
- Critically assess the historical and contemporary impact of the educational acts on the education system in J&K.

Unit I: Pre independence committees and their recommendations

- i) Sharp Committee Report– 1916
- ii) Glancy Commission Report (1932)
- iii) K. G. Saiyidain Committee Report (1939)
- iv) Baghwan Sahi Report (1972)
- v) Role of missionaries in education system of J &K.

Unit II: Policy Changes and Educational Reforms

- i) Analysis of recent education policies in J&K (e.g., National Education Policy 2020 and its implementation in J&K).
- ii) Autonomy and restructuring of educational institutions.
- iii) Impact of the abrogation of Article 370 on education.

Unit III: Inclusive Education and Special Needs

- i) Fundamentals of Inclusive Education
- ii) Approaches to inclusive education in J&K.
- iii) Special education needs and current provisions.
- iv) Student Diversity and Inclusive Education.
- v) Strategies for improving inclusivity and equity in education.

Unit IV: Various educational acts

- i) J & K University Act 1948 & 1969
- ii) J & K Secondary Education Act 1965
- iii) Board of School Education Act 1974
- iv) J&K School Education act 2002

Suggested Readings

- **Koul, Z. N. (1983).** *Education in Jammu and Kashmir*. Light & Life Publishers.
- **Bazaz, P. N. (1954).** *The History of Struggle for Freedom in Kashmir: Cultural and Political, from Earliest Times to the Present Day*. Kashmir Publishing Co.
- **Saiyidain, K. G. (1939).** *Education and Social Change in Kashmir: A Report on Education in Jammu and Kashmir*. Government of Jammu and Kashmir.
- **Sharma, A. (2020).** *National Education Policy 2020: Implementation in Jammu & Kashmir*. Atlantic Publishers.
- **Bhat, A. A., & Ahmad, I. (2021).** *Education in Jammu and Kashmir: Post-Abrogation Scenario*. Palgrave Macmillan.
- **Kaul, N. (2021).** *Article 370 and Educational Reforms in Jammu and Kashmir*. Sage Publications.
- **Mir, R. N. (2019).** *Inclusive Education in Jammu & Kashmir: Policies and Practices*. Rawat Publications.
- **Wani, M. A. (2015).** *Student Diversity and Inclusive Education in J&K*. Kanishka Publishers.
- **Jammu & Kashmir Government (1948 & 1969).** *Jammu and Kashmir University Act*.
- **Ahmad, M. (1975).** *Secondary Education in Jammu and Kashmir: A Legal Perspective*. New Book Publishers.
- **Kaul, S. (2002).** *School Education Act 2002: Implications for Educational Reforms in J&K*. Shipra Publications.

Course outcomes**After the completion of the course, the students will be able to:**

- Understand and analyze the significance of mental health in the school environment, with reference to the Mental Health Care Act of 2017.
- Understanding the concepts of adjustment and mal-adjustment, and explain how they relate to mental health.
- Identify the factors leading to mal-adjustment and propose effective remedial measures to address them.
- Understanding common defense mechanisms such as fantasy, compensation, identification, and projection, and their impact on mental health.
- Evaluate the role of defense mechanisms in maintaining mental balance and their potential risks when overused
- Describe emotional regulation techniques and coping skills such as Cognitive Behavioral Therapy (CBT), Rational Emotive Behavior Therapy (REBT), and relaxation techniques like yoga and meditation.
- Analyze the significance of physical health and wellness initiatives in promoting mental well-being.
- Develop coping strategies and resilience through mindfulness, meditation, and cognitive reframing, and evaluate their effectiveness in maintaining mental health.

Unit I Understanding Mental Health

- i) Concept , Principles and factors of Mental Health
- ii) WHO guidelines for promoting mental health
- iii) Significance of Mental Health in School with special reference to mentalhealth Care Act 2017

Unit II Adjustment & Mal-adjustment

- i) Concept of Adjustment & Mal-adjustment
- ii) Factors of Mal-adjustment and remedial measures
- iii) Indicators of Mal-adjustment (with special reference to Frustration,Anxiety, Phobias & Manias)
- iv) Development of Life Skills and Building Resilience

Unit III Defense Mechanisms

- i) Fantasy, Compensation, Identification & Projection
- ii) Rationalization, withdrawal & Selective forgetting
- iii) Negativism, Sublimation, Displacement & Regression.

Unit IV Educational Measures to maintain Mental Health

- i) Building Social Support Systems (family and friends, Peer SupportGroups, Professional Help)

- ii) Emotional Regulation and Coping Skills: CBT, REBT, relaxation techniques like yoga and meditation
- iii) Initiatives for Physical Health and Well-Being: yoga, and wellness initiatives
- iv) Developing Coping Strategies and Resilience: Mindfulness and Meditation, Cognitive Reframing

Suggested Readings

- **Verma, R. (2015).** *Mental Health in Indian Schools: Issues and Concerns*. Kanishka Publishers.
- **Bhatia, M. S. (2008).** *A Concise Textbook of Psychiatry*. CBS Publishers & Distributors.
- **WHO (2013).** *Mental Health Action Plan 2013-2020*. World Health Organization.
- **Kuppuswamy, B. (1980).** *An Introduction to Social Psychology*. Konark Publishers.
- **Sinha, A. K. P., & Singh, R. P. (2009).** *Adjustment Inventory for School Students (AISS)*. National Psychological Corporation.
- **Lazarus, R. S. (1991).** *Emotion and Adaptation*. Oxford University Press.
- **Hobfoll, S. E. (2002).** *Stress, Culture, and Community: The Psychology and Philosophy of Stress*. Springer.
- **Misra, G. (Ed.) (2010).** *Psychology in India, Volume 3: Clinical and Health Psychology*. Pearson India.
- **Freud, A. (1937).** *The Ego and the Mechanisms of Defense*. International Universities Press.
- **Saxena, S., & Ghosh, S. (2017).** *Mental Health in Schools: An Indian Perspective*. Rawat Publications.
- **Nagarathna, R., & Nagendra, H. R. (2014).** *Yoga for Mental Health*. Swami Vivekananda Yoga Publications.
- **Shapiro, S. L., & Carlson, L. E. (2017).** *The Art and Science of Mindfulness: Integrating Mindfulness into Psychology and the Helping Professions*. American Psychological Association.
- **Corey, G. (2017).** *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.

Course outcomes**After the completion of the course, the students will be able to:**

- Understanding concept of ethics in teaching and describe its need and scope in the educational context.
- Articulate the importance of ethics in the teaching profession and its influence on teacher behavior and student outcomes.
- Understand the concept of professionalism and recognize its essential attributes in the teaching profession.
- Demonstrate professional behavior and attitudes in interactions with students, colleagues, and other stakeholders.
- Explain major ethical theories, including utilitarianism and care ethics, and their relevance to teaching.
- Analyze ethical decision-making models such as Rest's Model, the Ethical Decision-Making Framework (EDMF), and the PLUS Model.
- Understand and critically assess national and international codes of conduct for teachers, such as the National Professional Standards for Teachers (NPST) and UNESCO guidelines.
- Recognize the role of professional organizations like NCTE, UGC, and IATE in upholding and promoting professional standards in teaching.
- Discuss the key elements of the National Professional Standards for Teachers (NPST) as outlined in the National Education Policy (NEP) 2020.

Unit-I Introduction to Ethics in Teaching

- i) Concept, Need and Scope of Ethics in Teaching
- ii) The Importance of Ethics in the Teaching
- iii) Core Ethical Principles in Teaching: Integrity, fairness, respect, responsibility, and care.

Unit-II Foundations of Professionalism in Teaching

- i) Concept and Attributes of Professionalism
- ii) Professional Behavior and Attitudes: Professionalism in Teacher-Student and Teacher-Colleague Interactions.
- iii) Professionalism in Teaching
- iv) Personal and Contextual factors affecting Teacher professionalism

Unit-III Theoretical Foundations of Ethics

- i) Major Ethical Theories: Utilitarianism and Care Ethics

- ii) Ethical Decision-Making Models: Rest's Model, The Ethical Decision-Making Framework (EDMF) and the PLUS Model
- iii) Application of Ethical Theories in Teaching

Unit-IV Code of Conduct and Professional Standards for Teachers

- i) National and International Codes of Conduct for Teachers: NPST, UNESCO
- ii) Role of Professional Organizations in Upholding Standards: NCTE, UGC, IATE
- iii) Teacher Accountability: Need and Importance
- iv) National Professional Standards For Teacher (NPST:NEP 2020)

Suggested Readings

- **Singh, Y. K., & Nath, R. (2005).** *Education in Emerging Indian Society*. APH Publishing.
- **Campbell, E. (2003).** *The Ethical Teacher*. Open University Press.
- This book explores the ethical dimensions of teaching and the responsibilities of educators in fostering an ethical learning environment.
- **Strike, K. A., & Soltis, J. F. (2009).** *The Ethics of Teaching* (5th ed.). Teachers College Press.
- A comprehensive guide on ethical decision-making and moral dilemmas in teaching, with practical examples from the classroom.
- **Fenstermacher, G. D., & Soltis, J. F. (2004).** *Approaches to Teaching* (5th ed.). Teachers College Press.
- **National Council for Teacher Education (NCTE) (2010).** *Code of Professional Ethics for School Teachers*. NCTE.
- **Sharma, S. (2013).** *Teacher Education: Principles, Theories, and Practices*. Kanishka Publishers.
- **Aggarwal, J. C. (2010).** *Teacher and Education in a Developing Society* (5th ed.). Vikas Publishing.
- **UNESCO (2018).** *UNESCO Recommendations on the Status of Teachers (1966 and 1997)*. UNESCO Publishing.
- **National Education Policy (2020).** *National Professional Standards for Teachers (NPST)*. Government of India.
- **Taneja, V. R. (2005).** *Educational Thought and Practice*. Sterling Publishers.
- **Singh, L. C. (2000).** *Teacher Education in India: A Resource Book*. NCERT.
- **Mohanty, J. (2003).** *Teacher Education*. Deep & Deep Publications.
- **NCTE (2010).** *Code of Professional Ethics for Teachers*. National Council for Teacher Education.

Course outcomes

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

- Understanding the Concept of Preparatory Education
- Recognizing the Need for Preparatory Education and analyze the factors that contributed to the emergence of preparatory education as a crucial stage in the educational system.
- Critically examine the key recommendations made by the National Education Policy (NEP) 2020 regarding preparatory education.
- Explore Froebel's philosophy of education, including his concept of the "kindergarten" and the importance of play in early childhood learning.
- Understand Maria Montessori's child-centered approach, focusing on self-directed activity, hands-on learning, and collaborative play in preparatory education.
- In-depth understanding of Jean Piaget's stages of cognitive development, particularly the preoperational stage relevant to preparatory education.
- Explore the contributions of Tara Bhai in shaping early childhood education in India with a focus on preparatory education.
- Explore the focus on origin and development of Preparatory Education in UK,USA and India

Unit I Preparatory Education

- i) Meaning & objectives of Preparatory Education
- ii) Need and emergence of Preparatory Education
- iii) Recommendations of NEP 2020 for preparatory Education

Unit II Development of Early Childhood

- i) Social and Personal Development
- ii) Emotional development & Motor skills and their development
- iii) Development of Creativity.

Unit III Contribution of Educational Thinkers

- i) Froebel
- ii) Montessori
- iii) Jean Piaget
- iv) Tarabai Modak

Unit IV Origin and Development of Preparatory Education

- i) U.K
- ii) U.S.A
- iii) India.

Suggested Readings

- **Kaul, V. (2019).** *Early Childhood Education in India: Policy, Curriculum, and Practice*. SAGE Publications India.
- **National Education Policy (2020).** *Government of India: Ministry of Education*.
- **Kumar, A. (2021).** *National Education Policy 2020 and Early Childhood Education: A Comprehensive Guide*. Atlantic Publishers.
- **Aggarwal, J. C. (2014).** *Principles, Methods & Techniques of Teaching*. Vikas Publishing House.
- **Brosterman, N. (1997).** *Inventing Kindergarten*. Harry N. Abrams.
- **Froebel, F. (1887).** *The Education of Man*. Applewood Books.
- **Montessori, M. (1967).** *The Absorbent Mind*. Holt, Rinehart & Winston.
- **Piaget, J. (1952).** *The Origins of Intelligence in Children*. International Universities Press.
- **Mishra, R. C. (2016).** *Early Childhood Education Today: An Indian Perspective*. S. Chand Publishing.
- **Pound, L. (2014).** *How Children Learn: From Montessori to Vygotsky - Educational Theories and Approaches Made Easy*. Step Forward Publishing.

Course outcomes

After completing the course, the learners will be able to:

- Explain the **concept, aims, need, scope, and historical development** of Open and Distance Learning (ODL).
- Analyze the **bases and determinants of curriculum** in ODL with reference to sociological, philosophical, and psychological perspectives.
- Develop and evaluate **Self-Learning Materials (SLMs)** as effective instructional tools in distance education.
- Critically examine the **challenges and issues** in the implementation of ODL.
- Interpret the **regulatory framework** and role of agencies like DEB–UGC, CIQA, and UGC ODL Regulations 2020.
- Apply the knowledge of ODL principles to **design learner-centered and quality-assured distance education Programmes**.

Unit-I: Introduction to Open and Distance Learning

- i) Concept and aims of ODL
- ii) Need and scope of ODL
- iii) Historical background of ODL
- iv) Challenges and Issues

Unit-II: Bases of curriculum for ODL

- i) Determinants of Curriculum
- ii) Sociological Bases of Curriculum
- iii) Philosophical Bases of Curriculum
- iv) Psychological Bases of Curriculum

Unit-III: Instructional techniques and materials in ODL

- i) Concept and Characteristics of Self Learning Material (SLM)
- ii) Importance of SLM in ODL
- iii) Development of SLM in ODL
- iv) Criteria for Evaluation of SLM

Unit IV: Regulatory framework and Agencies of Distance Education

- i) Distance Education Bureau (DEB) –UGC: Concept, Importance and Functions
- ii) Centre for internal Quality Assurance (CIQA): Concept, Importance and Functions
- iii) University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020

Suggested Readings

- Holmberg, B. (2005). *The Evolution, Principles and Practices of Distance Education*. Oldenburg: BIS-Verlag der Carl von Ossietzky Universität.
- Keegan, D. (1996). *Foundations of Distance Education*. London: Routledge.
- Panda, S. (Ed.). (1992). *Distance Education: From Issues to Principles*. New Delhi: Deep & Deep Publications.
- Reddy, V. V., & Manjulika, S. (2003). *Towards Virtualisation: Open and Distance Learning*. New Delhi: Kogan Page India.
- Garrison, D. R. (2011). *E-Learning in the 21st Century: A Framework for Research and Practice*. New York: Routledge.
- Rao, V. K. (2001). *Distance Education*. New Delhi: APH Publishing.
- IGNOU. (2017). *Self-Learning Material on Open and Distance Learning*. New Delhi: IGNOU.
- Mishra, S. (2005). *Interactive Multimedia in Education and Training*. Hershey, PA: Idea Group Publishing.
- UGC (2020). *University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020*. New Delhi: UGC.
- Moore, M. G., & Kearsley, G. (2012). *Distance Education: A Systems View of Online Learning*. Belmont: Wadsworth Cengage Learning.

Course Outcomes

After completing this course, the student will be able to:

- Explain the concept, phases, and characteristics of teaching and critically analyze various models of effective instruction, including Bruner's Concept Attainment Model.
- Demonstrate an understanding of different teaching devices and justify their importance with reference to techniques such as home assignment, discussion, dramatization, illustration, lecturing, and narration.
- Describe the meaning, objectives, and types of instructional organization and apply principles of writing instructional objectives in behavioral terms.
- Apply Bloom's Taxonomy (Cognitive, Affective, Psychomotor domains) for designing instructional objectives and evaluating learning outcomes effectively.

Unit I Teaching & Models of Effective Instructions

- i) Concept, Phase & Characteristics
- ii) Models – Concept Attainment (J. Bruner)
- iii) Meaning & Importance of teaching devices (with special reference to Home Assignment, Discussion, Dramatization Illustration, Lecturing & Narration.

Unit II Organizing for Instruction

- i) Meaning, Objectives & Types,
- ii) Writing Objectives in behavioral terms.
- iii) Bloom's Approach-Cognitive, Affective & Psychomotor

Suggested Readings:

- Allen Dwight and Kevin, Ryan (1969) Micro Teaching, Addison Wesley Pub Co.London
- Austin, F.M. (1961) Art of Questioning in the Classroom, University of London Press Ltd. London
- Barle Davide (1960) The Process of Communication, Holt & Rinehart New York.
- hatta B. D. and Sharma, S.R. (1992) Educational Technology- concept and techniques, Kanishka Pub House, New Delhi
- Buch, M.B. and Santharam, M.R. (1972) Communication in Classroom, CASE, Faculty of Ed. and Psy. M.S. Univ. Baroda
- Cherry Colin (1968) On Human Communication, MIT Press, Massachusetts
- Dale Edgar (1961) Audio Visual Methods in Teaching (Revised) Holt Rinehart and Einston, New York.

- Das R.C. (1993) Educational Technology-A Basic Text, Sterling, New Delhi. 9. Davis, Irook (1971) The Management of Learning, McGraw Hill London
- Jangira N.K. and Ajit Singh (1982) Core Teaching skills: The Micro Teaching Approach, NCERT, New Delhi
- Joyce, B Weil, M. Models of Teaching, Prentice Hall, New Jersey.

Semester 2nd		
A) Core Papers (CR) Marks Allotted to each Course 100 (80 + 20)		
MED25201CR	Psychological Basis of Education	4
MED25202CR	Understanding Educational Research	4
MED25203CR	Techniques of Data Analysis	4
MED25204CR	Curriculum Design & Development	4
B) Department Centric Elective (DCE) Marks Allotted to each Course 100 (80 + 20) (Student has to opt any two courses)		
MED25205DCE	Social Psychology	4
MED25206DCE	Creativity and Teaching	4
MED25207DCE	Special Education	4
MED25208DCE	Peace and Value Education	4
MED25209DCE	Gender studies	4
C) Generic Elective /Open Elective Marks Allotted to the Course 50 (40 + 10)		
MED25002OE	Indian Knowledge System(IKS)	2

Semester 2nd CR = 16 + DCE = 8 +OE=2

Total Credits = 26

Course outcomes**After the completion of the course, the students will be able to**

- Understanding and analyzing the concept of psychological perspectives.
- Explain the core concepts of Sigmund Freud's psychodynamic approach, including the role of the unconscious, defense mechanisms, and the impact of early childhood experiences on personality development.
- Identify key principles of the behaviorist approach as articulated by J.B. Watson and B.F. Skinner, including the concepts of conditioning and reinforcement.
- Understand Jean Piaget's theory of cognitive development, including the stages of development and the processes of assimilation and accommodation.
- Explore Lev Vygotsky's constructivist approach, focusing on the concepts of social interaction, the Zone of Proximal Development (ZPD), and scaffolding.
- Compare and contrast different theories of learning, including Bandura's social learning theory, Ausubel's meaningful learning theory, Skinner's behavioral theory, and Lewin's cognitive theory.
- Analyze the relationship between motivation and learning outcomes, recognizing its importance in educational settings.
- Explore various theories of motivation, including McClelland's achievement motivation, Maslow's self-actualization theory, Vroom's expectancy theory, and Deci and Ryan's self-determination theory.
- Evaluate how different definitions and measures of intelligence impact educational practices and assessments.
- Compare and contrast major theories of intelligence, including Gardner's theory of multiple intelligences, Guilford's Structure of Intellect (SOI) model, Sternberg's triarchic theory, and the PASS model by J.P. Das.
- Analyze how different theories explain personality development and their implications for education and personal growth.

Unit- 1: Psychological Perspectives

- i) Psychodynamic Approach(Sigmund Freud)
- ii) Behaviourist Approach (JB Watson & BF Skinner)
- iii) Cognitivist Approach(Jean Piaget)
- iv) Constructivist Approach (Lev Vygotsky).

Unit-II: Learning -Motivation

- i) Understanding Learning and factors promoting Learning.
- ii) Theories of Learning.

- a) Social : Albert Bandura
- b) Meaningful Learning: David Ausbel
- c) Behavioural: Skinner
- d) Cognitive: Kurt Lewin
- iii) Understanding Motivation & Factors influencing Motivation
- iv) Theories of Motivation
 - a) Achievement Motivation(McClelland)
 - b) Self-Actualization theory (Abraham Maslow)
 - c) Expectancy Theory (Victor vroom)
 - d) Self Determination Theory (Deci and Ryan)

Unit III-Intelligence

- i) Understanding Intelligence and its composition
- ii) Theories of Intelligence
 - a) Gardner's Theory of Multiple Intelligence
 - b) Gulliford's SOI Model of Intelligence
 - c) Triarchic Theory of Intelligence (Sternberg)
 - d) PASS model (J.P Das)

Unit-IV: Personality and its Development

- i) Concept & Determinants of Personality
- ii) Type Approaches to personality
- iii) Trait Approaches to personality
- iv) Developmental Theories:
 - a) Sigmund Freud (psychoanalytic theory)
 - b) Erik Erickson (Psycho-social theory)
 - c) Carl Rogers (Humanistic theory)

Suggested Readings

- **Freud, S. (2005).** *The Interpretation of Dreams*. Penguin Classics.
- **Kakar, S. (1999).** *The Inner World: A Psycho-Analytic Study of Childhood and Society in India*. Penguin Books India.
- **Skinner, B. F. (1971).** *Beyond Freedom and Dignity*. Bantam.
- **Mangal, S. K. (2013).** *Statistics in Psychology and Education*. PHI Learning.
- **Bandura, A. (1977).** *Social Learning Theory*. Prentice Hall.
- **Sinha, D. (2004).** *Learning Theories and Their Applications in Education*. Sage Publications.
- **Maslow, A. H. (1954).** *Motivation and Personality*. Harper & Row.

- **McClelland, D. C. (1985).** *Human Motivation*. Scott, Foresman.
- **Gardner, H. (2011).** *Frames of Mind: The Theory of Multiple Intelligences*.
- **Bhargava, R. (2002).** *Personality Development: A Comprehensive Study*.
- **Woolfolk, A. (2019).** *Educational Psychology*. Pearson.
- **Sinha, D. (2014).** *Handbook of Psychological Assessment in Education*. Sage Publications.
- **Rao, P. L. (2010).** *Educational Psychology: A Perspective for Teachers*. PHI Learning

Course outcomes**After the completion of the course, the students will be able to**

- Understanding educational research and articulate its purpose and significance in the educational field.
- Differentiate between basic, applied, evaluation, and action research, explaining their characteristics and relevance.
- Compare and contrast the three major research paradigms in education: quantitative, qualitative, and mixed methods.
- Understand the concept of plagiarism, its consequences, and the importance of maintaining academic integrity.
- Articulate the nature and importance of identifying a research problem in the educational context.
- Formulate clear and focused research objectives, understanding their importance and criteria for good objectives.
- Understand the processes involved in testing hypotheses, including levels of confidence and tests of significance (one-tailed and two-tailed tests).
- Gain insights into the factors influencing sample size determination and its significance in qualitative research.
- Distinguish between different non-probability sampling methods, including quota sampling, judgment sampling, and purposive sampling.

Unit I: Educational Research: Conceptual Issues

- i) Meaning, purpose and areas of educational research
- ii) Levels of educational research: basic & applied research, evaluation research and action research, and their characteristics.
- iii) Source of knowledge, the scientific approach to the knowledge generation: basic assumptions of scientific methods.
- iv) Research paradigms in education: quantitative, qualitative, and mixed-basic assumptions.
- v) Ethical principles and nature of ethics in Educational Research- Plagiarism and its consequences

Unit II: Identification of Research Problem and Review of Literature**a) Identification and Conceptualization of Research Problem**

- i) Nature and Importance of Research Problem
- ii) Sources of Research problems, criteria for selection of good research.

- iii) Characteristics of good research Problem
- iv) Statement of Problem- Delineating and Operationalization of Variables

b) Review of Literature

- i) Purpose and significance of Literature Review
- ii) Types of Literature Review-Traditional Narrative Reviews, Systematic Reviews and Meta-analyses.
- iii) Sources of Literature-Identifying credible and relevant sources, conducting the literature search: using databases and internet

Unit III: Research Objectives, research questions and Hypothesis

Research Objectives and Research Questions

- i) Formulating Research Objectives: Importance, types and criteria for good Research objectives
- ii) Formulating Research questions-developing clear and focused research questions, Aligning research questions with objectives and hypothesis.

Research Hypothesis

- i) Hypothesis- Formulation and types
- ii) Testing of hypothesis, Levels of Confidence
- iii) Tests of significance (one tailed and two tailed), Type-I & type-II error

Unit IV Sampling in Qualitative Research

- i) Population and Sample- Concept of population & Sample and the Parameters,
- ii) Sample Size Determination
- iii) Probability Sampling: Simple Random, Cluster, Stratified and Multi Stage.
- iv) Non-probability Sampling: Quota, Judgment and Purposive
- v) Sampling in Quantitative Research

Suggested Readings

- **Creswell, J. W. (2014).** *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- **Kothari, C. R. (2004).** *Research Methodology: Methods and Techniques*. New Age International Publishers.
- **Best, J. W., & Kahn, J. V. (2016).** *Research in Education*. Pearson.
- **Sethi, S. (2015).** *Research Methodology: A Guide for Researchers in Educational and Social Sciences*. Vikas Publishing House.
- **Machi, L. A., & McEvoy, B. T. (2016).** *The Literature Review: Six Steps to Success*. Corwin Press.
- **Ranjit Kumar (2011).** *Research Methodology: A Step-by-Step Guide for Beginners*. SAGE Publications.

- **Walliman, N. (2017).** *Research Methods: The Basics*. Routledge.
- **Sahu, P. K. (2018).** *Research Methodology*. Alpha Science International Ltd.
- **Flick, U. (2014).** *An Introduction to Qualitative Research*. SAGE Publications.
- **Babbie, E. (2010).** *The Practice of Social Research*. Cengage Learning.
- **Blaikie, N. (2010).** *Designing Social Research: The Logic of Anticipation*. Polity Press.
- **Patton, M. Q. (2015).** *Qualitative Research & Evaluation Methods*. SAGE Publications.
- **Cohen, L., Manion, L., & Morrison, K. (2018).** *Research Methods in Education*. Routledge.

Course outcomes**After the completion of the course, the students will be able to**

- Understand statistics and articulate its meaning, need, and importance in research and data analysis within educational contexts.
- Compute and interpret measures of central tendency, including mean, median, and mode, and explain their applications in summarizing data.
- Create and interpret various graphical representations of data, including histograms, frequency polygons, pie diagrams, and bar diagrams, understanding their applications in presenting data effectively.
- Understand normal distribution and explain its significance in statistical analysis, including its implications for research findings.
- Application of Shapiro-Wilk test to assess the normality of data distributions and interpret the results appropriately.
- Understand parametric and non-parametric tests, explaining their assumptions and appropriate contexts for use in educational research.
- Understand correlation and identify its types, explaining the significance of correlation in educational research.
- Utilize regression equations involving two variables to make predictions and evaluate the accuracy of these predictions.

Unit I: Fundamentals of Statistics

- i) Meaning, Need and Importance of Statistics.
- ii) Preparation for Data Analysis- Compilation, Classification, and Tabulation of Data. Frequency Distribution
- iii) Measures of Central Tendency: Mean, Median and Mode- Computation and Uses
- iv) Measures of Variability: Range, Quartile Deviation, Mean Deviation, Standard Deviation-Computation and Applications
- v) Organization and Graphical Representation of Data: Histogram, Frequency Polygon, Pie Diagram, Bar Diagram-Their Applications .

Unit II: Normality of Data

- i) Normal Distribution: Meaning and Importance of Normal Probability Curve.
- ii) Characteristics of Normal Probability Curve & its Applications.
- iii) Deviations from Normality (Skewness and Kurtosis) & Underlying Causes.
- iv) Relative Positions Percentile Rank Z-Scores.

- v) Test of Normality: Shapiro-Wilk Test.

Unit III: Parametric and Non Parametric Tests

- i) Meaning, Assumption & Uses.
- ii) Parametric Tests: Calculation, Interpretation & Uses of t- Test (For Related & Unrelated Groups).
- iii) **Analysis of Variance (ANOVA): Importance, Uses, Assumption (One-Way, Two-Way)**
- iv) Post-Hoc Test.
- v) Non Parametric Tests: Calculation, Interpretation and Uses of Chi-Square as Test of Goodness of Fit and Test of Independence, Contingency Coefficient.
- vi) Mann-Whitney U Test.

Unit IV: Measures of Association

- i) Correlation- Concept & Types.
- ii) Coefficient of Correlation; Computation, Uses & Interpretation of Rank Order & Product-Moment Method.
- iii) Regression - Concept & Application of Regression.
- iv) Regression Equations (Involving Two Variables Only) & Their Uses, Accuracy of Prediction.
- v) Application of ICT Tools in Quantitative Data Analysis: Excel & SPSS.

Suggested Readings

- **Kothari, C. R. (2004).** *Research Methodology: Methods and Techniques*. New Age International Publishers.
- **Bluman, A. G. (2018).** *Elementary Statistics: A Step by Step Approach*. McGraw-Hill Education.
- **Bhanumurthy, K. V. (2013).** *Statistics for Beginners*. S. Chand Publishing.
- **Sahu, P. K. (2018).** *Research Methodology*. Alpha Science International Ltd
- **Gaur, A. S., & Gaur, S. S. (2010).** *Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS*. SAGE Publications.
- **Keller, G. (2018).** *Statistics for Management and Economics*. Cengage Learning.
- **Mendenhall, W., Beaver, R. J., & Beaver, B. M. (2016).** *Introduction to Probability and Statistics*. Cengage Learning.
- **Mendenhall, W., Beaver, R. J., & Beaver, B. M. (2016).** *Introduction to Probability and Statistics*. Cengage Learning.
- Anderson, D. R., Sweeney, D. J., & Williams, T. A. (2017).
- **Gupta, S. C., & Gupta, V. K. (2011).** *Statistics*. Sultan Chand & Sons.
- **Sharma, J. K. (2017).** *Business Statistics*. Pearson India.

Course outcomes**After the completion of the course, the students will be able to**

- Explain the principles of curriculum development, distinguishing between curriculum and syllabus, and identifying various types of curricula.
- Evaluate different curriculum models and approaches, such as Hilda Taba's and Kirkpatrick's models, to enhance instructional effectiveness.
- Analyze the curriculum design process, identifying the factors that influence curriculum change and the roles of various stakeholders in this process.
- Assess the importance of curriculum evaluation, distinguishing between formative and summative evaluation methods and identifying relevant evaluation models.
- Apply benchmarking strategies to curriculum development, recognizing the roles of national statutory bodies like UGC and NCTE.
- Conduct a curriculum research project, exploring its scope and types to inform curriculum improvement and innovation.

Unit 1: Introduction to Curriculum

- i) Conceptual framework of curriculum
- ii) Aims & functions
- iii) Types: Implicit & Explicit
- iv) Determinants: Philosophical, Psychological & Socio cultural
- v) Global trends in curriculum

Unit 2: Approaches and Models of Curriculum Development**a) Approaches**

- i) Academic Approach
- ii) Competency Based Approach

b) Models

- i) Curriculum Models : Concept & Evolution
- ii) Hilda Taba's: "Bottom-Up" Approach
- iii) Ralph Tyler's: "Top-Down" Approach
- iv) Jerome Bruner's: Spiral Curriculum Model

Unit 3: Curriculum Planning & Implementation

- i) Concept & process of curriculum planning
- ii) Principles of curriculum planning

- iii) Curriculum change and the factors affecting curriculum change
- iv) Stages of Curriculum implementation: Preparation, Execution, Evaluation & Adjustment
- v) Barriers & challenges in curriculum implementation

Unit 4: Curriculum Evaluation

- i) Concept & importance
 - a. Types: Formative & Summative
 - b. Models: Goal-Free Model, CIPP Model & Four-Level Evaluation Model
 - c. Approaches of Curriculum Evaluation
- ii) **Project Assignment of Curriculum Evaluation:** The aim of this project is to visit institutions (schools) and evaluate their curricula. Key areas to focus on include:
- iii) *Content Relevance:* Review and ensure the curriculum is suitable for students' needs and backgrounds.
- iv) *Teaching Methods:* Assess the teaching strategies used for different subjects.
- v) *Assessment Practices:* Review how students' learning is evaluated by teachers.
- vi) *Feedback:* Gather satisfaction and feedback from both students and teachers on the curriculum and teaching methods.

Suggested Readings

- Arends, R. I. (2016). Learning to teach (10th ed.). McGraw-Hill Education.
- Brown, J. D. (2018). Understanding curriculum: An introduction to the study of historical and contemporary curriculum (3rd ed.). Taylor & Francis.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2020). Evaluating training programs: The four levels (5th ed.). Berrett-Koehler Publishers.
- Ornstein, A. C., & Hunkins, F. P. (2018). Curriculum: Foundations, principles, and issues (6th ed.). Pearson.
- Pinar, W. F. (2012). What is curriculum theory? Routledge.
- Tyler, R. W. (2013). Basic principles of curriculum and instruction. University of Chicago Press.
- Wiggins, G., & McTighe, J. (2011). Understanding by design (2nd ed.). Association for Supervision and Curriculum Development.
- National Council for Teacher Education. (2014). National curriculum framework for teacher education. NCTE.
- University Grants Commission. (2020). Guidelines for curriculum development in higher education. UGC.

Course outcomes**After the completion of the course, the students will be able to**

- Understanding Key Concepts of social Psychology- meaning, nature, and scope
- Demonstrate knowledge of the historical development of social psychology as a distinct field of study.
- Analyze the factors that influence the formation of self and social identity.
- Compare and contrast different theories of self-development, including those proposed by Mead, Rogers, and Erikson.
- Assess the impact of globalization on social behavior and social change.
- Understanding the role of social psychology in advocating for and understanding human rights issues.
- Analyze the role of social psychology in educational settings, focusing on teacher-student interactions and classroom dynamics.
- Investigate the influence of media and technology on social behavior and attitudes.

Unit I: Introduction to Social Psychology

- i) Meaning, Nature, and Scope of Social Psychology
- ii) Development of Social Psychology
- iii) Social Psychology and Related Disciplines: Sociology, Anthropology, and Psychology
- iv) Methods of Study: Experimental, Survey, and Observation.

Unit II: Self-Development

- A. Understanding Self
 - i) Self-Concept and Self Esteem: Meaning and Nature
 - ii) Formation of Self & influencing factors
 - iii) Social Identity and Group Membership
- B. Theories of self-development:
 - i) Self-development by Mead
 - ii) Self-theory (Carl Rogers) and
 - iii) Psychosocial Development (Erick Erickson)

Unit III: Contemporary Issues in Social Psychology

- i) Globalization and Social Change
- ii) Social Psychology of Diversity and Multiculturalism

- iii) Social Movements and Collective Action
- iv) Social Psychology and Human Rights

Unit IV: Application of Social Psychology

- i) Social Psychology in Education: Teacher-Student Interaction, Classroom Dynamics
- ii) Role of Social Psychology in Addressing Social Issues: Poverty, Gender, and Inequality
- iii) Media, Technology, and Social Influence
- iv) Impact of Social Networks on Behavior

Suggested Readings

- **Myers, D. G. (2014).** *Social Psychology*. McGraw-Hill Education.
- **Kuppuswamy, B. (2005).** *An Introduction to Social Psychology*. McGraw Hill Education (India).
- **Gergen, K. J. (2009).** *Relational Being: Beyond Self and Community*. Oxford University Press.
- **Rogers, C. R. (1961).** *On Becoming a Person: A Therapist's View of Psychotherapy*. Houghton Mifflin.
- **Chaudhary, D. (2018).** *Understanding Self and Identity*. Sage Publications India.
- **Khan, F. (2016).** *Social Psychology and Social Issues in India*. PHI Learning Pvt. Ltd.
- **Berkowitz, L. (2002).** *The Social Psychology of Aggression*. Psychology Press.
- **Davis, M. H. (2010).** *Empathy: A Social Psychological Perspective*. Westview Press.
- **Sharma, R. (2017).** *Social Psychology in Education: A Practical Guide*. Sage Publications India.
- **Wright, S. C. (2011).** *Social Psychology and Social Issues: The Implications of Social Psychology for Policy and Practice*. Wiley-Blackwell.

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

- Understanding components and characteristics of creativity, including the interplay between creativity and intelligence.
- Analyze various psychological approaches to understanding creativity, including psychoanalytic, humanistic, behavioral, and cognitive perspectives.
- Develop strategies for identifying and nurturing creative talent in educational settings, focusing on optimal classroom conditions.
- Examine barriers to creativity in the classroom and the teacher's role in overcoming these challenges to promote a creative learning environment.
- Evaluate different tools and tests, such as the Torrance Test, for measuring creativity in individuals.
- Apply techniques such as brainstorming and synectics to enhance creative thinking and problem-solving skills among learners.

Unit- 1: Creativity & its Various Aspects

a) Understanding Creativity

- i) Concept, nature, and components of Creativity
- ii) Characteristics of the Creative Child
- iii) Aspects of Creativity- Person, Process, Product and Press

c) Creativity and Intelligence

- i) Relationship between Creativity and Intelligence
- ii) Theories (threshold theory, Certification theory and Interference theory)

Unit-II: Approaches to understand Creativity

- i) Psycho Analytic Approach
- ii) Humanistic Approach
- iii) Behavioural Approach
- iv) Cognitive Approach

Theories

- i) Torrance
- ii) Guilford

Unit-III: Creativity in Teaching and Learning Process

- i) Identification of Creative Talent
- ii) Factors fostering Creativity- classroom conditions for nurturing and stimulating Creativity
- iii) Barriers in fostering creativity.
- iv) Teachers role in Developing Creativity

v) Relevance of Creativity in Teaching-Learning process.

Unit-IV: Measurement of creativity & techniques of development

- i) Measurement of Creativity :
 - a) Torrance Test,
 - b) Baquer Mehdi, Test and
 - c) Passi's Test
- ii) Techniques for development of Creativity:
 - a) Brain-Storming (Osborn),
 - b) Synectics (Gorden), and
 - c) Attribute – listing (Allan)

Suggested Readings

- Amabile, T. M. (1996). *Creativity in context: Update to "The social psychology of creativity"*. Westview Press.
- Beghetto, R. A., & Kaufman, J. C. (2014). *Broadening definitions of creativity: What's the role of motivation?* In *Creativity: A social science perspective* (pp. 99-118). Springer.
- Guilford, J. P. (1950). *Creativity*. *American Psychologist*, 5(9), 444-454. <https://doi.org/10.1037/h0061987>
- Kaufman, J. C., & Sternberg, R. J. (2010). *The Cambridge handbook of creativity*. Cambridge University Press.
- Osborn, A. F. (1953). *Applied imagination: Principles and procedures of creative problem-solving*. Scribner.
- Runco, M. A., & Jaeger, G. J. (2012). *Questions of definitions: What is creativity?* *Creativity Research Journal*, 25(1), 92-96. <https://doi.org/10.1080/10400419.2012.65009>
- Baquer Mehdi, K. (2006). *Measuring creativity: Baquer Mehdi Test*. In *Handbook of Creativity* (pp. 204-218). Academic Press.

Course outcomes**After the completion of the course, the students will be able to**

- Students will be able to categorize different types of exceptionality in children and recognize the unique needs and characteristics of exceptional learners,
- Identify and analyze the cognitive, social, and emotional characteristics of intellectual and learning disabilities, along with appropriate educational strategies and assistive technologies.
- Examine the characteristics, causes, and identification methods for visual and hearing impairments, and develop tailored educational strategies to support these learners.
- Design and evaluate Individualized Education Programs (IEPs), understanding their significance in addressing the unique needs of students with disabilities.
- Implement intervention programs and instructional strategies, including behavior modification techniques and multi-sensory approaches, to enhance learning for students with disabilities.
- Analyze the key legal policies and provisions, such as the RPWD Act (2016) and NEP 2020, that ensure the rights and educational support for individuals with disabilities.

Unit I: Introduction to Special Education

- i) Exceptionality-Concept, characteristics and categories of exceptional children
- ii) Needs & problems of exceptional children
- iii) Concept & background of special education
- iv) Need & importance of special education
- v) Classification of Special Children
- vi) Ethical issues and considerations in special education

Unit II: Intellectual & Learning Disability**i) Intellectual Disability: -**

- a) Identification-cognitive, adaptive, developmental & social characteristics
- b) Causes & classification
- c) Educational strategies & assistive technologies

ii) Learning Disability: -

- a) Identification- cognitive, behavioral, social & emotional characteristics
- b) Causes: biological and environmental
- c) Types: dyslexia, dyspraxia, dyscalculia & dysgraphia and Autism

d) Educational strategies & assistive technologies

Unit III: Visual & Hearing Impairment

- i) Conceptual framework
- ii) Characteristics: physical, intellectual, emotional & social
- iii) Causes: biological & environmental
- iv) Identification & classification
- v) Educational strategies & assistive technologies

Unit IV: Educational Measures and Legal Provisions

i) Educational Provisions:-

- a) Individualized Education Programs: Concept, Importance, steps and Evaluation
- b) Intervention Programs for specific disabilities: Behavior modification techniques, therapies and related services.
- c) Instructional Strategies: Multi-sensory Approaches to teaching

ii) Legal policies & Provisions of Disability:-

- a) Rehabilitation Council of India (RCI) Act (1992): Overview, Objectives & Functions
- b) The Rights of Persons with Disabilities (RPWD) Act (2016): Overview, Objectives & Functions
- c) NEP 2020: Major Recommendations

Suggested Readings

- Armstrong, T. (2017). *The power of the gifted: Understanding and addressing the needsof gifted children*. ASCD.
- Friend, M., & Bursuck, W. D. (2019). *Including students with special needs: A practicalguide for classroom teachers* (7th ed.). Pearson.
- Hallahan, D. P., & Kauffman, J. M. (2017). *Exceptional learners: An introduction to special education* (14th ed.). Pearson.
- Heward, W. L. (2018). *Exceptional children: An introduction to special education* (10thed.). Pearson.
- Kauffman, J. M., & Landrum, T. J. (2018). *Characteristics of emotional and behavioraldisorders of children and youth* (10th ed.). Pearson.
- National Center for Learning Disabilities. (2020). *The state of learning disabilities:Facts, trends, and implications for the future*. <https://www.ncld.org>
- Rao, P. S., & Kumar, K. R. (2016). *Special education: Perspectives and practices*. Sage Publications.

- Rehabilitation Council of India. (2018). *Guidelines for implementing the Rights of Persons with Disabilities Act, 2016*. <https://www.rehabcouncil.nic.in>
- Sharma, U., & Desai, I. (2020). *Inclusive education in India: A systematic review of literature*. *International Journal of Inclusive Education*, 25(5), 523-537. <https://doi.org/10.1080/13603116.2018.1479154>
- UNESCO. (2020). *Inclusion and education: A global perspective*. <https://unesdoc.unesco.org/ark:/48223/pf0000374>

Course outcomes

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

- Understand the importance of peace education and the role of different social agencies in promoting peace.
- Explore the significance of Peace Education for National and International Integration.
- Work for the promotion of peace under crises situations.
- Understand the intrinsic and extrinsic nature of values.

Unit-I: Understanding Peace Education

- i) Concept and Need of Peace Education
- ii) Peace as a Universal Value
- iii) Aims and Objectives of Peace Education
- iv) Role of Social Agencies in Promoting Peace Education (Family, Religion, Mass Media and School)

Unit-II: Challenges in Peace Education

- i) Peace Education for National and International Integration
- ii) Challenges to Peace: Stress, Conflict, Crimes and Violence
- iii) Strategies for promoting Peace
- iv)

Unit-III: Understanding Values

- i) Concept and significance of Values
- ii) Sources of Values: Biological, Social and Ecological Values
- iii) Classification of Values: Intrinsic and Extrinsic

Unit-IV: Models of Teaching Values

- i) Rational Building Model
- ii) Socio-emotional Learning Model
- iii) Value Clarification Model

References

- Bajaj, M. (2008). *Schooling for Social Change: The Rise and Impact of Human Rights Education in India*. Palgrave Macmillan.
- Banks, J. A. (2008). *An Introduction to Multicultural Education*. Allyn & Bacon.
- Dalai Lama. (2000). *Ethics for the New Millennium*. Riverhead Books.
- Haas, P. M. (2000). *Regions and Regionalism in World Politics*. Cornell University Press.
- Harris, I. M., & Morrison, M. L. (2003). *Peace Education*. McFarland & Company.
- Hicks, D. (2009). *Education for Peace: Issues, Principles, Practice in the Classroom*. Routledge.
- Kohlberg, L. (1984). *The Psychology of Moral Development: The Nature and Validity of Moral Stages (Vol. 2)*. Harper & Row.
- Nhat Hanh, T. (1991). *Peace Is Every Step: The Path of Mindfulness in Everyday Life*. Bantam.
- Noddings, N. (2005). *Educating Moral People: A Caring Alternative to Character Education*. Teachers College Press.
- Reardon, B. A. (2002). *Educating for Human Dignity: Learning About Rights and Responsibilities*. University of Pennsylvania Press.
- Selby, D. (2003). *The Ethics of War and Peace: An Introduction*. Manchester University Press.

Course Outcomes After the completion of this course the students will be able to:

- Develop basic understanding of key concepts Gender bias, gender stereotype, empowerment, equity and equality, patriarchy, masculinity and feminism.
- Understand the gender issues in school curriculum, text books and pedagogical processes in the classroom.
- Understand the role of education in ensuring gender equity and equality.
- Appreciate the policy initiatives taken in relation to gender issues.

Unit-I: Gender Studies

- i) Concept, Need and Scope of Gender Studies
- ii) Gender Studies as an Academic Discipline
- iii) Gender, Economy and Work Participation
- iv) Gender, Globalization and Education

Unit-II: Gender and Society

- i) Gender Stereotypes and Socialization: Stereotype Influence the development of Gender Identities in Children
- ii) Gender-Based Violence and Bullying: Impact of Gender-Based Violence and Bullying on Students' well-being
- iii) Strategies for Prevention and Intervention
- iv) **Gender Equity in Education: Challenges and Strategies for Promoting Equal Opportunities and addressing Gender Disparities in Educational Settings**

Unit-III: Gender Inequality and Strategies for change

- i) Gender Inequality in Schools, Curriculum, TextBooks and Classroom Process
- ii) LGBTQ Inclusion in Education
- iii) Supportive Environment for LGBTQ Students
- iv) Strategies for Promoting Acceptance and Understanding

Unit-IV: Gender and Policy Perspectives

- i) The National Commission for Women (NCW) (1992)
- ii) The Protection of Women from Domestic Violence Act (2005)
- iii) The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act (2013)
- iv) The Beti Bachao, Beti Padhao (Save the Girl Child, Educate the Girl Child) Campaign

Suggested readings

- Chakravarti, U. (2012). Gendering Caste: Through a Feminist Lens. Stree.
- Connell, R. W. (1995). Masculinities. University of California Press.
- Kostas, M. (2019). "Discursive construction of Hegemonic Masculinity and emphasised Femininity in the Textbooks of Primary Education: Children's discursive Agency and Polysemy of the Narratives". Gender and Education: 1–1
- Kumar, K. (2015). The Politics of Education in India. Oxford University Press.

- Menon, N. (2019). *Seeing like a Feminist*. Penguin Books.
- Mukherjee, S. (2018). *Education, Society, and Development in India: Essays* by N. V. Varghese. Oxford University Press.
- Nigam, A. (2018). *The Making of Exile: Sindhi Hindus and the Partition of India*. Oxford University Press.
- Rai, S. M. (2015). *Gender and the Political Economy of Conflict in Africa: The Persistence of Violence*. Routledge
- Rios, V. M. (2011). *Punished: Policing the lives of Black and Latino boys*. NYU Press.
- Risman, B. J. (1998). *Gender vertigo: American families in transition*. Yale University Press.
- Sadker, M., & Sadker, D. (2009). *Teachers, schools, and society*. McGraw-Hill Education.
- Sen, A., & Batliwala, S. (2000). *Voiceless Victims: The Sexual Harassment of Women at Workplaces*. Oxford University Press.
- Sinha, S. (2020). *Gender, Education, and Development: Conceptual Frameworks and Policy Perspectives*. Sage Publications.
- Thorne, B. (1993). *Gender play: Girls and boys in school*. Rutgers University Press.

COURSE OBJECTIVES

- Creating awareness amongst the youths about the true history and rich culture of the country.
- Understanding the scientific value of the Indian Knowledge System
- Promoting the youths to do research in the various fields of Indian Knowledge System
- To enable students to critically evaluate and analyze the relevance and applicability of Indian Knowledge System
- To provide students with an interdisciplinary understanding of Indian Knowledge System, Integrating knowledge from various disciplines including philosophy, science, art and literature

Unit-I Introduction to Indian Knowledge System

- i) Concept, Need and Scope of Indian Knowledge System.
- ii) Indian Knowledge System based approaches on Knowledge Paradigms
- iii) Indian Knowledge System in ancient India and in Modern India
- iv) Universities and Ancient Educational Centers

Unit-II Traditional Knowledge in Professional Domain

- i) Teaching Practices and Instructional Strategies used in Gurukul System
- ii) Relevant Educational sites in the vicinity of the Institute
- iii) Educational Administration and Supervision in Educational Institutions (Taksasila, Nalanda Universities)
- iv) Indian Framework for Establishing Valid Knowledge and it's Applicability in Today's Society

Suggested readings

- **Mahadevan, B., Bhat, V. R., & Prabhu, N. (2020). *Introduction to Indian Knowledge System: Concepts and Applications*. PHI Learning.**
(Covers: Unit-I concepts, scope, and modern relevance; provides a framework for the entire course)
- **Mookerji, R. K. (1947). *Ancient Indian Education: Brahmanical and Buddhist*. Motilal Banarsidass.**
(Covers: Unit-I ancient centers; Unit-III Gurukul system, administration of Nalanda/Takshashila; Unit-IV teacher education, curriculum, and planning)
- **Matilal, B. K. (1986). *Perception: An Essay on Classical Indian Theories of Knowledge*. Oxford University Press.**
(Covers: Unit-I knowledge paradigms (Pramana); Unit-IV framework for valid knowledge)

- **Bryant, E. F. (2009).** *The Yoga Sūtras of Patañjali: A New Edition, Translation, and Commentary.* North Point Press.
(Covers: Unit-II evolution of Yoga philosophy and practice)
- **Basham, A. L. (1954).** *The Wonder That Was India.* Sidgwick & Jackson.
(Covers: Unit-I & II broad context of ancient Indian scholarship, literature, science, and societal structure)
- **Scharfe, H. (2002).** *Education in Ancient India.* Brill.
(Covers: Unit-III & IV a detailed academic analysis of teaching practices, instructional methods, and educational administration)
- **Klostermaier, K. K. (2007).** *A Survey of Hinduism (3rd ed.).* State University of New York Press.
(Covers: Unit-II a comprehensive introduction to Vedas, Vedangas, Puranas, and major philosophical figures)
- **Plofker, K. (2009).** *Mathematics in India.* Princeton University Press.
(Covers: Unit-II the work and contributions of Indian mathematicians like Aryabhata, Bhaskaracharya, and others)
- **National Education Policy (NEP) 2020.** Government of India.
(Covers: Unit-I the modern need and scope for integrating IKS into contemporary education)
- **Feuerstein, G. (1998).** *The Yoga Tradition: Its History, Literature, Philosophy and Practice.* Hohm Press.
(Covers: Unit-II a deep historical overview of Yoga's evolution from traditional to modern times)

Semester 3rd**A) Core Papers (CR) Marks Allotted to each Course 100 (80 + 20)**

MED25301CR	Techno-Pedagogical Basis of Education	4
MED25302CR	Contemporary Trends in Education	4
MED25303CR	Development of Education System in India	4
MED25304CR	Dissertation	4

**B) Department Centric Elective (DCE) Marks Allotted to each Course 100 (80 + 20)
(Student has to opt any two courses)**

MED25305DCE	Planning and Economics of Education	4
MED25306DCE	Life Skills Education	4
MED25307DCE	Human Resource Development	4
MED25308DCE	Counseling Psychology	4
MED25309DCE	Instructional Technology	4

C) Generic Elective /Open Elective Marks Allotted to the Course 50 (40 + 10)

MED25003OE	Preparatory education	2
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Semester 3rd CR = 16 + DCE = 8+OE=2**Total Credits = 26**

Course Outcomes

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

- Students will be able to distinguish between Educational Technology, Instructional Technology, and Information Technology, enabling them to effectively select and integrate appropriate tools and methodologies to enhance the learning environment.
- Apply the principles and maxims of teaching to design effective instructional strategies that cater to diverse learning needs.
- Utilize Gagne's Nine Events of Instruction to create structured and engaging learning experiences.
- Evaluate various approaches to integrating ICT in education, emphasizing the transformative potential of technology in teaching and learning.
- Identify different forms of educational technology and their applications in teaching and learning processes.
- Analyze the phases of teaching to improve instructional effectiveness and student engagement.

Unit I: Introduction to Educational Technology

- i) Meaning, Nature, Scope and Objectives of Educational Technology.
- ii) Approaches – Hardware, Software, System Approach and Multi-Media Approach.
- iii) Forms- a) Teaching Technology; b) Instructional Technology; c) Behavioral Technology.
- iv) Difference among Educational Technology, Instructional Technology and Information Technology.

Unit II: Modalities of Teaching

- i) Concept of Teaching- Meaning, Nature and Scope of Teaching.
- ii) Principles & Maxims of Teaching.
- iii) Phases of Teaching- Pre-Active, Interactive and Post-Active Phase of Teaching.
- iv) Levels of Teaching Memory, Understanding and Reflective Level.

Unit III: Instructional Design and Programmed Learning

- i) Taxonomies of Instructional Objectives.
- ii) System Approach-Concept and Components of Instructional System.
- iii) Programmed Instruction- Concepts, Origin and Types- Linear and Branching.
- iv) Gagne's Nine Events of Instruction and Five E's of Constructivism.

- v) Nine Elements of Constructivist Instructional Design.

Unit IV: Integration of ICT in Education

- i) Meaning, Nature and Scope of ICT and its Importance in Teaching & Learning Process.
- ii) Approaches to Integrating ICT in Education: Adoption and Use of ICT Emerging, Applying, Infusing, and Transforming.
- iii) Technological Pedagogical and Content Knowledge (TPACK).
- iv) E-Learning: Concept and Approaches to E-Learning (Offline, Online, Synchronous, Asynchronous, Blended Learning and Smart Classroom).
- v) Role of Teachers in the ICT Environment. Opportunities and Challenges.

Suggested Readings

- Anderson, T. (2008). The Theory and Practice of Online Learning. Athabasca University Press.
- Dick, W., Carey, L., & Carey, J. O. (2015). The Systematic Design of Instruction (8th ed.). Pearson.
- Gagne, R. M., Briggs, L. J., & Wagner, W. W. (1992). Principles of Instructional Design (4th ed.). Holt, Rinehart and Winston.
- Garrison, D. R., & Vaughan, N. D. (2008). Blended Learning in Higher Education: Framework, Principles, and Guidelines. Jossey-Bass.
- Jonassen, D. H. (2000). Computers as Mindtools for Schools: Engaging Critical Thinking. Prentice Hall.
- Mayer, R. E. (2009). Multimedia Learning (2nd ed.). Cambridge University Press.
- PuenteDura, R. R. (2006). Transformation, Technology, and Education. Retrieved from <https://hippasus.com/resources/tte/>
- Willoughby, T. (2000). Educational Technology: A Definition with Commentary. Routledge.
- Zhang, D., Zhou, L., Briggs, R. O., & Nunamaker, J. F. (2006). Instructional Video in e-Learning: Assessing the Impact of Interactive Video on Learning Effectiveness. Information & Management, 43(1), 15-27.

Course Outcomes

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

- Analyze the impact of globalization on national educational policies and identify strategies for integrating global perspectives in local curricula.
- Evaluate the effectiveness of inclusive education practices for marginalized communities, emphasizing gender equality and multiculturalism.
- Design an innovative curriculum that incorporates 21st-century skills through the use of ICT and experiential learning methodologies.
- Critically assess the role of education in promoting social justice and equity, particularly in addressing the digital divide and rural-urban disparities.
- Examine the ethical implications of educational policies and practices, focusing on academic integrity and the right to education.
- Propose initiatives for fostering global citizenship through education for sustainable development (ESD) and peace.

Unit I: Global Trends in Education

- i) Emerging educational trends: Digital transformation, globalization, and the role of international organizations (UNESCO & OECD)
- ii) Globalization and its impact on national educational policies
- iii) Education for sustainable development (ESD) and global citizenship education (GCED)
- iv) Comparative education: Global perspectives on access, equity, and quality education

Unit II: Social and Cultural Issues in Education

- i) Gender and education: Gender equality and empowerment in educational settings
- ii) Multiculturalism and diversity: Inclusive education for marginalized communities
- iii) Privatization and commercialization of education: Opportunities and challenges
- iv) The role of government and non-governmental organizations in shaping educational policy.

Unit III: Technological and Pedagogical Innovations

- i) The role of ICT in education: E-learning, digital divide, and virtual classrooms
- ii) Experiential learning and competency-based education

- iii) Innovation in curriculum and pedagogy: 21st-century skills
- iv) Teacher professional development in the context of technological advancements

Unit IV: Ethics, Equity, and Social Justice in Education

- i) Educational equity: Addressing the digital divide, rural-urban disparities, and educational access
- ii) Education and human rights: Right to education, child rights, and social justice
- iii) The role of education in promoting peace, tolerance, and global harmony.
- iv) Ethical dilemmas in education: Academic integrity, plagiarism, and moral education

Suggested Readings

- Arora, A., & Goh, S. (2021). Digital Transformation in Education: Emerging Trends and Challenges. *Educational Technology & Society*, 25(1), 1-12.
- Deardorff, D. K. (2020). *The Handbook of Intercultural Competence*. SAGE Publications.
- EdQual. (2021). *Education for Sustainable Development: A Guide for Policy Makers*. Retrieved from <https://www.edqual.org>
- M. L. K. (2023). Global Perspectives on Education Equity: Access and Quality in Comparative Contexts. *Comparative Education Review*, 67(2), 255-266.
- OECD. (2022). *Education at a Glance 2022: OECD Indicators*. OECD Publishing. Retrieved from <https://www.oecd.org/education/education-at-a-glance/>
- UNESCO. (2021). *Global Education Monitoring Report 2021/22: Inclusion and Education: All Means All*. UNESCO Publishing.
- United Nations. (2021). *Transforming our World: The 2030 Agenda for Sustainable Development*. Retrieved from <https://sdgs.un.org/2030agenda>
- Wrigley, T., & Lingard, B. (2020). *Education and Social Justice: A Global Perspective*. Routledge.
- Zhao, Y. (2023). *Reimagining Education: Preparing Global Citizens in the Digital Age*. Harvard Education Press.
- Zhu, H., & Liu, J. (2021). The Impact of Technology on Education: E-Learning, Digital Divide, and Inclusivity. *Journal of Educational Technology & Society*, 25(2), 18-32.
- Campbell, C. (2022). Privatization and Commercialization in Education: Global Trends and Local Impacts. *Education Policy Analysis Archives*, 30(1), 1-25.
- Nussbaum, M. (2022). *Citizenship and Education in Liberal Democracies*. Cambridge University Press

Course Outcomes**Unit-I: Education in Ancient & Medieval India**

- i) Vedic Education
- ii) Buddhist Education
- iii) Muslim Education

Detailed description of Salient Features, Objectives, Curriculum, Methods of Teaching Role of teacher in these systems of Education

Unit-II: Colonial Educational Policies

- i) Macaulay's Minutes (1835)
- ii) Wood's Dispatch (1854)
- iii) Calcutta University Commission (1917)
- iv) Sargent Report (1944) (With special reference to their major recommendations)

Unit-III: Education in Post –Independence Era

- i) Bhagwan Sahai Committee Report (1972)
 - ii) Radhakrishnan Committee (1948-49)
 - iii) Secondary Education Commission (1952-53)
 - iv) Indian Education Commission (1964-66)
 - v) National Policy on Education (1986)
 - vi) National Curriculum Framework (NCF-2005)
 - vii) National Educational Policy (2020)
- (With special reference to their major recommendations)

Unit-IV: Issues of Indian Education

- i) Universalization of Elementary
- ii) Open & Distance Learning (ODL)
- iii) Women Education
- iv) Education for Disadvantaged sections of society

References:

- Gupta, V.K., & Gupta, A. (2005). Development of education system in India. Ludhiana: Vinod publication.
- Jayapalan, N. (2002). Problems of Indian education. New Delhi: Bhargava Publication.
- Sachdeva, M.S., & Umesh. (2005). A Modern approach to education in emerging Indian society. Ludhiana: Vinod publication.
- Sodhi, T.S. (2005). Development of Education System in India. Patiala: Bawa Publications.
- Development of Education Systems in India (2012). Ganai M. Y., & Bhat S. A., Dilpreet Publishing House New Delhi (India).
- http://en.wikipedia.org/wiki/Sarva_Shiksha_Abhiyan.

Course Outcomes

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

- Understand the principles and objectives of educational planning, demonstrating the importance of structured approaches in enhancing educational outcomes.
- Analyze the implications of human capital theory and signaling theory in the context of education as a crucial economic investment.
- Evaluate the various sources of educational financing in India and their impact on educational equity and access at both micro and macro levels.
- Apply principles of budgeting to manage educational finances effectively, ensuring transparency and accountability in resource allocation.
- Distinguish between direct and indirect costs in education, and assess the significance of opportunity and hidden costs on educational decisions.
- Integrate knowledge from educational planning, economics, finance, and budgeting to develop comprehensive strategies for improving educational systems.

Unit 1: Educational Planning

- i) Concept and Meaning of Educational Planning
- ii) Objectives, Importance and principles of Educational Planning
- iii) Types of Educational Planning: Centralized and Decentralized
- iv) Approaches to Educational Planning: Social Demand Approach & Rate of Return Approach

Unit 2: Economics of Education

- i) Economics of Education: Meaning and Scope
- ii) Human Capital Theory & Signaling Theory
- iii) Education as an Investment
- iv) Cost-Benefit Analysis & Cost Effective Analysis in Education

Unit 3: Educational Finance

- i) Concept, Meaning & Importance of Educational Finance
- ii) Sources of Educational Financing in India (Public, Private, International & Public private partnership)
- iii) Educational Finance at Micro and Macro Levels
- iv) National Education Policy (NEP 2020) and its implications for educational finance

Unit 4: Educational Budgeting and Cost of Education

- i) Budgeting and Budgetary control
- ii) Principles and objectives of budgeting

Cost of Education:

- i) Unit Cost and Direct & Indirect Costs
- ii) Opportunity and Hidden Costs in Education

Suggested Readings

- Dhaka, M. S., & Hossain, M. (2017). Public-private partnerships in education: A review of literature. *Journal of Education and Practice*, 8(21), 33-39.
- Hanushek, E. A. (1997). Assessing the effects of school resources on student performance: An update. *Educational Evaluation and Policy Analysis*, 19(2), 141-164.
- National Council of Educational Research and Training (NCERT). (2020). *National Education Policy 2020: Framework for implementation*. Government of India.
- Psacharopoulos, G., & Patrinos, H. A. (2004). Returns to investment in education: A further update. *Education Economics*, 12(2), 111-134.
- Sahlberg, P. (2011). *Finnish lessons: What can the world learn from educational change in Finland?* Teachers College Press.
- Schwartz, W. (2014). Education funding and equity: A review of the literature. *Review of Educational Research*, 84(2), 269-309.
- Woodhall, M. (2001). The role of education in economic development: A review of the evidence. In *Education and development: A global perspective* (pp. 89-109). Routledge.

Course Outcomes

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

- Understand the significance of life skills in fostering personal growth and emotional intelligence.
- Develop strategies to integrate life skills into school curricula, enhancing social, emotional, and cognitive well-being.
- Identify and apply effective communication techniques while recognizing and overcoming common barriers.
- Evaluate the role of teachers as facilitators in life skills education, promoting positive teacher-student relationships.
- Explore practical applications of life skills in everyday situations to improve personal and social interactions.
- Foster critical thinking and self-reflection as essential components of emotional and social well-being.

Unit I: Life Skills for Personality Development

- i) To understand the concept of life skills and their role in Personality development.
- ii) To explore various life skills and their application in personal, social, and emotional contexts.
- iii) To develop practical strategies for enhancing life skills among students
- iv) Life Skills in the Context of 21st-Century Education

Unit-II: Life Skill and Wellbeing (school & Society)

- i) Schools- Incorporating Life Skills into the Curriculum, creating a supportive environment, Classroom Discussion, Brain Storming, Demonstration, Role Play
- ii) Society- Supporting Ethical and Moral Development, Providing Role Models and Mentors
- iii) Life skills for social, emotional and cognitive well-being
- iv) Self-reflection, Critical Thinking and problem solving skills

Unit III: Communication Skills

- i) Essentials of Effective Communication.
- ii) Forms of Communication-Downward or Upward, Lateral or Horizontal.

- iii) Barriers to Communication.
- iv) Various developmental strategies for enhancing communication skills

Unit IV: Role of Teachers in Enhancing Life Skills

- i) Teachers as Facilitators of Life Skill Education
- ii) Teacher-Student Relationships and Life Skills
- iii) Teaching Methods for developing Life Skills
- iv) Life Skills Assessment in Schools

Suggested Readings

- Adair, J. (2012). Developing leadership skills: A practical guide. Kogan Page.
- Barlow, J. H., & Wright, C. (2001). Self-management and coping skills for patients with chronic illness. *Health Psychology*, 20(1), 32-41. <https://doi.org/10.1037/0278-6133.20.1.32>.
- Chen, L. H., & Dwyer, K. (2016). The role of communication in life skills education. *International Journal of Educational Development*, 50, 88-97. <https://doi.org/10.1016/j.ijedudev.2016.01.007>
- ILO. (2013). Teaching life skills: A practical guide for teachers. International Labour Organization.
- Kuhl, J., & Beckmann, J. (2015). Self-regulation: A key factor in effective communication and life skills. *Psychology and Health*, 30(4), 391-404. <https://doi.org/10.1080/08870446.2014.969343>
- Narayan, S., & Tiwari, R. (2019). The impact of life skills education on adolescent health and well-being. *Journal of Health Psychology*, 25(7), 963-975. <https://doi.org/10.1177/1359105317694842>
- Reddy, A., & Srinivasan, V. (2018). Life skills education in schools: Strategies and implementation. *Journal of Educational Research*, 22(3), 135-150
- Zins, J. E., & Elias, M. J. (2006). Social-emotional learning: A comprehensive framework for promoting positive development in children. In D. P. Fromberg & D. Bergen (Eds.), *Play from birth to twelve: Contexts, perspectives, and meanings* (pp. 211-225). Routledge.

Course Outcomes

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

- Students will be able to know the concepts, functions, and advantages of Human Resource Development, and identify barriers that impede effective HRD implementation.
- Analyze competency mapping techniques and their application in educational settings to enhance individual and organizational performance in HRD.
- Evaluate various learning and performance models to optimize training transfer and assess the effectiveness of performance appraisal systems in HRD.
- Assess the impact of globalization and technological advancements on HRD practices, and propose solutions to ethical dilemmas faced in the HRD landscape.
- Identify and articulate the key roles of Human Resource Development in meeting organizational manpower requirements.
- Develop stress management strategies tailored to educational settings that can improve overall HRD outcomes and promote well-being.

Unit- 1: Introduction to Human Resource Development

- i) Resource and their Types: Human and Material Resources.
- ii) Concept, Functions and Advantages of Human Resource Development
- iii) Barriers of Human Resource Development
- iv) Approaches of Human Resource Development
- v) Manpower requirements of Human Resource Development
- vi) Role of Human Resource Development

Unit-II: Practices in Education for HRD

- i) Competency Mapping: tools and techniques for assessing competencies in educational settings
- ii) Stress management: Causes and Consequences of stress, Suggestive Measures
- iii) Task Analysis and SWOT Analysis for efficient Human Relations
- iv) Role of Guidance and Counseling Programmes in HRD

Unit-III: Perspectives of Learning and Performance in HRD

- i) Learning and Instructions: Maximizing learning, Individual differences in learning, Meta-theories of learning
- ii) Middle-range learning models at the individual level and organizational level

- iii) Transfer of Learning: The role of mentoring and coaching in transferring “off the job” training to “on the job” behaviour: transitional problems, skill acquisition and utilization
- iv) Performance Appraisal and management- techniques and processes, Individual level performance model, Multi-level performance models

Unit-IV: Global Trends and Challenges in HRD

- i) Training Methods: Self-Paced/Computer Based/ Company Sponsored Training, On-the-Job and Off-the-Job, Brain Storming, Case Studies, Role Plays, Simulations, T-Groups and Transactional Analysis.
- ii) Impact of Globalization and Liberalization in Human Resource Development
- iii) Technological Advancements: Use of technological innovation in HRD
- iv) Ethical Issues in HRD: Managing ethical dilemmas in HRD practices

Suggested Readings

- Armstrong, M. (2014). *Armstrong's Handbook of Human Resource Management Practice* (13th ed.). Kogan Page.
- Beer, M., & Cannon, M. D. (2004). Promise and peril in implementing HR practices. *Harvard Business Review*, 82(11), 109-116.
- Blanchard, P. N., & Thacker, J. W. (2013). *Effective training: Systems, strategies, and practices* (4th ed.). Pearson.
- Bratton, J., & Gold, J. (2017). *Human Resource Management: Theory and Practice* (6th ed.). Palgrave Macmillan.
- Desimone, R. L., Werner, J. M., & Harris, D. M. (2016). *Human Resource Development* (7th ed.). Cengage Learning.
- Garavan, T. N., & Carbery, R. (2012). Learning and development in the workplace. In D. A. McGuire & S. R. Cohen (Eds.), *The Oxford Handbook of Work and Organization* (pp. 163-184). Oxford University Press.
- Noe, R. A. (2017). *Employee training and development* (7th ed.). McGraw-Hill Education.
- Phillips, J. J., & Phillips, P. P. (2016). *Handbook of training evaluation and measurement methods* (4th ed.). Routledge.
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice? *Psychological Science in the Public Interest*, 14(2), 74-101.
- Stone, R. (2015). Globalization and human resource management: Trends and implications. *Journal of Human Resource Management*, 3(2), 23-36

Course Outcomes

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

- Students will be able to explain the major theoretical foundations of counseling psychology, including psychoanalytic, humanistic, and cognitive approaches, and their application in individual and group counseling settings.
- Students will demonstrate an understanding of Alfred Adler's principles of individual psychology and apply these concepts to address issues such as low self-worth and family dynamics in counseling scenarios.
- Students will evaluate the various factors influencing personality development and implement counseling strategies that promote healthy personality growth and address maladaptive behaviors.
- Students will critically analyze recent trends in counseling practice, including mindfulness and positive psychology, and assess their relevance in contemporary counseling settings.
- Students will integrate theoretical knowledge with practical counseling skills to effectively address diverse client needs in both individual and group contexts.
- Students will identify and apply ethical standards and legal considerations relevant to counseling, ensuring informed consent and confidentiality in their practice.

Unit I: Introduction to Counseling Psychology

- i) Concept, Nature and Scope of Counseling Psychology
- ii) Individual and Group counseling
- iii) Problems in Counselling process
- iv) Theoretical Foundations of Counseling Psychology:
 - a) Psychoanalytic,
 - b) Humanistic, and
 - c) Cognitive

(Overview of major theories Application of these theories in individual and group counseling)
- v) Role and importance of counseling in educational and mental health contexts.

Unit II: Individual Psychology and Counseling

- i) Fundamentals of Individual Psychology
- ii) Key Principles of Individual Psychology-Alfred Adler

- iii) Applications of Individual Psychology in Counseling- Understanding Individual Behaviour- Redirecting Misbehavior and Fostering Development
- iv) Addressing issues like low self-worth, family dynamics, and social withdrawal.
- v) Role of individual psychology in career counseling and personal decision-making

Unit III: Personality Development and Counseling

- i. Personality Development
 - a) Overview of Major Approaches to Personality- Psychoanalytic, Humanistic, and Cognitive-behavioral perspectives on personality
 - b) Factors Affecting Personality Development- Biological, environmental, social, and cultural influences on personality
- ii. Counseling for Personality Development
 - a) Counselling Process
 - b) Appraisal services to promote healthy personality development- attitude and aptitude tests, Interview, Case Study, Cumulative Record Card, Observation
 - c) Supporting clients in achieving optimum personal growth
 - d) Addressing personality disorders and maladaptive behaviors through counseling

Unit IV: Emerging Trends in Counseling Psychology

- i) Recent trends in counseling practice: Mindfulness, positive psychology, and cross-cultural counseling
- ii) Emerging Technological Advancements- Use of technology in mental health interventions
- iii) Online counseling and tele-therapy: Opportunities and challenges
- iv) Ethical and Professional Issues in Counseling: Ethical standards and legal considerations, Confidentiality & informed consent.

Suggested Reading

- Adler, A. (1956). The practice and theory of individual psychology. Harper & Row.
- Corey, G. (2016). Theory and practice of counseling and psychotherapy (10th ed.). Cengage Learning.
- Gelso, C. J., & Fretz, B. R. (2014). Counseling psychology (2nd ed.). Wiley.

- Gladding, S. T. (2018). *Counseling: A comprehensive profession* (8th ed.). Pearson.
- Hays, P. A. (2013). *Addressing cultural complexities in practice: A framework for clinicians and counselors*. American Psychological Association.
- Hill, C. E. (2014). *Helping skills: Facilitating exploration, insight, and action* (4th ed.). American Psychological Association.
- Kaslow, N. J. (2004). Competencies for the practice of psychology. *American Psychologist*, 59(8), 699-700. <https://doi.org/10.1037/0003-066X.59.8.699>
- Norcross, J. C., & Lambert, M. J. (2019). Evidence-based therapy relationships. *Psychotherapy: Theory, Research, Practice, Training*, 56(4), 525-532. <https://doi.org/10.1037/pst0000190>
- Rønnestad, M. H., & Skovholt, T. M. (2003). The journey of the counselor and therapist: Research findings and perspectives on professional development. *Journal of Career Development*, 30(1), 5-44. <https://doi.org/10.1177/089484530303000102>

Course Outcomes

Course Outcomes After the completion of this course the students will be able to

- Explore how technology can enhance and improve the field of education.
- Introduce innovative teaching practices for better learning outcomes.
- Understand use and efficiency of e-learning tools and techniques.
- Plan, design, and assess effective learning environments and experiences and apply emerging technologies in teaching and learning environments

Unit-I: Instructional Technology

- i) Meaning and Purposes
- ii) Characteristics of Instructional Technology
- iii) Difference between Educational Technology and Instructional Technology
- iv) Objectives of Instructional Technology

Unit-II: Models of Teaching

- i) Elements & Classification
- ii) Basic Teaching Model (Robert Glaser)
- iii) Concept Attainment Model (J. Bruner)
- iv) Synectics Model (William Gordon)

Unit-III: Innovations in Lesson Planning

- i) Meaning and Significance of Lesson Planning
- ii) Approaches to Lesson Planning:
 - a) Herbartian Approach
 - b) Gloverian Approach
 - c) (5E's & 5C's)

Unit-IV: ICT in Education

- i) Role and scope of ICT in School Education
- ii) Computer Assisted Instruction (CAI)
- iii) Blended Learning
- iv) Flipped Learning

Suggested Readings

- Bhattacharya, I., & Sharma, K. (2011). ICT Integration in Education: Bridging the Digital Divide. APH Publishing Corporation.
- Cuban, L. (2001). Oversold and underused: Computers in the classroom. Harvard University Press.
- Dwivedi, R. S., & Verma, S. (2017). ICT in Education: Integration, Access, and Policy. Sage Publications India.
- Jain, S., & Saini, D. (2015). ICT for Development: Educational Technologies. Springer.
- Jonassen, D. H., Howland, J. L., Marra, R. M., & Crismond, D. (2008). Meaningful learning with

technology.

- Pearson. Kumar, S., & Kumar, V. (2014). *Emerging Technologies and Pedagogies in the Curriculum*. IGI Global.
- Lankshear, C., & Knobel, M. (2006). *New literacies: Everyday practices and classroom learning* (2nd ed.). Open University Press.
- Mishra, S., & Singh, M. K. (2008). *E-learning: A Revolution in the Field of Education*. Sarup & Sons.
- Mishra, S., & Yadav, A. (2015). *Flipped Classroom: Gateway to Revolutionize Learning & Teaching*. Educreation Publishing.
- Mukhopadhyay, M. (2008). *Information and Communication Technology in Education*. PHI Learning Pvt. Ltd.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6.
- Rao, D. K. (2005). *Distance Education and ICT: Changing Paradigms of Education*. Concept Publishing Company.
- Sharma, R. C. (2018). *ICT in Education: Pedagogy, Impacts, and Practices*. Bloomsbury Publishing India.
- Warschauer, M. (2003). *Technology and social inclusion: Rethinking the digital divide*. MIT Press.

Course outcomes

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

- Understanding the Concept of Preparatory Education
- Critically examine the key recommendations made by the National Education Policy (NEP) 2020 regarding preparatory education.
- In-depth understanding of how child gets developed at different stages.
- Understanding the concept and stages of Creativity.

Unit I Preparatory Education

- i) Meaning & objectives of Preparatory Education
- ii) Need and emergence of Preparatory Education
- iii) Recommendations of NEP 2020 for preparatory Education

Unit II Development of Early Childhood

- i) Social and Personal Development
- ii) Emotional development & Motor skills and their development
- iii) Development of Creativity.

Suggested Readings

- **Kaul, V. (2019).** *Early Childhood Education in India: Policy, Curriculum, and Practice.* SAGE Publications India.
- **National Education Policy (2020).** *Government of India: Ministry of Education.*
- **Kumar, A. (2021).** *National Education Policy 2020 and Early Childhood Education: A Comprehensive Guide.* Atlantic Publishers.
- **Aggarwal, J. C. (2014).** *Principles, Methods & Techniques of Teaching.* Vikas Publishing House.
- **Brosterman, N. (1997).** *Inventing Kindergarten.* Harry N. Abrams.
- **Froebel, F. (1887).** *The Education of Man.* Applewood Books.
- **Montessori, M. (1967).** *The Absorbent Mind.* Holt, Rinehart & Winston.
- **Piaget, J. (1952).** *The Origins of Intelligence in Children.* International Universities Press.
- **Mishra, R. C. (2016).** *Early Childhood Education Today: An Indian Perspective.* S. Chand Publishing.
- **Pound, L. (2014).** *How Children Learn: From Montessori to Vygotsky - Educational Theories and Approaches Made Easy.* Step Forward Publishing.

Semester 4th		
A) Core Papers (CR) Marks Allotted to each Course 100 (80 + 20)		
MED25401CR	Methods and Techniques of Educational research	4
MED25402CR	Comparative Education	4
MED25403CR	Advanced Communication Skills and Pedagogy	4
MED25404CR	Educational Measurement and Evaluation	4
B) Department Centric Elective (DCE) Marks Allotted to each Course 100 (80 + 20) (Student has to opt any one Course + Internship)		
MED25405DCE	Education for Sustainable Development	4
MED25406DCE	Inclusive Education and Classroom Management	4
MED25407DCE	Personality Development	4
MED25408DCE	Indian Knowledge System	4
MED25409INT	Internship (POT & Construction of TLMs)- Compulsory	4
C) Generic Elective /Open Elective Marks Allotted to the Course 50 (40 + 10)		
MED25004OE	Special Education	2
Semester 4th CR = 16 +DCE = 4 + INT = 4 +OE=2		
Total Credits = 26		

Course Outcomes

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

- Analyze the characteristics and steps involved in at least two descriptive research methods, such as case studies and ethnography, to assess their applicability in educational research.
- Evaluate the strengths and limitations of the correlational method and its types (exploratory and predictive) to determine appropriate contexts for application in educational studies.
- Explain the significance of internal and external validity in experimental research and assess their impact on the credibility of research findings.
- Design a questionnaire that adheres to the principles of construction while considering ethical implications in educational research.
- Conduct a historical analysis by outlining the steps and characteristics of the historical method to investigate educational trends.
- Identify and discuss ethical issues associated with conducting ethnographic research in educational settings, emphasizing the importance of researcher sensitivity.

Unit I: Descriptive Methods

- i) Survey Method: Nature and importance, Characteristics, Steps and types
- ii) Historical Method- Nature, Characteristics and Steps.
- iii) Case Study- Nature, Characteristics and Steps
- iv) Ethnography- Nature, Characteristics, Steps and ethical issues in conducting ethnographic research
- v) Grounded Theory- Concept, Types, Characteristics and Steps.

Unit II: Associational Methods of Educational Research

- i) Correlational Method: Key characteristics, Types-exploratory method and Prediction Method;
- ii) Steps in conducting correlational Method; Potential ethical issues in correlational method.
- iii) Causal-comparative Method: Characteristics, types, steps, strengths And Limitations

Unit III: Interventional Methods

- i) Experimental method : Nature and importance
- ii) Variables- concept and types
- iii) Steps in Experimental Research
- iv) Types of Experimental designs (Pre, Quasi and True)
- v) Internal and external validity of the method

Unit IV: Methods of Data Collection

- i) Tests, Inventories and scales: types, construction and uses.
- ii) Questionnaire: Characteristics, types, principles of construction and scope in educational research.
- iii) Interview: types, characteristics, Planning and Conducting Interviews, guidelines and ethical issues for conducting interviews.
- iv) Observation- Use of the checklist and schedules, time sampling, field notes, focus groups and role of researcher during observation

Suggested Readings

- Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Sage Publications.
- Merriam, S. B., & Tisdell, E. J. (2015). Qualitative research: A guide to design and implementation (4th ed.). Jossey-Bass.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education (8th ed.). McGraw-Hill.
- Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education (8th ed.). Routledge.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). Educational research: Competencies for analysis and applications (10th ed.). Pearson.
- Neuman, W. L. (2014). Social research methods: Qualitative and quantitative approaches (7th ed.). Pearson.
- DeVellis, R. F. (2016). Scale development: Theory and applications (4th ed.). Sage Publications.
- Bryman, A. (2016). Social research methods (5th ed.). Oxford University Press
- Flick, U. (2018). An introduction to Qualitative Research (6th ed.). Sage Publications.

Course Outcomes

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

- Understand the aims and objectives of Comparative Education to analyze its role in enhancing educational practices globally.
- Trace the historical development of Comparative Education, highlighting key figures and their contributions to the field.
- Evaluate how economic and socio-cultural factors influence educational systems across different countries.
- Compare and contrast early childhood education practices in Finland, Denmark, and India, assessing their effectiveness and outcomes.
- Analyze the primary school education systems of Finland, Russia, and India to identify best practices and areas for improvement.
- Investigate the secondary and higher education frameworks in the USA, Japan, and Canada, focusing on their organizational structures and policies.

Unit- I: Understanding Comparative Education

- i) Concept and scope of Comparative Education
- ii) Historical Development of Comparative Education with special reference to: (Marc Antoine, J. D. Paris, Hen Stung, Michal Sadler, George Brady & Nicholas Hans)
- iii) Objectives of Comparative Education

Unit-II: Methods of Comparative Education

- i) Historical
- ii) Scientific
- iii) Sociological
- iv) Area Study

Unit III: Factors of Comparative Education

- i) Economic & Socio- Cultural
- ii) Geographical Factor & Political Factor
- iii) Linguistic Factor & Technological

Unit-IV: Comparative study of Education Systems

- i) Early Childhood Care and Education of Finland, & India
- ii) Primary School Education of Finland, & India

iii) Secondary School Education of UK & India

iv) Higher Education of USA, & India.

Suggested Readings

- Bray, M. (2007). Comparative education: An introduction to the main concepts and issues. London: Routledge.
- Coleman, J. S., Campbell, E. Q., Hobson, C. J., McPartland, J., Mood, A. M., Weinfeld, F. D., & York, R. L. (1966). Equality of educational opportunity. Washington, DC: U.S. Government Printing Office.
- Delors, J. (1996). Learning: The treasure within. Paris: UNESCO Publishing.
- Kamens, D. H. (2000). Globalization and educational restructuring: The impact of world events on educational policy. *Comparative Education Review*, 44(4), 469-488. <https://doi.org/10.1086/447562>
- Lee, J., & B. W. (2011). The changing face of education in Asia. *Asia Pacific Journal of Education*, 31(2), 171-184. <https://doi.org/10.1080/02188791.2011.570119>
- Schiller, R. (2006). Understanding Comparative Education: A guide for teachers and researchers. New York: Springer.
- UNESCO. (2015). Education for All 2015: National review report: India. Paris: UNESCO.
- Wang, X. (2017). Sociocultural factors influencing education in different contexts. *International Journal of Educational Research*, 85, 17-27. <https://doi.org/10.1016/j.ijer.2017.05.001>
- Wong, K. K. (2015). Comparative perspectives on the organization of education: Case studies from around the world. London: Springer.
- Zhao, Y. (2010). Catching up or leading the way: American education in the age of globalization. Alexandria, VA: ASCD.

Course Outcomes

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

- Define the concept of communication and its processes, identifying barriers and remedial measures to enhance effective classroom interaction.
- Describe the nature and scope of phonetics, including the production of speech and the classification of speech sounds.
- Analyze different types of clauses and sentence structures, demonstrating an understanding of their roles in effective communication.
- Demonstrate proficiency in various forms of academic writing, including report writing, resume creation, and effective email communication.
- Apply the 7Cs of effective communication in classroom settings to improve clarity and understanding among students.
- Utilize the International Phonetic Alphabet (IPA) for accurate phonetic transcription and analysis of speech sounds.

Unit- I: Classroom Communication

- i) Concept of Communication: Introduction, Meaning, Definition and Process
- ii) Types of Communication: Formal and Informal, Verbal and Non-Verbal
- iii) 7Cs for Effective Communication (Considerate, Concrete, Concise, Clear, Complete, Correct and Courteous)
- iv) Barriers to Communication and Their Remedial Measures
- v) Concept of Classroom Communication
- vi) Art of Effective Classroom Communication: Concept and Techniques
- vii) Effective Classroom Communication and Factors Affecting it.
- viii) Developing Communication Skills in Learners
- ix) Contemporary Relevance of Communication Skills in Teacher Training Programmes

Unit-II: Phonetics

- i) Phonetics: Nature, Scope and Relevance
- ii) Branches of Phonetics
- iii) The Production of Speech: The Speech Mechanism
- iv) Classification and Description of Speech Sounds: Vowels and Consonants
- v) International Phonetic Alphabet (IPA): Concept and Usage

- vi) Phonetic Transcription
- vii) Word Stress and Intonation
- viii) Importance of Phonetics in Effective Communication

Unit-III: Grammar and its Usage

- i) Clauses and Sentences: Definition and Difference
- ii) Types of Clauses: Principal and Subordinate
- iii) Kinds of Subordinate Clauses
- iv) Classification of sentences: Simple, Compound, Complex and Compound-Complex
- v) Transformation of Sentences
- vi) Advanced usage of Tenses and Modals'
- vii) Punctuation
- viii) Capitalization Rules
- ix) Articles

Unit-IV: Academic Writing

- i) Introduction to Academic Writing
- ii) Nature, Scope and Relevance of Academic Writing
- iii) Paragraph format and content
- iv) Summary and Note- Making
- v) Curriculum vitae / Resume Writing
- vi) Report Writing
- vii) Email Writing
- viii) Speech /Abstract Writing

Suggested Readings

- Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy. New York: Pearson Education.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). Teaching pronunciation: A reference for teachers of English to speakers of other languages. Cambridge: Cambridge University Press.
- Collins, B., & Mees, I. M. (2003). Practical phonetics and phonology: A resource book for students. London: Routledge.
- Crystal, D. (2008). A dictionary of linguistics and phonetics. Oxford: Blackwell Publishing.

- Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston: Heinle & Heinle.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow: Pearson Longman.
- McCarthy, M., & O'Dell, F. (2008). *Academic vocabulary in use*. Cambridge: Cambridge University Press.
- Oshima, A., & Hogue, A. (2007). *Writing academic English* (4th ed.). New York: Pearson Longman.
- Swan, M. (2005). *Practical English usage*. Oxford: Oxford University Press.
- Ur, P. (2012). *A course in English language teaching*. Cambridge: Cambridge University Press.
- Zinsser, W. (2006). *On writing well: The classic guide to writing nonfiction*. New York: Harper Collin

Course Outcomes

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

- Differentiate between the concepts of measurement and evaluation in the context of behavioral sciences.
- Critically evaluate the strengths and limitations of different types of evaluation approaches.
- Critically assess the role of aptitude, attitude, and achievement tests in educational evaluation.
- Understand the concepts of reliability and validity in test standardization, and apply these principles in developing standardized tests.
- Perform item analysis and estimate item discriminating power to evaluate the quality of test items.

Unit I Measurement and Evaluation

- i) Concept of measurement and evaluation in behavioral sciences.
- ii) Role of measurement and evaluation in the Teaching-Learning and Testing Process
- iii) Educational Objectives and their Role in Teaching Learning and Testing Process

Unit II Types and Approaches of Evaluation

- i) Types of Evaluation: Formative & Summative Evaluation;
- ii) Placement Evaluation, Diagnostic Evaluation, Norm-referenced and Criterion referenced Evaluation
- iii) Traditional approaches of Evaluation (written exams, short response examinations, multiple-choice tests, oral poll and homework).
- iv) Integrated approach of evaluation- Marking & Grading System (Positive and negative aspects)

Unit III Qualities of Measurement Tool

- i) Validity, Concept, Factors, Types (Face Validity, Content Validity, Criterion Validity, Concurrent validity, Predictive validity, Construct Validity) & Methods of Estimation (Correlation and Cross validation).
- ii) Reliability-Concept, Types (Test-Retest, Split half, Parallel form, K20), Methods of Estimation.
- iii) Objectivity

Unit IV Test Construction

- i) Planning and Preparing the blue print
- ii) Item Writing, Reviewing and editing Test items
- iii) Administering and scoring the test
- iv) Item analysis
- v) Estimating item discriminating power
- vi) Standardization of test (Reliability, Validity)
- vii) Derivation of norms

Suggested Readings:

- Anastasi, A. Psychological Testing. New York : MacMillan, 1970.
- Bloom, B. S. Taxonomy of Educational Objectives. New York : Longmans, 1956.
- Concept of Evaluation New Delhi: NCERT, 1963.
- Examination Reforms New Delhi, University Grants Commission, 1976– A Plan of Action
- Greeman, F. S. Theory & Practice in Psychological Testing,
- Pajna, D. H. & Educational & Psychological Measurement. Horris, P. F New Delhi: Oxford University Press, 1972.
- Stanely & Hopkin Measurement & Evaluation in Education & Psychology.
- Thornike, R. L. Measurement & Evaluation in Psychology Hagon, E. & Education.

Course Outcomes

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

- Enable students to understand the concept, principles, and dimensions of sustainable development.
- Familiarize students with the role of education in promoting sustainability.
- Develop awareness of environmental, social, and economic issues influencing sustainability.
- Prepare future educators to integrate Education for Sustainable Development (ESD) principles into teaching and learning.

Unit I: Conceptual Framework of Sustainable Development

- i) Meaning, concept, and evolution of Sustainable Development (SD)
- ii) Historical perspective: From Stockholm (1972) to Rio+20 and beyond
- iii) Dimensions of SD: Environmental, economic, social, and cultural
- iv) Goals of Sustainable Development (SDGs) with special reference to SDG 4 (Quality Education)
- v) Relationship between development and sustainability

Unit II: Education for Sustainable Development (ESD): Concept and Need

- i) Concept, objectives, and characteristics of ESD
- ii) Difference between environmental education and ESD
- iii) Importance of ESD in the contemporary world
- iv) Role of UNESCO and international agencies in promoting ESD
- v) ESD as an agent of social transformation and global citizenship

Unit III: Pedagogical Approaches to ESD

- i) Integrating sustainability concepts into curriculum and pedagogy
- ii) Interdisciplinary and experiential learning approaches
- iii) Problem-solving, inquiry-based, and project-based learning for sustainability
- iv) Role of teachers and educational institutions in fostering sustainable practices
- v) Innovative ESD practices and models (national and global examples)

Unit IV: Challenges and Strategies for Implementing ESD

- i) Barriers to implementing ESD in schools and higher education institutions
- ii) Policy perspectives on ESD in India (NEP 2020, NCF, and national initiatives)
- iii) Community participation and local action for sustainability

- iv) ICT and media for promoting ESD
- v) Monitoring, assessment, and evaluation of ESD initiatives

Suggested Readings:

- UNESCO (2017). *Education for Sustainable Development Goals: Learning Objectives*. Paris: UNESCO.
- Tilbury, D. (2011). *Education for Sustainable Development: An Expert Review of Processes and Learning*. UNESCO.
- Hopkins, C. A., & McKeown, R. (2002). *Education for Sustainable Development: An International Perspective*.
- Sterling, S. (2001). *Sustainable Education: Re-Visioning Learning and Change*. Green Books.
- Gough, S., & Scott, W. (2007). *Higher Education and Sustainable Development*. Routledge.
- NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.

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

- Understanding the meaning and scope of inclusive education, identifying its advantages and the challenges associated with implementing inclusive practices.
- Analyze educational approaches such as Universal Design for Learning (UDL) and co-teaching models, applying them to create supportive learning environments for all students.
- Identify and mobilize resources necessary for supporting students with diverse needs, emphasizing the role of community and parental involvement.
- Evaluate key legislative frameworks and policy recommendations, including the Salamanca Statement and the Rights of Persons with Disabilities Act, to understand their impact on inclusive education.
- Develop strategies to build learning-friendly classrooms, addressing barriers to inclusion through effective classroom management techniques.
- Implement assistive technologies and inclusive assessment methods to enhance learning experiences for students with special needs.

Unit I : Introduction to Inclusive Education

- i) Scope & Principles of inclusive education
- ii) Evolution of inclusive Education
- iii) Legal provisions for inclusive education in India
- iv) Challenges and barriers to inclusion: Attitudinal physical & educational
- v) Strategies to overcome barriers of inclusion

Unit II: Inclusive Pedagogies and Practices

- i) Conceptual framework of inclusive pedagogies and practices
- ii) Major inclusive pedagogies and practices: Differentiated instruction, Universal design for learning(UDL), Collaborative & co teaching models, Scaffolding & Inclusive curriculum design
- iii) Assistive Technologies and Tools for Inclusive Classrooms
- iv) Concept & Components of Culturally Responsive Teaching

Unit III: Classroom Management Strategies

- a) **Introduction to Classroom Management:**
 - i) Objectives & benefits of effective classroom management

- ii) Role of the teacher in classroom management
- iii) Behavior Management Techniques: Proactive vs. reactive strategies, Reinforcement and reward system
- iv) Conflict resolution and de-escalation techniques

b) **Engagement and Motivational Strategies:**

- i) Motivational strategies for diverse learners
- ii) Addressing bullying and conflict in the classroom
- iii) Strategies for working of students with special needs

Unit IV: Assessment and Evaluation in Inclusive Classrooms

- i) Concept and significance of assessment (Formative & Summative)
- ii) Principles of inclusive assessment & evaluation
- iii) Tools & techniques: Rubrics, Portfolios, Reflective practices, Observation checklists, Adaptive technology & Digital assessments, Case studies and reflective discussion

Suggested Readings

- Armstrong, F., & Beazley, S. (2010). Inclusive education: A global agenda. New York: Routledge.
- Ainscow, M., & Miles, S. (2008). Developing inclusive education systems: How can we move forward? UNESCO.
- Alur, M., & Timmons, J. (2009). Inclusive education in India: A country in transition. New Delhi: Sage Publications.
- Bajaj, A. (2018). Understanding inclusive education in India: Opportunities and challenges. Delhi: Sage Publications.
- DAE. (1994). Salamanca statement and framework for action on special needs education. UNESCO.
- Loreman, T., Deppeler, J., & Harvey, D. (2010). Inclusive education: A practical guide to supporting diversity in the classroom. New York: Routledge.
- Ministry of Human Resource Development. (2020). National Education Policy 2020. Government of India.
- Narayan, S., & Pothan, A. (2015). Resource mobilization for inclusive education: A practical guide. New Delhi: Sage Publications
- Rehabilitation Council of India. (1992). Rehabilitation Council of India Act, 1992. New Delhi: Government of India.
- Reddy, A. (2012). The right to education and inclusive education: An Indian perspective. Journal of Disability Studies, 4(1), 12-20.

- Sharma, U., & Desai, I. (2002). Inclusive education: A global perspective. New Delhi: Sage Publications.
- The Rights of Persons with Disabilities Act. (2016). Government of India. Retrieved from <https://www.disabilityaffairs.gov.in>
- UNESCO. (2005). Guidelines for inclusion: Ensuring access to education for all. Paris: UNESCO.

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

- Understanding concept and determinants of personality, exploring both biological and social influences on individual traits and behaviors.
- Understanding various methods of personality assessment, including subjective, objective, and projective approaches, and discuss their relevance in personal growth.
- Conduct a self-analysis to identify personal strengths and weaknesses, emphasizing the importance of self-confidence, self-esteem, and self-efficacy in goal setting.
- Apply effective communication skills to enhance interpersonal interactions, addressing common barriers to communication and strategies to overcome them.
- Develop stress management techniques, identifying causes and impacts of stress and implementing strategies to effectively manage it.
- Implement time management strategies to enhance productivity and prioritize tasks effectively, understanding the importance of time in personal development.

Unit I: Personality

- i) Concept and Basics of Personality
- ii) Determinants of Personality: Biological & Social
- iii) Personality Traits & Personality Disorders.
- iv) Different Types of Personality.

Unit II: Personality Assessment & its Development.

- i) Personality assessment: subjective, objective & projective.
- ii) Personality Development: concept, meaning and importance.
- iii) Factors affecting Personality Development
- iv) Development of Integrated Personality.

Unit III: Self-Analysis

- i) Analysis of strengths and weaknesses.
- ii) Self-Assessment, Self-Appraisal & Self Development
- iii) Importance of Self Confidence, Self Esteem & Self-Efficacy.
- iv) Goal setting.

Unit IV: Techniques of Personality Development

- i) Communication Skills: Listening & speaking, Communication Barriers, Overcoming these Barriers.
- ii) Stress Management: Causes, Impact & Managing Stress.
- iii) Conflict Management: Introduction to Conflict Management, Levels of Conflict, Managing Conflict.
- iv) Time Management: Concept, Importance & Need, Steps Towards better time management

Suggested Readings

- Allport, G. W. (1937). *Personality: A psychological interpretation*. New York: Holt.
- Brown, L. S. (2010). *The psychology of personality: Theories and applications*. New York: Psychology Press.
- Hogg, M. A., & Vaughan, G. M. (2018). *Social psychology* (8th ed.). Harlow: Pearson Education.
- Nettle, D. (2007). *Personality: What makes you the way you are*. New York: Penguin Press.
- Zeidner, M., Matthews, G., & Roberts, R. D. (2009). Emotional intelligence in educational settings: A critical review. *Educational Psychology Review*, 21(2), 153-179. <https://doi.org/10.1007/s10648-009-9129-5>
- Keng, S. L., & Toh, H. H. (2021). The role of personality in emotional regulation and well-being among university students. *Journal of Educational Psychology*, 113(3), 425-436. <https://doi.org/10.1037/edu0000567>
- Roberts, B. W., & Mroczek, D. (2008). Personality trait development in adulthood. *Current Directions in Psychological Science*, 17(1), 31-35. <https://doi.org/10.1111/j.1467-8721.2008.00543.x>
- Ryff, C. D., & Singer, B. (2020). The role of purpose in life in promoting health and well-being. *Journal of Health Psychology*, 25(7), 919-927. <https://doi.org/10.1177/1359105317744410>
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COURSE OBJECTIVES

- Creating awareness amongst the youths about the true history and rich culture of the country.
- Understanding the scientific value of the Indian Knowledge System
- Promoting the youths to do research in the various fields of Indian Knowledge System
- To enable students to critically evaluate and analyze the relevance and applicability of Indian Knowledge System
- To provide students with an interdisciplinary understanding of Indian Knowledge System, Integrating knowledge from various disciplines including philosophy, science, art and literature

Unit-I Introduction to Indian Knowledge System

- i) Concept, Need and Scope of Indian Knowledge System.
- ii) Indian Knowledge System based approaches on Knowledge Paradigms
- iii) Indian Knowledge System in ancient India and in Modern India
- iv) Universities and Ancient Educational Centers

Unit-II Indian Scholars and Literature

- i) Philosophy and Literature (Maharshi Vyas, Manu, Nagarjuna)
- ii) Mathematics and Astronomy (Aryabhatta , Mahaviravharya, Bhadracharya)
- iii) Evolution of Yoga from Traditional to Modern Times
- iv) Introduction to Ancient Indian Literature and Scriptures (Vedas, Vedangas, Puranas etc)

Unit-III Traditional Knowledge in Professional Domain

- i) Teaching Practices and Instructional Strategies used in Gurukul System
- ii) Relevant Educational sites in the vicinity of the Institute
- iii) Educational Administration and Supervision in Educational Institutions (Takshashila, Nalanda Universities)
- iv) Indian Framework for Establishing Valid Knowledge and its Applicability in Today's Society

Unit-IV Teacher Educational Institutions and Administration

- i) Structure of Teacher Education System in ancient Educational Gurukul System.
- ii) Planning and Architecture in Educational Institutions during Ancient Period.
- iii) Approaches and Strategies used in Educational Planning during Ancient Period

Suggested readings

- **Mahadevan, B., Bhat, V. R., & Prabhu, N. (2020). *Introduction to Indian Knowledge System: Concepts and Applications*. PHI Learning.**
(Covers: Unit-I concepts, scope, and modern relevance; provides a framework for the entire course)
- **Mookerji, R. K. (1947). *Ancient Indian Education: Brahmanical and Buddhist*. Motilal Banarsidass.**
(Covers: Unit-I ancient centers; Unit-III Gurukul system, administration of Nalanda/Takshashila; Unit-IV teacher education, curriculum, and planning)
- **Matilal, B. K. (1986). *Perception: An Essay on Classical Indian Theories of Knowledge*. Oxford University Press.**
(Covers: Unit-I knowledge paradigms (Pramana); Unit-IV framework for valid knowledge)
- **Bryant, E. F. (2009). *The Yoga Sūtras of Patañjali: A New Edition, Translation, and Commentary*. North Point Press.**
(Covers: Unit-II evolution of Yoga philosophy and practice)
- **Basham, A. L. (1954). *The Wonder That Was India*. Sidgwick & Jackson.**
(Covers: Unit-I & II broad context of ancient Indian scholarship, literature, science, and societal structure)
- **Scharfe, H. (2002). *Education in Ancient India*. Brill.**
(Covers: Unit-III & IV a detailed academic analysis of teaching practices, instructional methods, and educational administration)
- **Klostermaier, K. K. (2007). *A Survey of Hinduism (3rd ed.)*. State University of New York Press.**
(Covers: Unit-II a comprehensive introduction to Vedas, Vedangas, Puranas, and major philosophical figures)
- **Plofker, K. (2009). *Mathematics in India*. Princeton University Press.**
(Covers: Unit-II the work and contributions of Indian mathematicians like Aryabhata, Bhaskaracharya, and others)
- **National Education Policy (NEP) 2020. Government of India.**
(Covers: Unit-I the modern need and scope for integrating IKS into contemporary education)
- **Feuerstein, G. (1998). *The Yoga Tradition: Its History, Literature, Philosophy and Practice*. Hohm Press.**
(Covers: Unit-II a deep historical overview of Yoga's evolution from traditional to modern times)

Course outcomes

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

- Students will be able to categorize different types of exceptionality in children and recognize the unique needs and characteristics of exceptional learners,
- Identify and analyze the cognitive, social, and emotional characteristics of intellectual and learning disabilities, along with appropriate educational strategies and assistive technologies.
- Design and evaluate Individualized Education Programs (IEPs), understanding their significance in addressing the unique needs of students with disabilities.
- Implement intervention programs and instructional strategies, including behavior modification techniques and multi-sensory approaches, to enhance learning for students with disabilities.

Unit I: Introduction to Special Education

- i) Exceptionality-Concept, Characteristics and categories of exceptional children
- ii) Needs & problems of exceptional children
- iii) Concept & background of special education
- iv) Need & importance of special education
- v) Classification of Special Children
- vi) Ethical issues and considerations in special education

Unit II: Intellectual & Learning Disability

i) Intellectual Disability: -

- a) Identification-cognitive, adaptive, developmental & social characteristics
- b) Causes & classification
- c) Educational strategies & assistive technologies

ii) Learning Disability: -

- a) Identification- cognitive, behavioral, social & emotional characteristics
- b) Causes: biological and environmental
- c) Types: dyslexia, dyspraxia, dyscalculia & dysgraphia and Autism
- d) Educational strategies & assistive technologies

Suggested Readings

- Armstrong, T. (2017). *The power of the gifted: Understanding and addressing the needs of gifted children*. ASCD.
- Friend, M., & Bursuck, W. D. (2019). *Including students with special*

needs: A practical guide for classroom teachers (7th ed.). Pearson.

- Hallahan, D. P., & Kauffman, J. M. (2017). *Exceptional learners: An introduction to special education* (14th ed.). Pearson.
- Heward, W. L. (2018). *Exceptional children: An introduction to special education* (10th ed.). Pearson.
- Kauffman, J. M., & Landrum, T. J. (2018). *Characteristics of emotional and behavioral disorders of children and youth* (10th ed.). Pearson.
- National Center for Learning Disabilities. (2020). *The state of learning disabilities: Facts, trends, and implications for the future*. <https://www.nclld.org>
- Rao, P. S., & Kumar, K. R. (2016). *Special education: Perspectives and practices*. Sage Publications.