

# **CENTRAL UNIVERSITY OF PUNJAB**



**M.A. Education**

**Batch- 2024**

**Department of Education**

## GRADUATE ATTRIBUTES

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

## PROGRAMME LEARNING OUTCOMES

At the end of the programme the students are expected to;

- develop the knowledge and competencies that will enable them to analyze the policies and practices of higher education at the micro and macro level.
- develop the ability to comprehend and apply different innovative pedagogies and assessment techniques in the field of education.
- Analyze critically the Indian knowledge system and its constructive implications for the 21<sup>st</sup> century.

### Course Structure of M.A. Education Programme

Semester –I							
Course Code	Course Title	Type of Course					
			L	T	P	Credit	
MAE 506	Philosophical Bases of Education	Core	4	0	0	4	
MAE 507	Research Methodology in Education	Compulsory Foundation	4	0	0	4	
MAE 509	Understanding the Learner	Core	4	0	0	4	
MAE 554	Statistics in Education	Compulsory Foundation	4	0	0	4	
<b>Discipline Elective (Any one of the followings)</b>							
MAE 557	Inclusive Education	Discipline Elective	3	0	0	3	
MAE 577	Human Rights Education	Discipline elective	3	0	0	3	
MAE 516	Financing of Education	Discipline Elective	3	0	0	3	
<b>Skill Based Course (Any one of the followings)</b>							
MAEXX X	Psychological Testing-I	Skill Based	0	0	4	2	

MAE517	Learning Disability: Identification, Assessment and Diagnosis-I	Skill Based	0	0	4	2
MAE518	Communication Skills-I	Skill Based	0	0	4	2
MAE519	e-Content-I	Skill Based	0	0	4	2
MAE520	Educational Guidance and Counselling-I	Skill Based	0	0	4	2
MAE511	Community Based Project-I	Skill Based	0	0	4	2
<b>Individualized Education plan (IEP)</b>						
XXXX	Individualized Education plan (IEP)	Non-Credit Course	0	2	0	0
<b>Total</b>			<b>19</b>	<b>2</b>	<b>4</b>	<b>21</b>
<b>Semester- II</b>						
Course Code	Course Title	Course Type				
			L	T	P	Credit
MAE 521	Sociological Bases of Education	Core	4	0	0	4
MAE 571	Educational Management and Leadership	Core	4	0	0	4
MAE 552	Curriculum Planning, Designing and Development	Core	4	0	0	4
MAE 522	Contemporary Issues of Indian Education	Core	4	0	0	4
<b>Discipline Elective (Anyone of the followings)</b>						
MAE 508	Fundamentals of Educational Measurement	Discipline Elective	3	0	0	3
MAE540	Education for Sustainable Development	Discipline Elective	3	0	0	3
MAE 538	Indian Knowledge System	Discipline Elective	3	0	0	3
<b>Vocational/Skill Based Course (Any one of the followings)</b>						
MAEXXX	Psychological Testing-II	Skill Based	0	0	4	2
MAE532	Learning Disability: Adaptations and Remediation-II	Vocational/Skill Based	0	0	4	2
MAE533	Communication Skills-II	Vocational/Skill Based	0	0	4	2
MAE534	e-Contents-II		0	0	4	2
MAE535	Educational Guidance and Counselling-II	Vocational/Skill Based	0	0	4	2
MAE536	Community Based Project-II	Skill Based	0	0	4	2
<b>Inter-Disciplinary Courses /MOOCs (MOOCs of minimum 2 credit will be opted)</b>						
	(Students of Department will opt IDC from another department)	IDC/ MOOCs	2	0	0	2

<b>Inter-disciplinary Courses (For students of other departments)</b>						
<b>Any one of the following</b>						
MED 513	Teaching Proficiency	IDC	2	0	0	2
MAE.560	Andragogy and Education	IDC	2	0	0	2
MED531	Assessment and Learning	IDC	2	0	0	2
<b>Individualized Education plan (IEP)</b>						
XXXX	Individualized Education Plan (IEP)	Non-Credit	0	2	0	0
<b>Total</b>			<b>21</b>	<b>2</b>	<b>4</b>	<b>23</b>
<b>Semester-III</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>				
			<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
MAE 551	ICT in Education	Core	4	0	0	4
MAE 558	Education for Entrepreneurship	Entrepreneurship	2	0	0	2
MAE 512	Indian Higher Education: Policy and Perspectives	Core	4	0	0	4
MAE 600	Dissertation-I	Skill Based	0	0	8	4
<b>Elective (Any one of the following)</b>						
MAE 556	Women Education	Discipline Elective	3	0	0	3
MAE 523	Historical Bases of Education	Discipline Elective	3	0	0	3
MAE 559	Teacher Empowerment and Development	Discipline Elective	3	0	0	3
<b>Value Added Course</b>						
	(Students of other department will opt VAC)	VAC	2	0	0	2
<b>VAC for students of other departments (Any one of following)</b>						
MAE 504	Peace and Value Education	VAC	2	0	0	2
MAE 505	Physical and Mental Well being	VAC	2	0	0	2
<b>Individualized Education plan (IEP)</b>						
XXXX	Individualized Education plan (IEP)	Non-Credit	0	2	0	0
<b>Total</b>			<b>15</b>	<b>2</b>	<b>8</b>	<b>19</b>
<b>Semester-IV</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>				
			<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
MAE601	Dissertation-II	Skill based	0	0	24	12
MAE591	Internship	Skill based	0	0	8	4
MAE525	Service Learning	Skill based	0	0	8	4
<b>Total</b>			<b>0</b>	<b>0</b>	<b>40</b>	<b>20</b>
<b>Grand Total</b>			<b>55</b>	<b>6</b>	<b>56</b>	<b>83</b>

\*One non-credit hour (two contact hours) for Individualized Education Plan/Tutorial will be there for the purpose of remedial teaching to cater the diversified learning needs of the students.

\*MOOCs may be taken upto 40% of the total credits (excluding dissertation credits). MOOC may be taken in lieu of any course but content of that course should match a minimum 70%. Mapping is to be done by the respective department and students may be informed accordingly.

\*Group dissertation may be opted, with a group consisting of a maximum of four students. These students may work using a single approach or multidisciplinary approach. Research projects can be taken up in collaboration with industry or in a group from within the discipline or across the discipline.

### **Examination pattern**

#### **Examination pattern from 2022-23 session onwards**

<b>Core, Discipline Elective, and Compulsory Foundation Courses</b>			<b>IDC, VAC, and Entrepreneurship, Innovation and Skill Development Courses</b>	
	<b>Marks</b>	<b>Evaluation</b>	<b>Marks</b>	<b>Evaluation</b>
Internal Assessment	25	Various methods	-	-
Mid-semester test (MST)	25	Descriptive	50	Descriptive (70%) Objective (30%)
End-semester exam (ESE)	50	Descriptive (70%) Objective (30%)	50	Descriptive (70%) Objective (30%)

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

Marks for internship shall be given by the Internship Coordinator, HoD and senior-most faculty of the department.

### **Some Guidelines for Internal Assessment**

1. The components/pattern of internal assessment/evaluation should be made clear to students during the semester.
2. The results of the internal assessment must be shown to the students.
3. The question papers and answers of internal assessment should be discussed in the class.
4. The internal assessment shall be transparent and student-friendly and free from personal bias or influence.

## SEMESTER-I

**Course Title: PHILOSOPHICAL BASES OF EDUCATION**

L	T	P	Credits
4	0	0	4

**Course Code: MAE.506**

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

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

**CLO1:** Analyze the nature and branches of educational philosophy

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

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

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

**CLO5:** Analyze the post-modernist philosophies of education.

Units/Hours	Contents	Mapping with CLOs
<b>Unit I 14hours</b>	<ul style="list-style-type: none"> <li>• Education: Meaning, Nature and Scope. Aims of education: Individual, Social and Constitutional. Agencies of Education: Informal, Formal and Non-formal.</li> <li>• Meaning of Philosophy, Branches of Philosophy and its Educational Implications.</li> <li>• Relationship between Education and Philosophy.</li> </ul> <p><b>Learning Activities:</b> Group Discussion and Individual Presentation</p>	<b>CLO1</b>
<b>Unit II 16 hours</b>	<ul style="list-style-type: none"> <li>• Contribution of Indian Schools of Philosophy: Saddarshan (Nyaya, Vaisheshik, Samkhya, Yoga, Purva Mimansa and Uttar Mimansa or Vedanta) with special reference to Objectives, Curriculum, Methods of Teaching and Role of Teacher.</li> <li>• Hinduism, Buddhism, Jainism, Sikhism and Islamic Philosophy and their Contributions to the Education System.</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the discussed concepts</p>	<b>CLO2</b>
<b>Unit III 14hours</b>	<ul style="list-style-type: none"> <li>• Contribution of Western Schools of Thoughts: Idealism, Realism, Naturalism, Pragmatism, Existentialism and their contribution to Education with special reference to information, knowledge and wisdom.</li> </ul>	<b>CLO3</b>

	<b>Learning Activities:</b> Preparation and submission of report on the discussed concepts	<b>CLO5</b>
<b>Unit IV 16 hours</b>	<ul style="list-style-type: none"> <li>Thoughts of Indian Philosophers: Dayananda Saraswati, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi and Sri Aurobindo with reference to Objectives, Curriculum, Methods of Teaching and Role of Teacher.</li> </ul> <b>Learning Activities:</b> Preparation and submission of report on the theme discussed	<b>CLO4</b>

### Transaction Mode

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

### Suggested Readings

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



**Course Title: RESEARCH METHODOLOGY IN EDUCATION**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
4	0	0	4

**Course Code: MAE.507**

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

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

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

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

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

**CLO4:** Compare between different quantitative and qualitative research paradigms

**CLO5:** Practice the ethics of research.

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with CLOs</b>
<b>UNIT I 14 hours</b>	<ul style="list-style-type: none"> <li>• Educational Research: Meaning, nature and scope. Types of research on the basis of Method and purpose, Approaches to educational research</li> <li>• Research Problem: Identification, sources and conceptualization</li> <li>• Review of literature: Purpose and sources, conducting literature review- using Databases and internet, internet search tools</li> <li>• Hypotheses: Nature and types of hypotheses, formulation of hypotheses</li> </ul> <p><b>Learning Activities:</b> Identification of researches from various sources and classify them based on types of research, writing of review</p>	<b>(CLO1, CLO2)</b>
<b>UNIT II 15 hours</b>	<ul style="list-style-type: none"> <li>• Sources of data: Primary and secondary</li> <li>• Concept of population, sampling frame and sample: Various methods of sampling- probability and non-probability sampling, sampling error</li> <li>• Tools of quantitative research: Tests, inventories and scales- types, construction and uses, Questionnaire- Concept, types and principles of construction</li> <li>• Data Collection Strategies/ Techniques/Tools in qualitative research: Interview, Observation, Focus</li> </ul>	<b>CLO3</b>

	<p>group discussions, Photographs, Anecdotes, Field diary</p> <p><b>Learning Activities:</b> Identify different types of tools and construct a tool</p>	
<p><b>UNIT III</b></p> <p><b>14 hours</b></p>	<ul style="list-style-type: none"> <li>• Scientific Method: Steps and Characteristics - Replicability, Precision, Falsifiability and Parsimony, Types -Exploratory, Explanatory and Descriptive</li> <li>• Descriptive method: purpose and process, types of descriptive studies</li> <li>• Experimental method: Nature of experimental research, variables in experimental research - independent, dependent and extraneous, experimental designs, internal and external validity of experimental designs</li> <li>• Causal comparative method: Purpose, design and procedure</li> <li>• Co-relational method: Basic co-relational research process, relationship studies, prediction studies</li> </ul> <p><b>Learning Activities:</b> Group discussion, Individual presentation and preparation of report</p>	<p><b>CLO1, CLO3, CLO4</b></p>
<p><b>UNIT IV</b></p> <p><b>17 hours</b></p>	<ul style="list-style-type: none"> <li>• Qualitative Research Designs: Grounded Theory Designs: types, characteristics, designs, steps, strengths and weakness; Narrative Research Designs: Characteristics and steps; Case Study: Characteristics, Components of a case study design, types of case study design</li> <li>• Mixed Method Designs: Meaning and characteristics, types of designs- convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformative design, and multiphase design</li> </ul> <p><b>Learning Activities:-</b> Preparation of research proposal, writing of research report and ethical issues in research</p>	<p><b>CLO2, CLO4, CLO5</b></p>

### Transaction Mode

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

### Suggested Readings

- Best J.W. & Kahn, J. V. (2006). *Research in Education*. New Delhi: Pearson Education Inc.
- Bhandarkar, P.L. & Wilkinson, T.S. (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
- Bogdan, R.C., & Biklen, S.K. (2014). *Qualitative Research for Education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publication.
- Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and qualitative Research*, Pearson, Boston.
- Gay, L.R. (1990). *Educational Research-Competencies for Analysis and Application*. Macmillan Publishing Company, New York.
- Koul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publication
- Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. New York: Holt Rinehart & Winston.
- Pathak, R. P. (2015). *Methodology of Educational Research*. New Delhi: Atlantic Publications.
- Richards, L., & Morse, J.M. (2013). *Qualitative Methods*. U.S.A: Sage Publications, Inc.

**Course Title: UNDERSTANDING THE LEARNER**

L	T	P	Credits
4	0	0	4

**Course Code: MAE.509**

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

On completion of course the students will be able to;

**CLO1:** Understand about the different school of psychology

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

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

**CLO4:** Identify different Cognitive Abilities and processes of learners

**CLO5:** Explore the Implications of Different Theories of Personality

Units/Hours	Contents	Mapping with CLOs
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<p><b>Unit I</b> <b>15 hours</b></p>	<ul style="list-style-type: none"> <li>• Educational Psychology and its application to Teaching Learning Process, Methods to understand Learners: Observation, Experimental method and Case Study; their Implications in classroom. Perspectives of different Schools of Psychology towards Learning: Behaviorism, Cognitivism, Constructivism and their educational implications.</li> <li>• Learner Development: Physical, emotional, social, cognitive and moral, Piaget’s stages of cognitive development and Vygotsky’s Socio-Cultural Development.</li> <li>• Kohlberg’s theory of Moral Development and Erickson’s theory of psychosocial development.</li> </ul> <p><b>Learning Activities:</b> Group discussion, Individual presentation and preparation of report</p>	<p><b>CLO1</b></p>
<p><b>Unit II</b> <b>15 hours</b></p>	<ul style="list-style-type: none"> <li>• Behavioristic, cognitive and social perspectives of learning with special reference to Bruner, Bandura and Gagne’s Hierarchy of learning and their classroom implications.</li> <li>• Motivation in teaching-learning process: Maslow’s hierarchy of needs.</li> </ul> <p><b>Learning Activities:</b> Group discussion, Individual presentation and preparation of report</p>	<p><b>CLO2</b></p>
<p><b>Unit III</b> <b>15 hours</b></p>	<ul style="list-style-type: none"> <li>• Concept and theories of Intelligence by Goleman, Guilford’s structure of Intellect and Gardner’s theory of multiple intelligence and their classroom implications.</li> <li>• Concept, characteristics, elements and development of creativity, measurement of creativity and fostering creativity among learners.</li> </ul> <p><b>Learning Activities:</b> Administration, scoring and interpretation of any two from verbal, non-verbal and performance intelligence test. Conducting a case study for identification of characteristics of Creative children among the peer group.</p>	<p><b>CLO3, CLO4</b></p> <p><b>CLO5</b></p>
<p><b>Unit IV</b> <b>15 hours</b></p>	<ul style="list-style-type: none"> <li>• Personality: Concept, Nature; Theories propounded by Freud, Carl Rogers, Gordon Allport and their classroom implications.</li> <li>• Adjustment: Concept and meaning, Factors affecting adjustment. Ego Defense mechanisms.</li> </ul>	<p><b>CLO6</b></p>

	<b>Learning Activities:</b> Preparing a report on the Adjustment problems among hostellers from your peer group.	
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**Transaction Mode**

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

**Suggested Readings**

- Attri, A.K. (2015). *Psychology of development and learning*. New Delhi: APH Publishing Corporation.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- Dash, M. (2009). *Educational psychology*. New Delhi: Deep & Deep publications.
- Jha, A.K. (2009). *Constructivist epistemology and pedagogy- insight into teaching learning and knowing*. Atlantic publishers & distributors.
- Mangal, S.K. (2014). *Advanced educational psychology*. Delhi: PHI Learning Limited. McGraw Hill, New York, 1990.
- Robinson, S. K. (2009). *Foundation of educational psychology*. Ane books Pvt. Ltd. Publication.
- Schneider, W. &Lockl, K. (2002). The development of metacognitive knowledge in children and adolescents. In T. Perfect & B. Schwartz (Eds.). *Applied Metacognition*, 224-247. Cambridge UK: Cambridge University Press.
- Sharma, R.N. & Sharma, R.K. (2010). *Advanced educational psychology*. New Delhi: Atlantic Publishers& Distributors.
- Skinner, B.F. (1950). Are Theories of Learning Necessary? *Psychological Review*, 57(4), 193-216.
- Verma, L.N. (2013). *Educational psychology –experimentation in problems and methods in teaching*. Rawat Publications.
- Woolfolk, A, Mishra, G., & Jha, A.K. (2012). *Fundamentals of Educational Psychology*. Pearson Publications.
- Woolfolk, A. (2015). *Educational psychology*: Pearson Publication.

**Suggested websites**

- <https://benjamins.com/catalog/hcp>
- [http://www.ascd.org/publications/books/107024/chapters/Cognitive Struc.](http://www.ascd.org/publications/books/107024/chapters/Cognitive_Struc)
- <http://www.simplypsychology.org/piaget.htm>.

**Course Title: STATISTICS IN EDUCATION**

L	T	P	Credits
4	0	0	4

**Course Code: MAE.554**

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

After completion of the course students will be able to;

**CLO1:** Explain the meaning of statistics and its uses in educational context**CLO2:** Compute problems related to measures of central tendency and variability**CLO3:** Interpret the significant difference between two sets of independent and correlated samples**CLO4:** Test the hypotheses based on sample statistics**CLO5:** Solve problems based on non-parametric statistics and their interpretation

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with CLOs</b>
<b>Unit I 10 hours</b>	<ul style="list-style-type: none"> <li>Statistics: Concept, parametric and non-parametric data;</li> <li>Scales of measurement; Variables and their classification;</li> <li>Graphical representation of data: histogram, frequency polygon, ogive and Pie Diagram</li> </ul> <b>Learning Activities:</b> Brain storming, Hands-on-practice, worksheet for conceptual understanding	<b>CLO1</b>
<b>Unit II 14 hours</b>	<ul style="list-style-type: none"> <li>Measures of Central Tendency: Concept, computation and interpretation;</li> <li>Measures of variability: Concept, computation and interpretation;</li> <li>Measures of correlation: Concept, application and interpretation, Standard scores and Normal Probability curve</li> </ul> <b>Learning Activities:</b> Hands-on-practice, homework, group reflection	<b>CLO2</b>  <b>CLO4</b>
<b>Unit III 20 hours</b>	<ul style="list-style-type: none"> <li>Testing of Hypotheses: Significance of mean and Significance difference between means: Concept, computation and interpretation (correlated and uncorrelated).</li> <li>Partial and Multiple correlations; Biserial, Point Biserial, Tetra choric correlation; their assumptions, computation and interpretation;</li> <li>Regression: assumptions, computation and interpretation.</li> </ul> <b>Learning Activities:</b> Hands-on-practice, Brain storming, homework, group reflection	<b>CLO3</b> <b>CLO4</b>  <b>CLO5</b>
<b>Unit IV 16 hours</b>	<ul style="list-style-type: none"> <li>Analysis of Variance (Independent measures and repeated measures): Concept, computation and interpretation, ANCOVA: Concept, computation and interpretation.</li> <li>Non parametric Statistics: Chi square, Phi Coefficient and Contingency coefficient: concept,</li> </ul>	<b>CLO2</b> <b>CLO4</b> <b>CLO5</b>

	computation and interpretation. The Mann-Whitney U test: assumptions, computation and interpretation. <b>Learning Activities:</b> Hands-on-practice, homework, group reflection	
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**Transaction Mode:**

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

**Suggested Readings:**

- Adams, K. A. & Lawrence, E. K. (2015). Research methods, statistics and applications. Sage Publications.
- Agarwal, B. L. (2013). Basic statistics. New Delhi: New Age International (P) Limited Publishers. L T P
- Ferguson, G.A. (1981). Statistical Analysis in Psychology and Education (5<sup>th</sup> Ed.) Tokyo: McGraw-Hill.
- Garrett, H.E. (1966). Statistics in Psychology and Education. New York: David McKay Company, Inc.
- Gupta, S. (2010). Research methodology and statistical techniques. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Guilford, J., & Fruchter, B. (2000) Fundamental statistics in Psychology and Education (8<sup>th</sup> Ed.). New York: McGraw-Hill.
- Gupta, S.P. (2005) Statistical Methods (34<sup>th</sup> Ed.) New Delhi: Sultan Chand and Sons.
- Koul, L. (2009). Methodology of educational research. Noida: Vikas Publishing House Pvt. Ltd.
- Majumdar, P. K. (2010). Applied statistics. New Delhi: Rawat Publisher.
- Medhi, J. (2014). Statistical methods- an introductory text. New Delhi: New Age International (P) Ltd. Publishers.
- Reynolds, C. R., Livingston, R. B., & Wilson, V. (2009). Measurement and assessment in education. New Delhi: PHI Learning Private Limited.
- Siegel, S. (1956). Nonparametric statistics for the behavioural sciences. New York: McGraw-Hill.

**Discipline Elective (Any one of the following)**

**Course Title: INCLUSIVE EDUCATION**

**Course Code: MAE.557**

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

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

**CLO1:** Describe and illustrate on current issues and trends with reference to inclusive education.**CLO2:** Understanding children with diverse needs with regard to multiple discourses.**CLO3:** Analyze the various suggestions given by contemporary commissions on inclusive education**CLO4:** Understand different strategies for curriculum adaptation, accommodation and their significance.**CLO5:** Plan inclusive classroom setting by using accessible, digital devices and material resources**Course Content**

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with CLOs</b>
<b>Unit I 11 hours</b>	<ul style="list-style-type: none"> <li>Inclusive education- Concept, definition, principles and barriers to inclusion.</li> <li>Historical perspective and legislation to promote inclusion such as; Salamanca Declaration and Framework, 1994; UNCRPD 2006; other constitutional provisions.</li> </ul> <p><b>Learning Activities:</b> Critical review on any one policies document on divers group for inclusive development.</p>	<b>CLO1 CLO2</b>
<b>Unit II 11 hours</b>	<ul style="list-style-type: none"> <li>Conceptual understanding and Classification of Disabilities based on ICF (International Classification of Functioning) model; ICD 11, DSM (Latest)</li> <li>Understanding diversity, Educational possibilities and Accessibility for inclusive development in India.</li> </ul> <p><b>Learning Activities:</b> Spread the awareness on disabilities (Divyangjan) in to the community with respect to Nukkad Natak, Mukhota, Poster, Slogans, Visual and Performing arts.</p>	<b>CLO2</b>
<b>Unit III 12 hours</b>	<ul style="list-style-type: none"> <li>Constitutional provisions for Diversities, National Education Policy (2020) and National Policy for Persons with Disabilities (2006) and SDGs 4</li> <li>Acts and Scheme: RPwD Act, 2016, IEDSS, 2009.</li> </ul> <p><b>Learning Activities:</b> Article/book review with reference to disabilities (Divyangjan). Reflection upon schemes and benefits in the areas of divers' needs or inclusion.</p>	<b>CLO3</b>



<b>Unit IV</b> <b>11 hours</b>	<ul style="list-style-type: none"> <li>• Interventions- Development of Individualized Educational Programme (IEP) and Therapeutic- its application in Inclusion.</li> <li>• Use of technology and TLM to support diverse learning needs.</li> </ul> <p><b>Learning Activities:</b> Visit to NGO/ Institutions and enlist various instructional and assistive technology to fulfill the diverse needs of students with disabilities. Group discussion and report writing.</p>	<b>CLO4</b> <b>CLO5</b>
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### Transaction Mode

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

### Suggested Readings

- Ainscow, M., Booth, T. (2003). *The Index for Inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.
- Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing, London.
- Dimitraidi, S. (Ed.). (2014). *Diversity, special needs, and inclusion in early years education*. Sage Publication: New Delhi.
- Gargiulo, R.M. (2014). *Special education in contemporary society: An introduction to exceptionally (5th edition)*. Sage Publication.
- Govind Rao, L (2007). *Perspective on Special Education*. Neelkamal Publication: Hyderabad.
- Jha, J and D. Jhingran (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalization*, New Delhi: Centre for Policy Research.
- Jha, M. M. (2002). *School without Walls: Inclusive Education for All*. Chennai: Heinemann Educational publishers, Multivista Global Ltd.
- Julie Alan (2010). The sociology of disability and the struggle for inclusive education. *British Journal of Sociology of Education*. Vol. 31, No. 5, *The Sociology of Disability and Education* (September 2010), pp. 603-619
- Kauffman J.M., Hallahan D.P., Pullen P.C., Badar (2018). *Special Education: What It Is and Why We Need It*. 2nd Edition, London: Routledge
- Kuffman J.M. (2019). *On Educational Inclusion: Meanings, History, Issues and International Perspectives. 1st Edition*, London: Routledge
- BikaS.L.(2017). *Special Education Service Models: Parental Satisfaction and Concerns*. Global Books Organization and Publication: New Delhi.
- Bika S.L. (2017). *CAI on Adaptive Behaviour for Students with Intellectual Disability*. Global Books Organization and Publication: New Delhi
- Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall, New Jersey.
- Mithu Alur and Michael Bach (2005). *Inclusive Education from Rhetoric to Reality*. New Delhi, Viva Books Ltd.

- Mittler, P (2000). *Working Towards Inclusive Education - Social Contexts*. London: David Fulton Publishers.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of Children with Special Needs*, in Govinda, R. (2002) (Ed) *India Education Report*. Oxford University Press, New Delhi.
- Nutbrown, C., Clough, P., & Atherton, P. (2013). *Inclusion in early years* (2nd edition). Sage Publication: New Delhi.
- Panda, K.C (1997). *Education of Exceptional Children*, New Delhi: Vikas Publication and Distribution.
- UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris.
- Villa, R. A., & Thousand, J. S. (2005). *Creating an Inclusive School, Association for Supervision and Curriculum Development*. ASCD, Alexandria.
- Werts, M.G. etal. (2007). *Fundamentals of Special Education*. PHI Learning Private Limited, New Delhi.

**Course Title: HUMAN RIGHTS EDUCATION**

L	T	P	Credits
3	0	0	3

**Course Code: MAE577**

**Course Learning Outcomes (CLOs)**

**Total Hours: 45**

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

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

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

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

**CLO4:** Analyze the available intervention strategies for moral education

Units/Hours	Contents	Mapping with CLOs
<b>Unit I 12 hours</b>	<ul style="list-style-type: none"> <li>• Human Rights Education: Meaning, Objectives and Scope</li> <li>• Human Rights enshrined in Indian Constitution</li> <li>• Agencies of Human rights Education – School, Family, Community, Teacher.</li> <li>• Teaching Learning Process in Human Rights Education through Curricular and co-curricular activities</li> </ul> <p><b>Learning Activities:</b> Enlist the Constitution of India provisions of Human Rights and discuss in the classroom</p>	<b>CLO1</b>
<b>Unit II 11 hours</b>	<ul style="list-style-type: none"> <li>• Human Rights Education at various levels of education</li> <li>• Pedagogies for human rights education</li> <li>• Role of UNO and SAARC, NCF, Human Rights education in promoting peace, global consciousness</li> </ul>	<b>CLO2</b>

	<p>and environmental protection through specific educational programmes.</p> <p><b>Learning Activities:</b> Analysis the Web page of International Human Rights by UN, and present a report.</p>	
<p><b>Unit III</b> <b>12 hours</b></p>	<ul style="list-style-type: none"> <li>• Peace Education: Meaning, nature and importance</li> <li>• Genesis of peace education, Challenges to peace: increasing stress, conflicts, crime, terrorism, violence and war</li> <li>• Highlights of various philosophies of peace: Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, B.R Ambedkar, Dalai Lama, Nelson Mandela</li> </ul> <p><b>Learning Activities:</b> Write a detailed biography of any one philosopher and discuss in the classroom</p>	<p><b>CLO3</b></p>
<p><b>Unit IV</b> <b>10 hours</b></p>	<ul style="list-style-type: none"> <li>• Learning to live together through moral development</li> <li>• Role of teachers in promoting human rights education.</li> <li>• National and International initiatives for human rights education</li> </ul> <p><b>Learning Activities:</b> Reflect your Ideas/ thoughts on promotion of human rights education in rural Punjab etc.</p>	<p><b>CLO4</b></p>

### Transaction Mode

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

### Suggested Readings

- Bagchi, J.P. & Teckchadani, V. (2005); *Value Education: The Return of Fourth ‘R’: Revival of Commitments. Vol II.* Jaipur: University Book House.
- Biehler, R. & Snowman, J. (2003); *Psychology Applied to Teaching.* USA: Houghton Mifflin Company.
- Government of India (1999). *Fundamental Duties of Citizens: Report of the committee set up by the government of India to operationalize the suggestions to teach fundamental duties to the citizens of the country* (vol.I& II) New Delhi; MHRD.
- Goldstein, Tara; Selby, David (2000). *Weaving Connections: Educating for Peace, Social and Environmental Justice.* Toronto: Sumach Press.
- Hicks, David (1994). *Education for Peace: Issues, Principles, and Meyer-Bisch, Patrice. Human Rights Education Resource Guide: The 4th R, Vol. 6, No. 1.* Amnesty International-USA Educators Network.
- Bika S.L. (2016). *Teacher Education: Ethical Issues and Social Responsibilities*” in book entitled- *Ethical and Social Responsibility in the context of Indian Higher Education and Research*” P.p. 98-107. Published by Post Graduate Govt. College Chandigarh & National Association of Psychology Science-India.

- Motilal, S., & Nanda, B. (2010). *Human rights, gender and environment*. Allied Publishers: New Delhi.
- Nanda, R.T. (1997); *Contemporary Approaches to value Education in India*. New Delhi: Regency Publications.
- M.G. Chitakra (2003). *Education and Human Values*, A.P.H. Publishing Corporation, New Delhi.
- Singh, S. P., Kaul, A., & Chaudhary, S. (2013). *Peace and human rights education*. APH Publishing Corporation: New Delhi.

**Course Title: FINANCING OF EDUCATION**

L	T	P	Credits
3	0	0	3

**Course Code: MAE.516**

**Course Learning Outcomes (CLOs)**

**Total Hours: 45**

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

**CLO1:** Describe the concept and importance of economics of education

**CLO2:** Discuss the link between education and economic development.

**CLO3:** Identify different educational costs

**CLO4:** Explain the utility of cost benefit analysis in education

**CLO5:** Differentiate between different sources of finance in education

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

Units/Hours	Contents	Mapping with CLOs
<b>Unit I 12 hours</b>	<ul style="list-style-type: none"> <li>• Concept of Economics of Education: Meaning, definition, scope and importance of Economics of Education; The relationship between education and the economic system, Education and Economic Growth, Education and Human Development, Education as means of Poverty reduction</li> <li>• Education as an industry; Education as consumption and Education as investment, Concept of Cost of Education. Types of Educational costs: Direct cost, Indirect cost, Private cost, Social cost, Opportunity cost and Unit Cost</li> </ul> <p><b>Learning Activities:</b> Group discussion, Individual presentation and preparation of report</p>	<b>CLO1, 2 &amp; 3</b>
<b>Unit II 11 hours</b>	<ul style="list-style-type: none"> <li>• Economics of Knowledge- Meaning, nature and characteristics</li> <li>• Cost benefit analysis: Meaning, purpose and problems, Cost Effectiveness Analysis in Education, Difference between Cost-benefit and Cost-Effectiveness Analysis. Cost-Benefit Analysis and Financing in Education</li> </ul>	<b>CLO4</b>

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

### Transaction Mode

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

### Suggested Readings

- Blaug. M. (1972). *An Introduction to the Economics of Education*, London: Penguin
- Dansana, A. (2013). *Higher Education and Sustainable Development: New Challenges and Opportunities*, New Delhi: Regal.
- McMahon, W. W. (1999). *Education and development: Measuring the social benefits*. Oxford, UK: Oxford University Press.
- Naik J.P. (1965). *Educational planning in India*, Bombay: Allied Publishers
- Natarajan S. (1990). *Introduction to Economics of Education*, New Delhi: Sterling
- Tilak, J.B.G. (Ed.) (2003). *Education, Society and Development: National and International Perspective*, New Delhi: NIEPA.
- Tilak J. B. G. (1994). *Education for Development in Asia*, New Delhi: Sage publications.
- Tilak J. B. G. (1992). *Educational Planning at Grassroots*, New Delhi: Ashish publishing House.

- Tilak , J. B. G. (1987). *The Economics of Inequality in Education*, New Delhi: Sage publications.

**Course Title: Psychological Testing-I**

**Course Code: MAEXXX**

L	T	P	Credits
0	0	4	2

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

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

CLO1 : Administer different psychological tools and interpret the results of different psychological tools

CLO2: Provide Educational guidance to others in accordance with the results of the tools

**Course Content**

Practicum: Psychological Testing-I under semester one and Practicum: Psychological Testing-II under semester two, carrying two credits each, were added under a basket of skill-based courses. Evaluation criteria for the above two skill-based courses will be as follows. The students must opt for any four current editions of psychological testing tools spreading over two semesters for administering and submitting the report.

- Intelligence test
- Personality test
- Creativity Test
- Sociometry
- Problem Solving behaviour
- Social Maturity behavior
- NIMHANS Index of SLD
- Woodcock Johnson Test of Achievement and Oral Language

Names of psychological testing tools (Select any two tools in semester I and another two tools in semester II) are:

The four practical are to be appropriately written in the practical record. The practical record is to be assessed by the course coordinator. The marking scheme is as follows:

Internal Assessment (50 marks)	
Administering the tools	25 marks
Reporting the result in the practical record.	25 marks

Term End Examination (50 marks)	
Term-end practical examination	30 marks
Viva Voce	20 marks

**Course Title: Learning Disability: Identification, Assessment and Diagnosis –I**

**Course Code: MAE517**

L	T	P	Credits
0	0	4	2

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

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

**CLO 1:** Critically evaluate the usefulness of different types of assessment for learning disabled children.

**CLO 2:** Identify the areas of diagnosis for specific learning disability.

**CLO3:** Diagnose and interpret results of assessment used for learning disabled children.

**Course Content**

Units/Hours	Contents	Mapping with CLOs
<b>Unit I</b>  <b>40 hours</b>	<p><b>Introduction to Learning Disability (LD)-</b></p> <ul style="list-style-type: none"> <li>• Definition, prevalence, and characteristics of learning disability</li> <li>• Types of Learning disabilities: dyscalculia, dyslexia and dysgraphia</li> </ul> <p><b>Practicum:</b></p> <ul style="list-style-type: none"> <li>• Group discussion on the impact of learning disabilities on academic and social aspects</li> <li>• Case Study analysis to understand real-life challenges faced by the individuals with learning disabilities</li> <li>• Explore methods for identification, assessment, and diagnosis of dyscalculia, dyslexia, and dysgraphia</li> </ul>	<b>CLO1</b>  <b>CLO 2</b>
<b>Unit II</b>  <b>20 hours</b>	<ul style="list-style-type: none"> <li>• Psychological: Dyslexia Screening Tests, Woodcock Johnson Test of Cognitive Ability</li> <li>• Achievement: Woodcock Johnson Test of Achievement and Oral Language, GLAD</li> <li>• Psycho Educational: DTRD/DTLD, NIMHANS Index of SLD</li> </ul> <p><b>Practicum:</b></p>	<b>CLO2</b>  <b>CLO3</b>

	<ul style="list-style-type: none"> <li>• Conduct mock assessments using screening tools to practice identification techniques</li> <li>• Analyse case studies related to assessment and diagnosis</li> <li>• Guest lectures or expert talk by professionals in the field</li> </ul>	
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Evaluation Criteria (100 marks)

### INTERNAL ASSESSMENT

- Identification, Assessment, and Diagnosis - 30 marks
- Practical Record- 30 marks

### TERM END EXAMINATION

- Practical term end examination- 30 marks
- Viva Voce - 10 marks

**Note:** The Head of Department (HOD) will appoint two external examiners for the viva voce examination

### Transaction Mode

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

### Suggested Readings

- Alan. A. Beaton (2004). *Dyslexia, Reading and the Brain*. Sussex: Psychology Press
- Bernice, Y.L. Wong (1996). *The ABCs of Learning Disabilities*. N.Y.: Academic Press.
- Gowramma (2005). *Development of Remedial Instruction Programme for Children with Dyscalculia in Primary School*. Mysore: Chetana Book House.
- Hallahern Daniel P., Lloyd John W. Kauffman James M. and Weiss Margaret P. (2004). *Learning Disabilities: Foundations, Characteristics and Effective Teaching*, Allyn& Bacon, 3<sup>rd</sup> Edition.
- Hetcher Jack M., Reid Lyon, Fuchs Lynn S. and Barnes Marcia A. (2006) *Learning Disabilities: From Identification to Intervention*, The Guilford Press, 1st Edition.
- J.P.Das (1998). *Dyslexia & Reading Difficulties*. Mumbai: The Maharashtra Dyslexia Association
- Kats Lynda J., Goldstein Gerald and Beers Sue R. (2001). *Learning Disabilities in Older Adolescents & Adults: Clinical Utility of the Neuropsychological Perspective*, Springer Pub.
- Lal, S. (2016). Critical Review of Rights to Persons with Disabilities Act, 2016” (Divyangjan). Vol.3, No. 1, P.p. 39-46, IJDS-International Journal of disabilities Studies. ISSN No. 2349-7734.
- Lal, S. (2017). Paradigm Shifts in digital Inclusion for Persons with Disabilities (Divyangjan). Vol. 6 (No. 12) P.p 77-86. AITEA- International Journal of Education & Humanities. ISSN No. 2231-380X.
- Mather Nancy and Goldstein Sam (2001). *Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management*. Brookes Publishing Company.



- Parter Roy, Katy Cigno and Burke Peter (2001) Learning Disabilities in Children (Working together for Children, Young People and their families), Wiley-Blackwell, 1st Edition.
- PrathibhaKaranth (2003). Cross-Linguistic Study of Acquired Reading Disorders: Implications for Reading Models, Disorders, Acquisition, and Teaching. N.Y.: Kluwer Academic Publishers.
- PrathibhaKaranth and Joe Rozario (2003). Learning Disabilities in India. New Delhi: Sage Publications.
- Purushottama G. Patel (2004), Reading Acquisition in India: Models of Learning and Dyslexia. New Delhi: Sage Publications.
- Swanson Lee H., Harris Karen R., Graham Steve (2003). Handbook of Learning Disabilities. the Guilford Press, 1st Edition.

**Web resources:**

- [ALDI : Association of Learning Disabilities India](#)
- [Department of Empowerment of Persons with Disabilities | MSJE | GOI \(disabilityaffairs.gov.in\)](#)
- [Specific Learning Disabilities \(asha.org\)](#)
- [Rehabilitation Council of India \(rehabcouncil.nic.in\)](#)

**Course Title: COMMUNICATION SKILLS -I**

L	T	P	Credits
0	0	4	2

**Course Code: MAE518**

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

After completion of the course, students will be able to

**CLO 1:** Express the skills and dispositions needed to communicate effectively in real life situations

**CLO 2:** Develop listening and speaking skills by having them engage in a communicative task

**CLO3:** Prepare for participation in group work through communicative skills and mutual goals

Units/Hours	Contents	Mapping with CLOs
<b>Unit I 25 hours</b>	<ul style="list-style-type: none"> <li>• Listening Skill: Active Listening and Empathetic Listening</li> <li>• Audio and visual recorded lectures and talks will be used to develop the listening skills</li> <li>• Pair and group activities to practice active listening techniques</li> <li>• Applied Behavior Analysis (ABA)</li> </ul>	CLO1, CLO2

<b>Unit II</b> <b>35 hours</b>	<ul style="list-style-type: none"> <li>• Speaking Skills: Mock Exercises for Interview for job/ employment, Conducting and participating in mock meetings, Interacting orally in academic, professional and social situations</li> <li>• Presentation of technical reports using audio-visual aids, Participation &amp; communication in community work, participating in workshops&amp; tutorials, participating in online forums, Participating in group work</li> </ul>	CLO1, CLO3
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### Transaction Mode

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

### Suggested Readings

- Nira, K. (2011). *Communication skills for professionals* (2<sup>nd</sup> Ed.). PHI.
- Mitra, B. K. (2011). *Personality development and soft skills* (1<sup>st</sup>Ed.). Oxford Press.
- Field, B. (2011). *Soft skill for everyone* (1<sup>st</sup> Ed.). Cengage Learning India Pvt. Ltd.
- Peters, F. (2011). *Soft skills and professional communication* (1<sup>st</sup> Ed.). Mc Graw Hill Education.
- Adair, J. (2009). *Effective communication* (4<sup>th</sup> Ed.). Pan Mac Millan.
- Daniels, A. (1999). *Bringing out the best in people* (2<sup>nd</sup> Ed.). Mc Graw Hill.

### Course Title: e-Content Development-I

L	T	P	Credits
0	0	4	2

**Course Code: MAE519**

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

After completion of the course students will be able to:

**CLO1** write e-content incorporating images, graphics etc.

**CLO2** include multimedia supplements in the e-contents

**CLO3** incorporate relevant supplementary study materials

### Contents

**Quadrant-I (e-Text):**

Content Writer is expected to write detailed write-up on the topic of module as per content structure. The textual description should also be enriched with multimedia supplements, wherever applicable. Multimedia supplements may include images, animations, graphics, video or audio clips, line drawings, hand drawings whichever applicable/possible. For each topic or subtopic, Content Writer should use examples to explain the module, if required.

**Quadrant-III (Learn More / Source for Further reading / Web Resources):**

This quadrant contains supplementary material of the topic of the module in different forms like other related reading materials, source of further reading (such as books, articles etc.) and links to websites dealing with the topic etc.

**Course Title: Educational Guidance and Counselling -I**

**Course Code: MAE520**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
0	0	4	2

**Course Learning Outcomes (CLOs)**

**Total Hours:** 60 hours

After completion of the course, students will be able to

CLO1: identify the areas/situations that need guidance and counselling

CLO2: identify the students with behavioural problems and design remedial measures

CLO3: acquaint oneself with different types and approaches to counselling

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with CLOs</b>
<b>Unit-I 35 hours</b>	Meaning of Guidance and Counselling, Individual and Group guidance techniques: career talk, orientation talk, group discussion Nature and causes of behavioural problems among underachieving students, school discipline problems, bullying, drug abuse, truancy, and dropout <b>Practicum:</b> Prepare an Orientation programme schedule for the first semester students of our university Organise group discussions on any topic relevant to guidance and counseling Use different tools to assess behavioural problems in adolescents	CLO1, CLO2

	Prepare a documentary on any of the behavioural problems of adolescents Design remedial measures for children having behavioural problems	
<b>Unit-II</b> <b>25 hours</b>	Types of counselling: Directive counselling, Non- directive counselling and Eclectic counselling  Approaches to counselling: Cognitive- Behavioural by Albert Ellis – REBT & Humanistic, Person- centered Counselling by Carl Rogers  <b>Practicum:</b>  Conduct simulated situations to practice Directive counselling, Non- directive counselling and Eclectic counselling  Identify various case studies where different areas of counselling are addressed	CLO 3

### Transaction Mode

Seminar, practicum, field visit, e-tutoring, peer group discussion, self-learning, Collaborative learning and Cooperative learning

### Suggested Readings

- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Gupta, S. (2013). *Guidance and career counselling*. New Delhi: APH Publishing Corporation.
- Jothiet. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: APH Publishing Corporation.
- Pandey, V. C. (2011). *Educational Guidance and Counselling*. Isha Books: New Delhi.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Siddiqui, M. H. (2015). *Guidance and counselling*. New Delhi: APH Publishing Corporation.
- Srivastva, S. K. (2011). *Career counselling and Planning*. Atlantic Publishers. New Delhi.
- Verma, L.N. (2013). *Educational psychology –experimentation in problems and methods in teaching*. Jaipur: Rawat Publications.

**Course Title: COMMUNITY BASED PROJECT-I**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
0	0	4	2

**Course Code: MAE511**

**Course Learning Outcomes (CLOs)**

On successful completion of this course, students will be able to;

**CLO 1:** Establish a link between the community and profession

**CLO 2:** Identify community needs, issues and aspirations

**CLO 3:** prepare a proposal on the topic concerned and submission of Proposal

**Course Content**

- Identification of problem
- Submission of research proposal
- Preparation of the tool
- Field visit and collection of data

**SEMESTER- II**

**Course Title: SOCIOLOGICAL BASES OF EDUCATION**

**Course Code: MAE.521**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
4	0	0	4

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

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

**CLO1:** Differentiate between sociology of education and educational sociology

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

**CLO3:** Demonstrate national values enshrined in Indian constitution

**CLO4:** Identify different sociological theories in educational context

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

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

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with CLOs</b>
<b>Unit I 14 hours</b>	• Educational Sociology and Sociology of Education: Concept and Nature, Relationship between Sociology and Education, Education as a Social Sub System.	<b>CLO1 CLO2</b>

	<ul style="list-style-type: none"> <li>• Concept and Types of Social Institutions and their Functions (Family, School and Society).</li> </ul> <p><b>Learning Activities:</b> Group discussion, Individual presentation and preparation of report</p>	
<b>Unit II 14 hours</b>	<ul style="list-style-type: none"> <li>• Approaches to Sociology of Education:., Structural Functionalism, Conflict Theory and Symbolic Interaction.</li> <li>• Socialization and Education, Education as a process of Socialization: Role of Formal, Non-formal and Informal agencies.</li> <li>• Education and Culture. Sociological Functions of Education: Preservation of Culture, Transmission of Culture, Promotion of Culture, Enculturation and Acculturation.</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the discussed concepts</p>	<b>CLO3 CLO4</b>
<b>Unit III 16 hours</b>	<ul style="list-style-type: none"> <li>• Thoughts of Paulo Freire, Mahatma Gandhi, and Savitribai Phule for education and social change</li> <li>• National Values as enshrined in the Indian Constitution – Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education.</li> </ul> <p><b>Learning Activities:</b> Interpret the educational thoughts of social thinkers in present educational practices</p>	<b>CLO3 CLO4 CLO5</b>
<b>Unit IV 16 hours</b>	<ul style="list-style-type: none"> <li>• Concept of Social change, Factors affecting Social Change, Role of Education in the changing Society.</li> <li>• Social Mobility with specific reference to Indian Society.</li> <li>• Concept of Social Movements, Theories of Social Movements: Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory.</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the theme discussed</p>	<b>CLO6</b>

### Transaction mode

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

### Suggested Readings:

- Ainsworth, J. (2013). *Sociology of education- an A to Z guide*. New Delhi: Sage Publications.
- Apple, M.W., et al. (Ed.) (2010). *The Routledge International Handbook of the Sociology of Education*. London: Routledge. Atlantic Publishers & Distributer Pvt. Ltd.
- Ballantine, J.H., & Hammack, F. M. (2012). *The sociology of education- a systematic analysis*. Pearson Publications.
- Bhat, M. S. (2013). *Educational sociology*. New Delhi: APH Publishing Corporation.
- Bhattacharya, S. (2006). *Sociological foundations of education*. New Delhi: Atlantic

- Bourdieu, P. (1966). *The state nobility: Elite schools in the field of power*. Cambridge:
- Delor, J. (1996). *Learning: The Treasure within - Report to UNESCO of the International Commission*. Paris: UNESCO.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin Education Commission 1964-66. New Delhi: MHRD.
- Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.
- Jha, J. K. (2002). *Basic principles of developmental sociology*. New Delhi: Anmol Publications Pvt. Ltd.
- Mathur, S. S. (2000). *A Sociological Approach to Indian Education*. Agra : Vinod
- Sharma, Y.S. (2004). *Foundations in Sociology of Education*, New Delhi: Anushka Pub.Distributors.
- Siddiqui, M. H. (2014). *Philosophical & sociological foundations of education*. New Delhi: APH Publishing Corporation.

**Course Title: EDUCATIONAL MANAGEMENT AND LEADERSHIP**

L	T	P	Credits
4	0	0	4

**Course Code: MAE.571**

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

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

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

**CLO2:** Describe managerial functions of Educational Administrator

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

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

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

**CLO6:** Apply the dynamics of the change management and be able to lead change in college and university settings and examine the defects in the present leadership system.

Units/Hours	Contents	Mapping with CLOs
<b>Unit I 15 hours</b>	<ul style="list-style-type: none"> <li>• Educational management: meaning, nature and scope and principles</li> <li>• Functions of Educational management: Planning, organizing, staffing, controlling and directing, role and skills of teachers in educational management.</li> </ul>	<b>CLO1</b>  <b>CLO2</b>

	<ul style="list-style-type: none"> <li>• Concept of Quality and Quantity in Education: Indian and International perspective, Evolution of Quality: Quality Control, Quality Assurance, Total Quality Management and SWOT analysis.</li> </ul> <p><b>Learning Activities:</b> Prepare a SWOT analysis report of any educational institution</p>	
<b>Unit II 15 hours</b>	<ul style="list-style-type: none"> <li>• Recent Trends in Educational management: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy.</li> <li>• Means of Ensuring Accountability in Educational management. Qualities of an Effective Educational manager</li> <li>• Educational Management and Administration: Scientific management Theory (F.W. Taylor), Classical Theory, Bureaucratic Theory (Max Weber) and their implications for Education.</li> </ul> <p><b>Learning Activities:</b> Book reviews of Corporate Chanakya by Radhakrishnan Pillai. Out of the Crisis by Edward Deming.</p>	<b>CLO3</b>  <b>CLO4</b>
<b>Unit III 15 hours</b>	<ul style="list-style-type: none"> <li>• Human Relations Approach to Administration, Meeting the Psychological needs of employees Systems approach and specific trends in Educational Administration such as (a) decision making (b) Organizational Compliance (c) Organizational development (d) PERT (e) Modern Trends in Educational Administration</li> </ul> <p><b>Learning Activities:</b> Write a report on emerging trends in human resource management in India.</p>	<b>CLO4, CLO5</b>
<b>Unit IV 15 hours</b>	<ul style="list-style-type: none"> <li>• Leadership: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based and Charismatic</li> <li>• Theories of Leadership: Mc Gregor X and Y theory, Trait Theory, Leader Member Exchange Theory, Reddin's-3D model, Fiedler's Contingency Model.</li> <li>• Leadership Styles: Democratic, Authoritative and Laissez- Faire</li> </ul> <p><b>Learning Activities:</b> Role playing activity for demonstration of different styles of leadership.</p>	<b>CLO6</b>

### Transaction Mode

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

### Suggested Readings



- Bush, Tony & Les, Bell (2002): The principles & Practice of educational management. London: Paul Chapman Publishing.
- Bush, Tony. (2010). Theories of Educational Leadership and Management, 4th ed., New Delhi: Sage Publications, Davies, Brent and Burnham,
- Craigs, M.W. (1995). *Dynamics of Leadership. Bombay*. Jaico Publishing House: Bombay.
- DeCenzo D.A., Robbins, S.P., & Verhulst, S.L. (2017). *Human Resource Management* (11<sup>th</sup> Ed.). Greater Noida: Magic International Pvt. Ltd.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Gandhi, M., & Fischer, L. (1983). *The essential Gandhi: His life, work, and ideas an anthology*. New York: Vintage Books.
- Hersey, P. & Blanchard, K. (1986). *Management of Organizational Behaviour: Utilizing Human Resources*. New Delhi :Prentice Hall of India Pvt.Ltd
- Kochhar. S.K. (2011). *School Administration & Management* Sterling Publishers Pvt.Ltd; Revised & Enlarged edition.
- Luthans, F. (1981). *Organizational Behaviour*. Tokyo: McGraw-Hill International Book
- Mohanty, J. (2007) *Educational Administration, Supervision and School Management*, New Delhi:Deep and Deep Publications,
- Mukhopadhyay, M. (2005). *Total quality management in education (2<sup>nd</sup> Ed.)*. London: SAGE Publication.
- Mukhopadhyay, M. (2012). *Leadership for Institution Building*. Delhi: Shipra Publications.
- Preedy, M., Bennet, N & et. al. (2012). *Educational Leadership. Context, Strategy and Collaboration*. New Delhi: Sage Publications India Pvt. Ltd.
- Robbin, S., Judge, T., & Vohra, N. (2012). *Organizational Behaviour*. Delhi: Pearson.
- Sahu, R.K. (2010). *Group Dynamics and Team Building*. New Delhi: Excel Books.
- Sandhu, I.S. (2012). *Educational administration and Management*. Dorling Kindersley(India) Pvt.Ltd: New Delhi
- Shah, K. (2011) *Vinoba on Gandhi*. Varanasi: Sarva Seva Sangh Prakashan
- Sharma, S. L. (2009) *Educational Management: A Unified Approach of Education*, New Delhi: Global India Publications Pvt. Ltd.

**Course Title: CURRICULUM PLANNING, DESIGNING AND DEVELOPMENT**

L	T	P	Credits
4	0	0	4

**Course Code: MAE.552**

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

After completion of the course students shall be able to;

**CLO1:** Explain the concept and bases of curriculum development

**CLO2:** Analyze the principles and different models of curriculum development

**CLO3:** Examine the processes involved in the curriculum development process

**CLO4:** Differentiate different types of curriculum designing and its application

**CLO5:** Develop skills to evaluate different types of curriculum

Units/Hours	Contents	Mapping with CLOs
<p><b>Unit I</b> <b>15 hours</b></p>	<ul style="list-style-type: none"> <li>• Curriculum: Concept and Principles of curriculum development</li> <li>• Foundations of Curriculum Planning: Philosophical, Social and Psychological</li> <li>• Components of curriculum design, Sources of Curriculum design, Conceptual framework of curriculum design, Dimensions of curriculum design. Types of curriculum design: Subject centered, learner centered, experience centered, problem centered and core curriculum.</li> </ul> <p><b>Learning Activities:</b> Individual activities on elements necessary for local, national, regional and global specific curriculum</p>	<p><b>CLO1</b></p>
<p><b>Unit II</b> <b>15 hours</b></p>	<ul style="list-style-type: none"> <li>• Process of Curriculum development: Formulation of graduate attributes, course learning outcomes, content selection, organization of content and learning experiences, transaction process, evaluation and follow-up. Curriculum mapping with course learning outcomes and mapping of outcomes.</li> <li>• Role of National Level Statutory Bodies – UGC and NCTE in Curriculum Development</li> <li>• Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation</li> <li>• Interdisciplinary, Crossdisciplinary, Multidisciplinary and Transdisciplinary approaches to curriculum</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the discussed concepts</p>	<p><b>CLO3 &amp; 4</b></p>
<p><b>Unit III</b> <b>15 hours</b></p>	<ul style="list-style-type: none"> <li>• Models of Curriculum Development: Scientific Technical Models: Administrative Model (Deductive Model), Hilda Taba Model (Inductive Model/ Grassroots Model), The Taylor Model, Non-Scientific/Non-Technical/Humanistic Models: The Glathorn's Naturalistic Model, Weinstein and Fantini Model</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the discussed concepts</p>	<p><b>CLO 2 &amp; 3</b></p>
<p><b>Unit IV</b> <b>15 hours</b></p>	<ul style="list-style-type: none"> <li>• Curriculum evaluation; Concept and purpose, Types of curriculum evaluation: Formative and Summative. CIPP models of Curriculum Evaluation</li> <li>• Curriculum Change: Meaning, types and factors, Curriculum feedback process: Students, Alumnis, Parents</li> </ul>	<p><b>CLO5</b></p>

	and Employers; Analysis of curriculum feedback and its reflection in curriculum development process, Role of stakeholders in curriculum change <ul style="list-style-type: none"> <li>• Scope of research in curriculum.</li> </ul> <b>Learning Activities:</b> Preparation and submission of report by evaluating a curriculum and preparing an analytical report on the curriculum of any one Indian University.	
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**Transaction Mode**

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

**Suggested Readings**

- Allyn, Bacon, Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum planning and development*. Boston: Allyn & Bacon.
- McNeil, J.D. (1990): *Curriculum: A Comprehensive Introduction*, London: Scott, Foreman/Little
- NCERT (1988). *National curriculum for elementary and secondary education*.
- NCERT (2000). *National curriculum framework for school education*. NCERT.
- NCERT (2005). *National curriculum framework-2005*. NCERT, Sri Aurobindo Marg, New Delhi.
- Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*.
- Rao, V. K. (2015). *Principles of curriculum*. New Delhi: APH publishing Corporation.
- Taba, H. (1962): *Curriculum Development: Theory and Practice*, New York: Harcourt Brace Jovanovich
- Tala, M. (2012). *Curriculum development: Perspectives, principles and issues*. Pearson
- Tyler, R. (1949): *Basic Principles of Curriculum and Instruction*, Chicago; university of Chicago Press
- Wiles, J. W., & Bondi, J. C. (2015). *Curriculum development a guide to practice*. Pearson publication.

**Course Title: CONTEMPORARY ISSUES OF INDIAN EDUCATION**

**Course Code: MAE.522**

L	T	P	Credits
4	0	0	4

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

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

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

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

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

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

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

Units/Hours	Contents	Mapping with CLOs
<b>Unit I</b> <b>15 hours</b>	<ul style="list-style-type: none"> <li>• Elementary Education: Its status and problems</li> <li>• Related issues of universalization of elementary education: Provision, enrolment and retention/completion rates in elementary education</li> <li>• Programs for achieving the objectives of universalization of elementary education:               <ul style="list-style-type: none"> <li>• National Program of Nutritional Support to Primary Education (NPNSPE) or Mid-day Meals</li> <li>• National Program of Education of Girls at Elementary Level (NPEGEL)</li> <li>• Right to Education Act (2009)</li> <li>• Right to Persons with Disabilities Act (2016)</li> </ul> </li> </ul> <p><b>Learning Activities:</b> Debate, Individual seminar presentation</p>	<b>CLO1, CLO3</b>
<b>Unit II</b> <b>15 hours</b>	<ul style="list-style-type: none"> <li>• Secondary Education: Status, problems and aims of universalization of secondary education with special reference to Punjab</li> <li>• Programs for achieving universalization of secondary education: Policies and Status.</li> </ul> <p><b>Learning Activities:</b> Small group seminar, and report writing on an issue</p>	<b>CLO1, CLO3, CLO4</b>
<b>Unit III</b> <b>15 hours</b>	<ul style="list-style-type: none"> <li>• Higher Education: Status and problems with special reference to Punjab</li> <li>• Issues of access, equity and excellence in higher education</li> <li>• Efforts for upgrading the quality of Higher Education through RUSA</li> <li>• Role and functions of different regulatory bodies in higher education: UGC, NCTE, RCI, NIEPA, ICSSR and AICTE</li> </ul> <p><b>Learning Activities:</b> online assignment-cum presentation and report writing on an issue</p>	<b>CLO3, CLO4, CLO5</b>
<b>Unit IV</b> <b>15 hours</b>	<ul style="list-style-type: none"> <li>• Liberalization, Privatization and Globalization in education</li> </ul>	<b>CLO2, CLO3, CLO5</b>

	<ul style="list-style-type: none"> <li>• Language and medium of instructions: Multilingualism and Multiculturalism</li> <li>• Policy of Inclusion: Women, Minorities, Differently Abled, SCs and STs</li> <li>• PMMMNMTT: Scheme and implementation</li> <li>• MOOCs and SWAYAM</li> </ul> <p><b>Learning Activities:</b> Debate, Individual seminar presentation</p>	
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### Transaction Mode

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

### Suggested Readings

- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21<sup>st</sup> century, UNESCO.education, Allied Publications, Bombay.
- Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.
- Kumar, R. (2012). *Education, peace and development*. New Delhi: Kalpaz Publications.
- Kumar, R. (2014). *Elementary education in India*. New Delhi: Atlantic Publishers and Distributors (P) LTD.
- MHRD, Govt. of India. (2012). *Vision of Teacher Education in India: Quality and Regulatory Perspective*. Volume 1 & 3. New Delhi.
- Ministry of Education (2020). National Education Policy-2020, Government of India, New Delhi.
- Nayak, A.K. & Rao, V. K. (2010). *Secondary education*. New Delhi: A.P.H. Publishing Corporation.
- NCERT (2005). *National curriculum framework*, New Delhi.
- Nehru, R.S.S. & Rao, N. V. (2014). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.
- Rashtriyamadhyamikshikshaabhiyan (RMSA)   
[https://www.education.gov.in/hi/sites/upload\\_files/mhrd/files/upload\\_document/JRM1.pdf](https://www.education.gov.in/hi/sites/upload_files/mhrd/files/upload_document/JRM1.pdf)   
[www.developmenteducationreview.com](http://www.developmenteducationreview.com)
- RashtriyaUchchar Shiksha Abhiyan (RUSA), National Higher Education Mission,[https://www.education.gov.in/sites/upload\\_files/mhrd/files/RUSA\\_final090913.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/RUSA_final090913.pdf)
- Srivastava, D.S. &Tomar, Monica. (2011). *Elementary education*. New Delhi: Isha Books.
- Tyagi, K. (2013). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.

### Suggested Websites

- <http://vikaspedia.in/education/policies-and-schemes/right-to-education/right-to-education-act>
- <http://aises.nic.in/documents/pdf/reports>
- [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/RUSAGuidelines022014.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSAGuidelines022014.pdf)
- [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/RUSA\\_final090913.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSA_final090913.pdf)
- [www.rehabcouncil.nic.in](http://www.rehabcouncil.nic.in).

**DISCIPLINE ELECTIVES (Any two of the following)**

**Course Title: FUNDAMENTALS OF EDUCATIONAL MEASUREMENT**

L	T	P	Credits
3	0	0	3

**Course Code: MAE.508**

**Course Learning Outcomes**

**Total Hours: 45**

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

- CLO1:** Examine the various quantitative and qualitative tools used in assessment
- CLO2:** Analyze the relationship between Measurement, Assessment and Evaluation
- CLO3:** Examine the different paradigms in assessment
- CLO4:** Identify the characteristics of a good tool
- CLO5:** Explore the usage of online, on-demand, open book examination
- CLO6:** Examine the trends and issues in evaluation like rubrics and portfolio etc.

Units/Hours	Contents	Mapping with CLOs
<b>UNIT I 12 hours</b>	<ul style="list-style-type: none"> <li>• Educational measurement, assessment and evaluation: concept and nature; needs and uses of measurement, assessment and evaluation in behavioral sciences.</li> <li>• Assessment of learning and Assessment for learning</li> <li>• Norm-referenced and criterion-referenced measurement, formative, and summative assessment, diagnostic testing; and their application.</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the discussed concepts</p>	<b>CLO2 CLO3</b>
<b>UNIT II 11 hours</b>	<ul style="list-style-type: none"> <li>• Validity: Concept and nature of validity, major considerations of validity- content, criterion and construct, factors influencing validity</li> </ul>	<b>CLO4</b>

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

### Transaction Mode

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

### Suggested Books

- Aggarwal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and Measurement*, New Delhi: Vikas Publishing House Pvt Ltd.
- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and assessment in Teaching*. Singapore: Pearson Education.
- Gupta, S. (2014). *Educational evaluation*. New Delhi. A.P.H. Publishing Corporation.
- Hopkins, K. D. (1998). *Educational and Psychological Measurement and Evaluation*. Boston: Allyn & Bacon.
- Kaplan, R.M. & Saccuzzo. D.P. (2000). *Psychological Testing, Principles, Applications & Issues*. California: Wordsworth.
- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and Assessment in Teaching*. London: Merrill Prentice Hall.
- Macmillan, J.H. (1997). *Classroom Assessment, Principles and Practice for Effective Instruction*. Boston: Allyn and Bacon
- Miller, M.D., Linn, R.L., and Gronlund, N. E. (2009). *Measurement and Assessment in Teaching, 10th ED*. Pearson Education, Inc., Upper Saddle River, NJ
- NCERT (2015). *Learning Indicators*, New Delhi
- Newman, F. M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, C.A: Jossey-Bass..
- Osterlind, S. J. (2006). *Modern measurement: Theory, principles, and applications of mental appraisal*. New Jersey: Prentice Hall.
- Panigrahi, S. C., & Patel, R. C. (2013). *Continuous and Comprehensive Evaluation*. New Delhi: APH Publishing Corporation
- Popham, W. J. (2000). *Modern educational measurement: Practical Guidelines for Educational leaders* (3rd ed.). Needham, MA: Allyn & Bacon.
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education*. New Delhi: PHI Learning Private Limited.
- Salkind, N. J. (2006). *Tests & Measurement for people who (think they) hate tests and measurement*. Thousand Oaks, CA: Sage Publications.
- Singh, B. (2004). *Modern Educational Measurement and Evaluation System*. New Delhi: Anmol Publications Pvt. Ltd. Toronto: Thomson Nelson.
- Stanley, J.C. and K.D. Hopkins (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Thorndike, R.M (2010). *Measurement and Evaluation in Psychology and Education*, New Delhi: PHI

### Suggested websites

- [www.adprima.com](http://www.adprima.com)
- [www.tc.columbia.edu](http://www.tc.columbia.edu)
- [www.grad.ubc.ca](http://www.grad.ubc.ca)

**Course Title: EDUCATION FOR SUSTAINABLE DEVELOPMENT**

L	T	P	Credits
3	0	0	3



**Course Code: MAE.540**

**Course Learning Outcomes (CLOs)**

**Total Hours: 45**

After completion of course the students will be able to:

**CLO1:**Analyze the relevance of Education for sustainable development

**CLO2:**Identify the concepts that can be integrated in school curriculum and its transaction

**CLO3:** Analyze the different methods for transacting concepts of sustainable development

**CLO4:**Develop responsible behavior for living a healthy and happy life

Units/Hours	Contents	Mapping with CLOs
<b>UNIT I</b> <b>12 hours</b>	<ul style="list-style-type: none"> <li>• Concept of sustainable development and Education for Sustainable development</li> <li>• 17 Sustainable Development Goals (SDG) of UNESCO</li> <li>• ESD &amp; global citizenship</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the discussed concepts</p>	<b>(CLO1)</b>
<b>UNITII</b> <b>11 hours</b>	<ul style="list-style-type: none"> <li>• Integrating ESD into school curriculum</li> <li>• Methods of transacting sustainability: Discussion, Seminar, Workshop, Problem Solving, Field Survey, Projects, Exhibition and Experimental Learning.</li> <li>• 21st Century competencies for global &amp; decent jobs and Sustainable entrepreneurship</li> <li>• Technical &amp; vocational skills for employability</li> </ul> <p><b>Learning Activities:</b> Practice the methods for teaching Environmental education</p>	<b>(CLO2, CLO3)</b>
<b>UNIT III</b> <b>12 hours</b>	<ul style="list-style-type: none"> <li>• Promoting mental health &amp; wellbeing</li> <li>• Inclusive education &amp; social transformation</li> <li>• Leveraging cultural diversity for SDGs</li> <li>• Responsible consumption &amp; production</li> <li>• Sustainable cities &amp; communities</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the discussed concepts</p>	<b>(CLO4)</b>
<b>UNIT IV</b> <b>10 hours</b>	<ul style="list-style-type: none"> <li>• Sustainable lifestyle</li> <li>• Sustainable health practices &amp; social wellbeing</li> <li>• Human rights, Gender equality</li> </ul>	<b>(CLO4)</b>

	<ul style="list-style-type: none"> <li>• Promotion of peace &amp; non-violence</li> </ul> <p><b>Learning Activities:</b> Analyze the various environmental issues in your locality by identifying the causes, impacts and control measures.</p>	
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### Transaction Mode

- Visit to a local polluted site- Urban/rural/industrial/agriculture. Study of common plants, insects, birds of local area.

### Suggested Readings

- Bell, Simon, and Stephen Morse. (2012) Sustainability indicators: measuring the immeasurable. Routledge
- Dent, David, Olivier Dubois, and Barry Dalal-Clayton (2013). Rural planning in developing countries: supporting natural resource management and sustainable livelihoods. Routledge
- Elliott, Jennifer. (2012). An Introduction to Sustainable Development. 4th Ed. Routledge, London.
- Gasparatos, Alexandros, and Anna Scolobig (2012). Choosing the most appropriate sustainability assessment tool. *Ecological Economics* 80, no. 0: 1-7.
- Kerr, Julie. (2017). Introduction to energy and climate: Developing a sustainable environment. CRC Press,.
- Nhamo, Godwell, and Vuyo Mjimba. (2020). Sustainable Development Goals and institutions of higher education. Springer,
- Padmanabhan, J (2016), Education for Sustainable Development: How to integrate in school education. Atlantic Publishers, New Delhi
- Rogers, Peter P., Kazi F. Jalal, and John A. Boyd. (2012). An introduction to sustainable development.
- Sachs, J. D. (2015). The Age of Sustainable Development. Columbia University Press, New York.
- Sala, Serenella, Biagio Ciuffo, and Peter Nijkamp (2015). A systemic framework for sustainability assessment. *Ecological Economics* 119: 314-325.
- Soubbotina, T. P. (2004), Our Common Journey: A Transition Toward Sustainability. National Academy Press, Washington D.C.
- Soubbotina, Tatyana P. (2004). Beyond Economic Growth: An Introduction to Sustainable Development. WBI learning resources series. Washington DC ; World Bank.
- Streimikis, Justas, and Tomas Balezentis (2020). Agricultural sustainability assessment framework integrating sustainable development goals and interlinked priorities of environmental, climate and agriculture policies. *Sustainable Development* 28, no. 6: 1702-1712.

**Course Title: INDIAN KNOWLEDGE SYSTEM**

L	T	P	Credits
3	0	0	3

**Course Code: MAE. 538**

**Course Learning Outcomes (CLOs)**

**Total Hours: 45**

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

**CLO1:** Analyze the concept and sources of Indian Knowledge System

**CLO2:** Examine the contributions of Purushartha in one's life

**CLO3:** Examine critically the purpose of knowledge and ancient Indian pedagogies

**CLO4:** Reflect upon the concept, types and sources of values and their application in their life

Units/Hours	Contents	Mapping with CLOs
<b>Unit I 12hours</b>	<ul style="list-style-type: none"> <li>Indian Knowledge System: Concept, Origin, Sources and their implications on education. Preservation of culture, tradition and Dharma through education.</li> </ul> <p><b>Learning Activities:</b> Group Discussion and Individual Presentation</p>	<b>CLO1</b>
<b>Unit II 13 hours</b>	<ul style="list-style-type: none"> <li>Integration of Indian Knowledge System at different levels of education, Panchakoshas for holistic development: Annamaya Kosha (physical body), Pranamaya Kosha (Vital being), Manomaya Kosha (Mental), Vignanamaya Kosha (Wisdom) and Anandamaya Kosha (Bliss)</li> <li>Purushartha and its implications on education and society</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the discussed concepts</p>	<b>CLO2</b>
<b>Unit III 10 hours</b>	<ul style="list-style-type: none"> <li>The Purpose of Knowledge in India: Para Vidya and Apra Vidya.</li> <li>Ancient Indian Pedagogical System: Sravan, Manana, Nidhidhyasana etc.</li> <li>Ancient Indian Gurus in educational and social transformations</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the discussed concepts</p>	<b>CLO3</b>
<b>Unit IV</b>	<ul style="list-style-type: none"> <li>Five Universal Values: Truth, Righteous conduct, peace, love and Non-Violence</li> </ul>	<b>CLO4</b>

<b>10 hours</b>	<ul style="list-style-type: none"> <li>• Sources of Values: Culture, Religion, Constitution</li> <li>• Indian knowledge system in practice: Yoga, Meditation</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the theme discussed</p>	
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**Transaction Mode**

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

**Suggested Readings**

- Chand, J. (2009). Value Education, Anshah Publishing House, Delhi
- Chitkara, M.G. (2015) Education and Human Value. New Delhi: APH Publishing Corporation.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: A.P.H. Publishing Corporation.
- Nayak, B.K. (2003), *Text book of foundation of education*. Cuttack, Odisha: KitabMhal.
- Pant, D. & Gulati, S. (2010). *Ways to Peace*. New Delhi: National Council of Educational Research and Training.
- Patteti, A.P. &Thamaraasseri, I. (2015) Education and Human Value. New Delhi: APH Publishing Corporation.
- Taneja, V. R. (2000). *Educational thought and practice*. New Delhi: Sterling
- Wardak, S. (2014) Peace Education- a Resource Book for Teacher Education Students

**Course Title: Psychological Testing-II**

**Course Code: MAEXXX**

L	T	P	Credits
0	0	4	2

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

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

**CLO1:** Analyze the psychometric properties of different psychological tools

**CLO2:** Administer different psychological tools

**CLO3:** Analyze and interpret the results of different psychological tools

**CLO4:** Provide Educational guidance to others in accordance with the results of the tools

**Course Content**

Practicum: Psychological Testing-I under semester one and Practicum: Psychological Testing-II under semester two, carrying two credits each, were added under a basket of skill-based courses. Evaluation criteria for the above two skill-based courses will be as follows. The students must opt for any four current editions of psychological testing tools spreading over two semesters for administering and submitting the report.

- Intelligence test
- Personality test
- Creativity Test
- Sociometry
- Problem Solving behaviour
- Social Maturity behavior
- NIMHANS Index of SLD
- Woodcock Johnson Test of Achievement and Oral Language

Names of psychological testing tools (Select any two tools in semester I and another two tools in semester II) are:

The four practical are to be appropriately written in the practical record. The practical record is to be assessed by the course coordinator. The marking scheme is as follows:

Internal Assessment (50 marks)	
Administering the tools	25 marks
Reporting the result in the practical record.	25 marks
Term End Examination (50 marks)	
Term-end practical examination	30 marks
Viva Voce	20 marks

**Course Title: Learning Disability: Adaptations and Remediation-II**

L	T	P	Credits
0	0	4	2

**Course Code: MAE532**

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

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

**CLO 1:** Enhance the teaching skills of pupil-teachers in addressing the diverse learning needs of children with learning disabilities

**CLO2:** Develop awareness of learner with Learning disability towards inclusive education and its practices.

**CLO3:** Remedial Plan for diverse learners into inclusive classroom setting by using accessible, digital devices and material resources

### Course Content

Units/Hours	Contents	Mapping with CLOs
<b>Unit I</b> <b>30 hours</b>	Activities related to children with learning disabilities; (a) Preparation of Teaching-Learning aids (b) Field Visit: Observation of classes, interact with educators, and engage with students in special education institutions (c) Report Writing: Document observations, personal reflections and detailed report on the visit. <ul style="list-style-type: none"> <li>Spread the awareness on disabilities (Divyangjan) in to the community with respect to NukkadNatak, Mukhota, Poster, Slogans, Visual and Performing arts.</li> </ul>	<b>CLO1</b> <b>CLO2</b>
<b>Unit II</b> <b>30 hours</b>	<b>School Experience Programme</b> Two lessons will be delivered by Pupil-teacher, incorporating innovative pedagogy, and will be evaluated by Coordinator. <ul style="list-style-type: none"> <li>Individualized Educational Programme (IEP) Demonstrate a clear understanding of creating and implementing Individualized Educational Programmes (IEPs) tailored to the specific needs of students with learning disabilities.</li> </ul>	<b>CLO2</b> <b>CLO3</b>

### INTERNAL ASSESSMENT

- |   |          |
|---|----------|
| • Identification, Assessment, and Diagnosis - | 30 marks |
| • Practical Record-                           | 30 marks |

## TERM END EXAMINATION

- Practical term end examination- 30 marks
- Viva Voce - 10 marks

**Note:** The Head of Department (HOD) will appoint two external examiners for the viva voce examination

### Transaction Mode

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

### Suggested Readings

Alan. A. Beaton (2004). *Dyslexia, Reading and the Brain*. Sussex: Psychology Press

Bernice, Y.L. Wong (1996). *The ABCs of Learning Disabilities*. N.Y.: Academic Press.

Gowramma (2005). *Development of Remedial Instruction Programme for Children with Dyscalculia in Primary School*. Mysore: Chetana Book House.

Hallahern Daniel P., Lloyd John W. Kauffman James M. and Weiss Margaret P. (2004).

*Learning Disabilities: Foundations, Characteristics and Effective Teaching*, Allyn & Bacon, 3<sup>rd</sup> Edition.

Hetcher Jack M., Reid Lyon, Fuchs Lynn S. and Barnes Marcia A. (2006) *Learning Disabilities: From Identification to Intervention*, The Guilford Press, 1st Edition.

J. P. Das (1998). *Dyslexia & Reading Difficulties*. Mumbai: The Maharashtra Dyslexia Association

Kats Lynda J., Goldstein Gerald and Beers Sue R. (2001). *Learning Disabilities in Older Adolescents & Adults: Clinical Utility of the Neuropsychological Perspective*, Springer Pub.

Lal, S. (2016). Critical Review of Rights to Persons with Disabilities Act, 2016” (Divyangjan). Vol.3, No. 1, P.p. 39-46, IJDS-International Journal of disabilities Studies. ISSN No. 2349-7734.

Lal, S. (2017). Paradigm Shifts in digital Inclusion for Persons with Disabilities (Divyangjan). Vol. 6 (No. 12) P.p 77-86. AITEA- International Journal of Education & Humanities. ISSN No. 2231-380X.

Mather Nancy and Goldstein Sam (2001). *Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management*. Brookes Publishing Company.

Parter Roy, Katy Cigno and Burke Peter (2001) *Learning Disabilities in Children (Working together for Children, Young People and their families)*, Wiley-Blackwell, 1st Edition.

Prathibha Karanth (2003). Cross-Linguistic Study of Acquired Reading Disorders: Implications for Reading Models, Disorders, Acquisition, and Teaching. N.Y.: Kluwer Academic Publishers.

Prathibha Karanth and Joe Rozario (2003). Learning Disabilities in India. New Delhi: Sage Publications.

Purushottama G. Patel (2004), Reading Acquisition in India: Models of Learning and Dyslexia. New Delhi: Sage Publications.

Swanson Lee H., Harris Karen R., Graham Steve (2003). Handbook of Learning Disabilities. the Guilford Press, 1st Edition.

**Web resources:**

- [ALDI : Association of Learning Disabilities India](#)
- [Department of Empowerment of Persons with Disabilities | MSJE | GOI \(disabilityaffairs.gov.in\)](#)
- [Specific Learning Disabilities \(asha.org\)](#)
- [Rehabilitation Council of India \(rehabcouncil.nic.in\)](#)

**Course Title: COMMUNICATION SKILLS -II**

L	T	P	Credits
0	0	4	2

**Course Code: MAE533**

**Learning outcomes**

**Total Hours: 60 hours**

After completion of the course, students will be able to

- **CLO 1:**Develop language skills in reading and writing by having them engage in a communicative task
- **CLO 2:** Employ strategies to polish and refine written assignments and reports

Units/Hours	Content	Mapping with CLOs
Unit-I <b>30 hours</b>	Reading Skills: Reading and giving feedback on term-papers and assignments, Reading and analyzing a prospectus, reading and reviewing a book <b>Practicum:</b> Presentation of the reviews written for a book, Understanding and interpreting reports & proposals	<b>CLO 1, CLO2</b>



<b>Unit-II</b>  <b>30 hours</b>	Writing Skills: Cover letter for job application, CV and Resume Writing, memo, notice, circular and web-based communications  <b>Practicum:</b> Writing of formal letters and covering letters, Polishing & Refining Reports & Proposals	<b>CLO1, CLO2</b>
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### Transaction Mode

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

### Suggested Readings

- Basic communication skills for Technology, Andreja. J. Ruther Ford, 2nd Edition, Pearson Education, 2011
- Brilliant- Communication skills, Gill Hasson, 1stEdition, Pearson Life, 2011
- The Ace of Soft Skills: Attitude, Communication and Etiquette for success, Gopala Swamy Ramesh, 5thEdition, Pearson, 2013
- Developing your influencing skills, Deborah Dalley, Lois Burton, Margaret, Green hall, 1st Edition Universe of Learning LTD, 2010
- Personality development and soft skills, Barun K Mitra, 1stEdition, Oxford Press, 2011
- Soft skills and professional communication, Francis Peters SJ, 1stEdition, Mc Graw Hill Education, 2011

Effective communication, John Adair, 4thEdition, Pan Mac Millan,2009

### Course Title: e-Content Development-II

L	T	P	Credits
0	0	4	2

**Course Code: MAE534**

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

After completion of the course students will be able to:

**CLO1** prepare video module tutorials

**CLO2** include multimedia, animations, simulation and virtual lab. in the video module

**CLO3** incorporate relevant multiple choice questions or true & false statements with answers

## Contents

### Quadrant-II (Self-Learning):

In this quadrant, Content Writer is expected to provide video tutorial which will explain the topic of the module. The tutorial may also include Multimedia, Animation, Documentary, Simulation, Virtual Lab, etc.

### Quadrant-IV (Self- Assessment /Evaluation):

Content Writer should provide minimum 10-15 questions for each module in Multiple Choice Questions with Answer or True & False Statements.

## Course Title: Educational Guidance and Counselling -II

L	T	P	Credits
0	0	4	2

## Course Code: MAE535

## Course Learning Outcomes (CLO)

**Total Hours:**60 hours

After completion of the course, students will be able to

CLO1: Identify the importance of various guidance services in educational institutions

CLO2: Demonstrate the counselling skills

CLO3: Conduct activities for coping stress

CLO4: Develop skills in conducting various types of counselling

Units/Hours	Contents	Mappings with CLOs
<b>Unit-I 30 hours</b>	<ul style="list-style-type: none"><li>Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research &amp; Evaluation, Resources required for organizing guidance services,</li><li>Role of teachers and other personnel in school guidance programme</li></ul>	CLO1

	<p><b>Practicum:</b></p> <p>Prepare student inventory of all the student in your class</p> <p>Plan the activities to be conducted by Placement service in your institution</p> <p>Visit a nearby school and identify how teachers and their administration are involved in guidance programme</p> <p>Measurement of interest and aptitude</p>	
<p><b>Unit-II</b> <b>30 hours</b></p>	<ul style="list-style-type: none"> <li>• Areas of counseling: Vocational counseling, family counseling, parental counseling, adolescent counseling, counseling of girls, Peer counseling</li> <li>• Skills, qualities and Professional ethics of an effective counselor</li> <li>• Stress: nature its causes and consequences and types of coping skills.</li> </ul> <p><b>Practicum:</b></p> <ul style="list-style-type: none"> <li>• Practice basic interviewing skills with a focus on rapport-building and evidence-based counselling relationships.</li> <li>• Conduct a case study involving adolescent counselling, counselling of girls or Peer counselling</li> <li>• Organise and participate in programmes for coping with stress such as yoga, meditation, music therapy, community service etc.</li> <li>• Organise programmes for mental health and personality development</li> <li>• Measurement of Intelligence and personality</li> </ul>	<p>CLO2,CLO3, CLO4</p>

### Transaction Mode

Seminar, practicum, field visit, e-tutoring, peer group discussion, self-learning, Collaborative learning and Cooperative learning

### Suggested Readings

- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Gupta, S. (2013). *Guidance and career counselling*. New Delhi: APH Publishing Corporation.

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

**Course Title: COMMUNITY BASED PROJECT-II**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
0	0	4	2

**Course Code: MAE536**

**Course Learning Outcomes**

On successful completion of this course, students will be able to;

**CLO 1:** Establish a link between the community and profession

**CLO 2:** Analyze and suggest solutions to problems of community

**CLO 3:** Make a contribution of their professional learning to the society

**Course Content**

- Analysis and Interpretation of the data
- Results and Recommendations
- Discuss the final recommendations to the community representatives
- Organize seminar for sharing field experience and recommendations
- Submission of Final Research Report

**INTER-DISCIPLINARY COURSES**

**Course Title: TEACHING PROFICIENCY**

L	T	P	Credits
2	0	0	2

**Course Code: MED.513**

**Course Learning Outcomes**

**Total Hours: 30**

After completion of the course students will be able to:

**CLO1:** Explore the different techniques of classroom management

**CLO2:** Explain phases of teaching and maxims of teaching

**CLO3:** Illustrate concept of 5E model in teaching

**CLO4:** Demonstrate different skills of teaching

**CLO5:** Analyze different pedagogical skills and assessment techniques

**CLO6:** Differentiate among Pedagogy, Andragogy, Heutagogy and Peeragogy

Units/Hours	Contents	Mapping with CLOs
<b>UNIT I 7 hours</b>	<ul style="list-style-type: none"> <li>Teaching: Meaning, principles and maxims of teaching. Strategies of teaching: Teacher-centered, and learner-centered, Levels of Teaching and Phases of Teaching, Characteristics of effective teaching</li> <li>Classroom Management: Meaning, principles, Techniques of classroom management.</li> <li>Motivation: Meaning, nature and types, Factors affecting motivation.</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the discussed concepts</p>	<b>CLO1 CLO2 CLO3</b>
<b>UNIT II 8 hours</b>	<ul style="list-style-type: none"> <li>Engagement: Concept, types and techniques of engaging the learners</li> <li>Exploration: Concept and need, techniques of exploration in the class</li> <li>Explanation Skill: Techniques of an effective explanation</li> <li>Elaboration skill</li> <li>Evaluation as a skill: Classroom evaluation techniques, performance of learner and teacher, Questioning skill: Types of questions, framing and asking a good question</li> </ul> <p><b>Learning Activities:</b> Practice the techniques of teaching and assessment</p>	<b>CLO4 CLO5</b>
<b>UNIT III 7 hours</b>	<ul style="list-style-type: none"> <li>Information and Communication Technology: Meaning, Scope, Importance, Sources, Application of ICT in teaching learning process.</li> <li>Flipped and Blended learning</li> <li>Web based teaching and learning, social networking sites, Virtual Laboratories and Digital Libraries.</li> </ul>	<b>CLO6</b>

	<b>Learning Activities:</b> Explore various online learning sites and also use them	
<b>UNIT IV</b> <b>8 hours</b>	<ul style="list-style-type: none"> <li>• Pedagogy, Andragogy, Heutagogy and Peeragogy: Meaning and concept types, use of various pedagogies in teaching</li> <li>• Integrated Approach to Evaluation Grading system, meaning and types, mechanism of grading system, Problems of grading system, Interpretation of Grades</li> <li>• continuous assessment, portfolio assessment, question bank</li> <li>• Choice Based Credit System</li> </ul> <b>Learning Activities:</b> Analyze one's own Marksheet	<b>CLO6</b>

### Transaction mode

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

### Suggested Readings

- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). *Instructional technology in teacher education*. New Delhi: APH Publishing Corporation.
- Chalan, K. S. (2007). *Introduction to educational planning and management*. New Delhi: Anmol Publications Pvt. Ltd.
- Chand, T. (2008). *Principles of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Chiniwar, P. S. (2014). *Technology of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Jarvis, M. (2015). *Brilliant ideas for ICT in the classroom*. New York: Routledge Publications.
- Kumar, P. (2015). *Web based technology in education*. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Popham, W. J. (2014). *Classroom assessment*. U.S.A: Pearson Publications.
- Purayil, A. V. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Ranford, C. P. (2013). *Strategies for successful student teaching*. New Jersey: Pearson Publications.

### Suggested Websites

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <a href="http://wiki.eveuniversity.org">wiki.eveuniversity.org</a></li> <li>• <a href="http://www.adprima.com">www.adprima.com</a></li> <li>• <a href="http://www.apa.org">www.apa.org</a></li> <li>• <a href="http://www.crlt.umich.edu">www.crlt.umich.edu</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="http://www.edutopia.org">www.edutopia.org</a></li> <li>• <a href="http://www.eveuniversity.org">www.eveuniversity.org</a></li> <li>• <a href="http://www.facultyfocus.com">www.facultyfocus.com</a></li> <li>• <a href="http://www.reddit.com">www.reddit.com</a></li> <li>• <a href="http://www.theteachersguide.com">www.theteachersguide.com</a></li> </ul> |
|--|--|

**Course title: ANDRAGOGY AND EDUCATION**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Code: MAE.560**

**Course Learning Outcomes (CLOs)**

**Total Hours: 45**

After completion of the course students will be able to;

**CLO1:** characterize the genesis and evolution of andragogy and its basic concepts;

**CLO2:** discuss the specifics of the educational needs of adults;

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

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

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

**CLO6:** conducting guidance in the areas of adults

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with CLOs</b>
<b>Unit I 12 hours</b>	<ul style="list-style-type: none"> <li>• Andragogy: Concepts, Assumptions and Principles</li> <li>• Adults - life phase, Opportunities, skills and motivation for the development of an adult</li> <li>• Teaching the adults - history of andragogy</li> <li>• Elements of important forms of education in various phases of life</li> </ul> <p><b>Learning Activities:</b> Group discussion, Individual presentation and preparation of report</p>	<b>CLO1 CLO2</b>
<b>Unit II 11 hours</b>	<ul style="list-style-type: none"> <li>• The role and tasks of andragogy in modern education</li> <li>• Self-directed learning in the modern times with dominating role of Information and Communication Technology (ICT)</li> <li>• Human activities in work and beyond it – some important elements supporting better existence of an adult</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the discussed concepts</p>	<b>CLO3 CLO4</b>
<b>Unit III 12 hours</b>	<ul style="list-style-type: none"> <li>• The educational role of adults</li> <li>• Preparation of an adult to perform professional and social functions in accordance with the principles of society and proactive behavior of an adult</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the discussed concepts</p>	<b>CLO3 CLO5</b>
<b>Unit IV 10 hours</b>	<ul style="list-style-type: none"> <li>• Organization of leisure time for people of working age; development of interests</li> <li>• The activity of cultural and educational aspects of an adult, volunteering as a popular form of physical activity and the possibilities to help others.</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the theme discussed</p>	<b>CLO5 CLO6</b>

**Transaction Mode**

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

**Suggested Readings**

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

**Course Title: ASSESSMENT AND LEARNING**

L	T	P	Credits
2	0	0	2

**Course Code: MED531****Course Learning Outcomes (CLOs)****Total Hours: 30**

After completion of the course students will be able to;

**CLO1:** Define technical terms related to Measurement, Assessment and Evaluation

**CLO2:** Identify various cognitive, affective and psychomotor learning outcomes

**CLO3:** Differentiate between formative and summative evaluation, self-assessment and peer assessment

**CLO4:** Explore the usage of online, e-assessment, open book examination

**CLO5:** Explore the usage of rubrics, portfolio and reflective diary in assessment

**CLO6:** Analyze the tools and techniques of measurement, evaluation and assessment

Units/Hours	Contents	Mapping with CLOs
<b>UNIT I</b> <b>7 hours</b>	<ul style="list-style-type: none"> <li>• Concept of measurement, assessment and evaluation</li> <li>• Assessment of cognitive, affective and psychomotor learning</li> <li>• Assessment of learning, Assessment for learning, Assessment as learning, Assessment in learning.</li> </ul>	<b>CLO2</b> <b>CLO3</b>



	<b>Learning Activities:</b> Preparation and submission of report on the discussed concepts	
<b>UNIT III</b> <b>8 hours</b>	<ul style="list-style-type: none"> <li>• Qualitative and quantitative methods of classroom evaluation</li> <li>• Formative and summative evaluation</li> <li>• Self-assessment and peer assessment</li> <li>• Continuous and Comprehensive Evaluation</li> </ul> <b>Learning Activities:</b> Analyze the various assessment followed in their respective discipline	<b>CLO5</b> <b>CLO6</b>
<b>UNIT III</b> <b>7 hours</b>	<ul style="list-style-type: none"> <li>• Purpose of reporting</li> <li>• Test items types: essay, short answer and objective</li> <li>• Diagnostic test- its uses</li> </ul> <b>Learning Activities:</b> Prepare test items of different types and levels	<b>CLO5</b>
<b>UNIT IV</b> <b>8 hours</b>	<ul style="list-style-type: none"> <li>• Use of test, check list, interview schedule, rating scale</li> <li>• Use of Rubrics, Portfolios and reflective diaries</li> <li>• Web Resources for Effective evaluation of Teaching &amp; Learning Processes,</li> <li>• Online Test, E- Assessment, Open book examination</li> </ul> <b>Learning Activities:</b> Construct some of the assessment tools mentioned	<b>CLO1</b> <b>CLO4</b>

### Transaction Mode

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

### Suggested Readings

- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Ebel, R. L. & Fresbee, D. A. (2009) *Essentials of Educational Management*, New Delhi: PHI Learning Pvt. Ltd.
- Edwards, A. L. (1957). *Techniques of attitudes scale construction*. New York
- Freeman, F. S. (1965). *Theory and practice of psychological testing*. New York: Rinehart and Winston,
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and assessment in Teaching*. Singapore: Pearson Education.
- Miller, M.D., Linn, R.L., and Gronlund, N. E. (2009). *Measurement and Assessment in Teaching, 10th ED*. Pearson Education, Inc., Upper Saddle River, NJ
- NCERT(2015) Learning Indicators, New Delhi
- Newman, F. M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, C,A,: Jossey-Bass.
- Popham, W. J. (2000). *Modern educational measurement: Practical Guidelines for Educational leaders (3rd ed.)*. Needham, MA: Allyn & Bacon.

- Reynolds, C. R., Livingston, R. V., & Willson, V. (2006). Measurement and assessment in education. Boston, MA: Pearson Education, Inc.
- Stanley, J.C. and K.D. Hopkins (1978). Educational and Psychological Measurement and Evaluation. New Delhi: Prentice Hall of India.
- Thorndike, R.M (2010) Measurement and Evaluation in Psychology and Education, New Delhi: PHI.

### SEMESTER-III

**Course Title: ICT In Education**

L	T	P	Credits
4	0	0	4

**Course Code: MAE.551**

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

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

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

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

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

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

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

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

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

	<p>ASSURE, Dick and Carey and Artificial Intelligence</p> <ul style="list-style-type: none"> <li>Artificial Intelligence: concept and Applications of Artificial Intelligence in education.</li> </ul> <p><b>Learning Activities:</b> Preparation of e- learning module on any topic of prescribed syllabus.</p>	
<p><b>Unit III</b> <b>15 hours</b></p>	<ul style="list-style-type: none"> <li>e- Learning: Meaning, concept and applications in and out of the classroom.</li> <li>Blended Learning, Cooperative and Flipped Learning</li> <li>Emerging Trends in e- learning: Concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing and discussion forum, Open Education Resources.</li> </ul> <p><b>Learning Activities:</b> Demonstrate an understanding and use of emerging classroom technologies such as ICT tools in classroom as Edmodo, Google Classroom, Padlet and Prezi</p>	<p><b>CLO4, CLO5</b></p>
<p><b>Unit IV</b> <b>15 hours</b></p>	<ul style="list-style-type: none"> <li>Synchronous and asynchronous communication on the web</li> <li>Plagiarism: Definition, search engines, regulations, policies and documents/thesis/manuscripts checking through software, knowing and avoiding plagiarism during documents/thesis/manuscripts/scientific writing.</li> <li>Use of ICT in Evaluation, Administration and Research: e- portfolios, ICT for Research, Online Repositories and Online assessment tools: Concept and Development</li> </ul> <p><b>Learning Activities:</b> Design a blog and e- portfolio for effective sharing of information and communication of ideas. Students will be checking their assignments and term paper by using plagiarism software.</p>	<p><b>CLO6</b></p>

### Transaction Mode

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

### Suggested Readings

- Allan, B. (2007). *Blended learning: Tools for teaching and training*. London: Facet Publishing:

- Encyclopedia Britannica. (2020). *Artificial intelligence*. Available at: <https://www.britannica.com/technology/artificial-intelligence>
- Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education promises and implications for teaching and learning*. Boston, MA: The Center for Curriculum Redesign. Available at: <https://curriculumredesign.org/wp-content/uploads/AIED-Book-Excerpt-CCR.pdf>
- Laanpere, M., Pata, K., Normak, P. & Põldoja, H. (2014). Pedagogy-driven design of digital learning ecosystems. *Computer Science and Information Systems*, 11(1), 419–442.
- MHRD (2012). *National policy on information and communication technology (ICT) in school education*. New Delhi: MHRD, Government of India.
- OECD. (2019). *Artificial intelligence in society*. Paris: OECD Publishing. Available at: <https://ec.europa.eu/jrc/communities/sites/jrccties/files/eedfee77-en.pdf>
- Roberts, T. S. (2008). *Student plagiarism in an online world: Problems and solutions*. Hershey, USA: IGI Global.
- Roll, I., & Wylie, R. (2016). Evolution and revolution in artificial intelligence in education. *International Journal of Artificial Intelligence in Education*, 26 (2), 582-599.
- Sammons, J., & Cross, M. (2017). *The basics of cyber safety: Computer and mobile device safety made easy*. US: Elsevier Inc.
- Zhadko, O. & K, S. (2020). *Best practices in designing courses with open educational resources*. New York: Routledge.
- Zimmerman, M.R. (2018). *Teaching AI: Exploring new frontiers for learning*. Portland, Oregon: International Society for Technology in Education.

**COURSE TITLE: EDUCATION FOR ENTREPRENEURSHIP**

L	T	P	Credits
2	0	0	2

**Course code: MAE.558**

**Course Learning Outcomes (CLOs)**

**Total Hours: 30**

After completion of the course students will be able to;

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

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

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

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

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

**CLO6:** Elaborate the relevance and future perspectives of Entrepreneurship in Education

Units/Hours	Contents	Mapping with CLOs
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<b>Unit I</b> <b>10 hours</b>	<ul style="list-style-type: none"> <li>• Concept of Entrepreneurship, Need for Entrepreneurship, Differences between Entrepreneurship and Management.</li> <li>• Role of Entrepreneurs in relation to Enterprise.</li> <li>• Teacher entrepreneur: meaning, need and concept, characteristics</li> </ul> <p><b>Learning Activities:</b> Preparation of Case study of Successful entrepreneurs.</p>	<b>CLO1</b>  <b>CLO2</b>
<b>Unit II</b> <b>8 hours</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship in Education: Terminology of entrepreneurship in education, Wide and narrow views on entrepreneurship</li> <li>• Meaning of Edupreneur, How can you become an Edupreneur? Difference between traditional teacher and Edupreneur.</li> <li>• Key Skills for Successful Edupreneur.</li> <li>• Value education and entrepreneurship in education; entrepreneurial behavior</li> </ul> <p><b>Learning Activities:</b> Group discussion and Individual presentation</p>	<b>CLO3</b>
<b>Unit III</b> <b>6 hours</b>	<ul style="list-style-type: none"> <li>• Progression Model for Entrepreneurial Education; Active, process-based, project centric, collaborative</li> <li>• Experiential and multidisciplinary approach in entrepreneurial education</li> <li>• The process of Entrepreneurship Development</li> <li>• Entrepreneurial Competencies.</li> </ul> <p><b>Learning Activities:</b> Visiting two educational institutions for comparing the type of educational entrepreneurship.</p>	<b>CLO4</b>
<b>Unit IV</b> <b>6 hours</b>	<ul style="list-style-type: none"> <li>• Future perspectives of entrepreneurship in education</li> <li>• Entrepreneurial Characteristics: Entrepreneurial Traits, Skills, Abilities, The Entrepreneurial Mindset, Creativity and Innovation in Entrepreneurship.</li> <li>• Social Entrepreneurship, Characteristics of Social Entrepreneurs.</li> <li>• Generation of Business Ideas in Education and Teaching.</li> </ul> <p><b>Learning Activities:</b> Prepare a proposal for start-up of any entrepreneur venture</p>	<b>CLO5</b>

### Transaction Mode

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

### Suggested Readings

- Aggrwal, A. (2013 ). *Scope of Entrepreneurship development in India*
- Balasubramanian, A. (September 5, 2012). *Entrepreneurship Education*. The Hindu. Retrieved from [http:// www. thehindu.com/todayspaper/](http://www.thehindu.com/todayspaper/)

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

**Suggested Website**

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

**Course Title: INDIAN HIGHER EDUCATION: POLICY AND PERSPECTIVES**

L	T	P	Credits
3	0	0	3

**Course Code: MAE.512**

**Course Learning Outcomes (CLOs)**

**Total Hours: 45**

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

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

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

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

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

**CLO5:** Identify recent trends of higher education in India

Units/Hours	Contents	Mapping with CLOs
<b>Unit I 12 hours</b>	<ul style="list-style-type: none"> <li>• Higher Education: Meaning, goals of higher education. Structure of higher education system in India – its merits, opportunities and limitations</li> <li>• Radhakrishnan University Education Commission, Kothari Commission, NPE 1968, NPE 1986, National Knowledge Commission and RUSA, Delor’s commission report and their relevance in the present context</li> <li>• NEP-2020: vision and implementation of Higher Education, National Credit Framework, Multiple Entry</li> </ul>	<b>CLO1</b>

	<p>and Exit System, National Curriculum Framework for Teacher Education</p> <p><b>Learning Activities:</b> Seminar by students on different commission reports</p>	
<p><b>Unit II</b> <b>11 hours</b></p>	<ul style="list-style-type: none"> <li>• Educational Policy and National Development</li> <li>• Institutional Autonomy: Financial autonomy, staffing autonomy and organizational autonomy, Brain drain in India, Graduate employment and Indian higher education, Student migration and knowledge economy.</li> <li>• Partnership in higher education, linkage between higher education with industries and community.</li> <li>• WTO and GATT in higher education: Privatization and Globalization of higher education.</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the discussed concepts</p>	<p><b>CLO1</b> <b>CLO2</b></p>
<p><b>Unit III</b> <b>12 hours</b></p>	<ul style="list-style-type: none"> <li>• Equality of access and equity of opportunities in higher education</li> <li>• Government initiatives: Programmes, Policies and Schemes for promoting higher education for all</li> <li>• Governance in higher education: Quality enhancement of universities for development</li> <li>• NAAC Accreditation procedure and Ranking of higher education institutions in India</li> </ul> <p><b>Learning Activities:</b> Group discussion on quality issues of higher education</p>	<p><b>CLO3</b> <b>CLO4</b></p>
<p><b>Unit IV</b> <b>10 hours</b></p>	<ul style="list-style-type: none"> <li>• Higher education learning outcomes: assessing student learning outcomes, challenges in competency assessment in HEIs.</li> <li>• Lifelong learning: higher education and research, Higher Education towards knowledge society</li> <li>• Higher education Innovation in learning practices: National initiative for Design Innovation, Pedagogical challenges of using ICT and technologies in higher education, MOOC's for self-directed learning</li> </ul> <p><b>Learning Activities:</b> Prepare a report about institutional responsibility towards quality higher education and its presentation</p>	<p><b>CLO5</b></p>

### Transaction Mode

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

### Suggested Readings

- Adishesiah, M.S. (1977). 'Educational financing', in *Report of the Seventh Commonwealth Education Conference*, London: Commonwealth Secretariat, pp. 100–106.
- Agarwal, P. (2009). *Indian higher education: Envisioning the future*. SAGE Publications India Pvt Ltd, <https://doi.org/10.4135/9788132104094>
- Arrow, K. (1973). 'Higher education as a filter', *Journal of Public Economics* 2(3) (July): 193–216.
- Dandekar, V.M. (1991). 'Reform of higher education', *Economic and Political Weekly* 26(45) (November 16): 2631–2637.
- Dewey, John (1944). *Democracy and education*. New York: Simon and Schuster
- Friedman, M. (1955). 'The role of government in education', in Solow, R. (ed.) *Economics and the Public Interest*. New Brunswick: Rutgers University Press, pp. 124–25.
- Friere, Paulo (1999). *Pedagogy of the oppressed*. New, NY: Continuum.
- Government of India (1986). *National Policy on Education 1986*. New Delhi.
- Government of India (1990). *Towards an Enlightened Humane Society: Report of the Committee for Review of National Policy on Education 1986*. New Delhi.
- MHRD (1986)-*Towards a Human and Enlightened Society – Review of NPE*, New Delhi
- Nair, P.R.G., and Ajit, D. (1984). 'Parallel colleges in Kerala: enrolment, costs and employment', *Economic and Political Weekly* 19(42–43) (20–27 October): 1840–1847.
- Tilak, J.B.G. (1987). *Economics of Inequality in Education*. New Delhi: Sage Publications.
- Tilak, J.B.G. (1988). 'Costs of education in India', *International Journal of Educational Development* 8(1): 25–42.
- Varghese, N.V. (1991). 'Financing higher education in India', *Higher Education* 21(1): 83–101.

### Suggested Websites

<http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf>  
[https://en.wikipedia.org/wiki/Rashtriya\\_Uchchatar\\_Shiksha\\_Abhiyan](https://en.wikipedia.org/wiki/Rashtriya_Uchchatar_Shiksha_Abhiyan)  
<https://www.education.gov.in/>  
<https://pib.gov.in/indexd.aspx>  
<https://newindiasamachar.pib.gov.in/>  
<https://www.ugc.gov.in/ebook.aspx>  
<https://www.india.gov.in/topics/education>



**Course Title: DISSERTATION- I**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>0</b>	<b>0</b>	<b>8</b>	<b>4</b>

**Course Code: MAE.600**

**Learning outcomes**

**Total Hours: 60**

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

**EVALUATION**

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

**Suggested Readings**

- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Bogdan, R.C., & Biklen, S.K. (2014). *Qualitative research for education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Chandra, S.S., & Sharma, R.K. (2010). *Research in education*. New Delhi: Atlantic Publications.
- Guthrie, G.B. (2010). *Basic research methods: an entry to social science research*. New Delhi. Sage Publications India Pvt. Ltd.
- Kaul, L. (1984). *Methodology of educational research*. New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). *Foundations of behavioral research*. Fort Worth TX: Harcourt Bmce Jovanovich.
- Sharma, S.R (2008). *Methods of educational research*. New Delhi: Anmol Publications.

- Sharma, S.R. (2003). *Problems of educational research*. New Delhi: Anmol Publications Pvt. Ltd.
- Wellington, J. (2015). *Educational research*. USA: Bloomsbury Academic Publications.

**Suggested websites**

- [www.education.com](http://www.education.com)
- [www.academia.edu](http://www.academia.edu)
- [www.okstate.edu](http://www.okstate.edu)
- [www.aect.org](http://www.aect.org)
- [www.oxfordbibliographies.com](http://www.oxfordbibliographies.com)
- [www.academia.edu](http://www.academia.edu)
- [www.southalabama.edu](http://www.southalabama.edu)

**DISCIPLINE ELECTIVES (Any one of the following)**

**Course Title: WOMEN EDUCATION**

**Course Code: MAE.556**

<b>L</b>	<b>T</b>	<b>P</b>
<b>3</b>	<b>0</b>	<b>3</b>

**Course Learning Outcomes (CLOs)**

**Total Hours: 45**

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

**CLO1:** Analyze the various aspects of women education

**CLO2:** Acquaint with the need of women and girl education

**CLO3:** Reflect upon the current status of women in society

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

**Course Contents**

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with CLOs</b>
<b>UNIT I 12 hours</b>	<ul style="list-style-type: none"> <li>• Women Education: Meaning, need and scope, Transition of status of women through ages</li> <li>• Girl child education: Need, facilities, policies, present and futuristic plans of girl child education, Problems in educating girl child, drop out: meaning and causes, Social aspects influencing girl education: Subject choice, attitude and expectations of school and society.</li> <li>• Physical, mental, emotional and social development of girls during different stages of life,</li> </ul>	<b>CLO1 CLO2</b>

	<ul style="list-style-type: none"> <li>Review of various programs especially designed for women, NPE and Women, <i>MahilaSamakhya</i></li> </ul> <p><b>Learning Activities:</b> Analyze the various programmes in your state addressing women empowerment</p>	
<b>UNIT II 10 hours</b>	<ul style="list-style-type: none"> <li>Women empowerment: Concept, indicators, ways for empowering the women and impact of self-empowerment on women, cognitive and non-cognitive aspects for self-empowerment of women, self- help groups</li> <li>Socio-psychological determinants of women education, Education of women of minority communities</li> <li>Women's rights: Right to education, work, property, maintenance, equality, right against exploitation</li> </ul> <p><b>Learning Activities:</b> Analyze the success stories of various women entrepreneurs</p>	<b>CLO2</b>
<b>UNIT III 12 hours</b>	<ul style="list-style-type: none"> <li>Issues related to women: Bigamy, dowry, Violence, glass ceiling, rape, exploitation at work, extra marital affair and NRI deserted wives</li> <li>Domestic violence: Meaning, types, causes and ways to avoid domestic violence</li> <li>Female feticides, infanticide, early child marriage and girl child labor</li> <li>Need, ways to achieve quality of life of women; social justice and empowerment</li> </ul> <p><b>Learning Activities:</b> Discussion on various issues faced by women in the society</p>	<b>CLO3</b>
<b>UNIT IV 11 hours</b>	<ul style="list-style-type: none"> <li>Role of media in changing the status of women, women and modernization, women entrepreneurship, Representation of Women's role in textbooks and media sources.</li> <li>Research in women education: Areas, literature and trends</li> <li>Reflections on the contribution of Kalpana Chawla, Mother Teresa, and Amrita Pritam</li> </ul> <p><b>Learning Activities:</b> Analyze textbooks of secondary level with respect to status and role of women in society</p>	<b>CLO4</b>

**Transaction Mode**

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

**Suggested Readings**

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

**Course Title: HISTORICAL BASES OF EDUCATION**

L	T	P	Credits
4	0	0	4

**Course Code: MAE.523**

**Course Learning Outcomes (CLOs)**

**Total Hours: 60**

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

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

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

**CLO3:** Analyze the impact of medieval educational system on the present educational system

**CLO4:** Critically evaluate the impact of British educational system on Indian educational system

**CLO5:** Analyze the term of reference of different educational commissions and their impact on education

Units/Hours	Contents	Mapping with CLOs
<b>Unit I 14 hours</b>	<ul style="list-style-type: none"> <li>• Development of education in ancient India: Vedic, Jainism and Buddhist Period with special reference to aims, admission system, centers of learning, curriculum, methods of teaching, discipline, examination system, role of the teacher.</li> </ul> <p><b>Learning Activities:</b> Group discussion on relevance of ancient Indian education in modern context</p>	<b>CLO1 CLO2</b>

<b>Unit II</b> <b>16 hours</b>	<ul style="list-style-type: none"> <li>Development of education in medieval India: Islamic and indigenous system of education, education with special reference to aims, admission system, centres of learning, curriculum, methods of teaching, discipline, examination system, role of the teacher.</li> </ul> <p><b>Learning Activities:</b> Preparation and submission of report on the special features of indigenous education</p>	<b>CLO1</b> <b>CLO3</b>
<b>Unit III</b> <b>14 hours</b>	<ul style="list-style-type: none"> <li>Development of education during British India: Indian Charter Act 1813, Macaulay's minute (1835), Woods dispatch (1854).</li> <li>Hunter education commission (1882), Calcutta University education commission (1917), Sargent report (1944).</li> </ul> <p><b>Learning Activities:</b> Seminar on different commission reports by students.</p>	<b>CLO1</b> <b>CLO2</b> <b>CLO3</b> <b>CLO4</b>
<b>Unit IV</b> <b>16 hours</b>	<ul style="list-style-type: none"> <li>Development of Education in Modern India: University Education Commission (1948), Secondary Education Commission (1952-53), Kothari Education Commission (1964-66).</li> <li>National Policy on Education-1968, National Policy on Education 1986, Programme of Action (1992), National Knowledge Commission, Dellar Commission report, <i>Rashtriya Uchchatar Shiksha Abhiyan</i> (RUSA)-2013, National Education Policy-2020</li> </ul> <p><b>Learning Activities:</b> Preparation of a comprehensive report on how to reflect the indigenous pattern of education in the modern educational system.</p>	<b>CLO1</b> <b>CLO4</b> <b>CLO5</b>

### Transaction Mode

Workshops, seminars, assignments and group discussion

### Suggested Readings

- Biswal, K. (2011). *Secondary education in India: Development policies, programmes and challenges: Create pathways to access*. New Delhi: NUEPA.
- Chauhan, C.P.S. (2007). *Modern Indian education, policies, progress and problems*. New Delhi: Kanishka Publishers.
- Ghosh, S.C. (2007). *History of education in India*. Rawat Publications
- Malhotra, P. L. (1986). *School education in India: Present status and future needs*. New Delhi: NCERT.
- MHRD. (1986). *National policy of education, 1992: Modification and their POA*. New Delhi: MHRD, Department of Education.
- MHRD. (1992). *National policy of education, 1992: Modification and their POA*. New Delhi: MHRD, Department of Education.
- Mudhopadyay, S., & Kumar, A. (2001). *Quality profiles of secondary school*. New Delhi: NIEPA.

- Mukhopadhyay, & M. Narula (Eds) (2001). *Secondary education: The challenge ahead*. New Delhi: NIEPA.
- Narulla, S., & Naik, J.P. (1964). *Student history of education in India*. Delhi: McMillian & Co., of India Pvt. Ltd. Available at: [https://archive.org/details/AStudentsHistoryOfEducationInIndia1800-1973\\_926/mode/2up](https://archive.org/details/AStudentsHistoryOfEducationInIndia1800-1973_926/mode/2up)
- Singh, S.S. (2007). *Development of education in emerging India and its current problems*. Dhapat Rai Publications Company.
- Sudarsana, T. (2008). *Comparative secondary education*. New Delhi: Mittal Publications.
- Toffler, A. (1971). *Future shock*. London: Hazell Watron and Viney Ltd.
- UNESCO. (2015). *Rethinking education towards a common good*. Paris: UNESCO Publishing. Available at: <https://unevoc.unesco.org/e-forum/RethinkingEducation.pdf>

### Suggested websites

[https://en.wikipedia.org/wiki/Logical\\_positivism](https://en.wikipedia.org/wiki/Logical_positivism)  
<http://plato.stanford.edu/entries/logical-empiricism/>

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

L	T	P	Credit
3	0	0	3

### Course Learning Outcomes (CLOs)

**Total Hours: 45**

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

- CLO 1:** Compare and Contrast the pre-service and in-service teacher education.
- CLO 2:** Analyze the functions of Institutions and Agencies of Teacher Education
- CLO 3:** Explain recent issues in teacher education
- CLO 4:** Know the professional ethics of teachers.
- CLO 5:** Review the research latest trends & developments in teacher education
- CLO 6:** Understand the Knowledge of Teacher Education

Units/Hours	Contents	Mapping with CLOs
<b>Unit I</b> <b>12 hours</b>	<ul style="list-style-type: none"> <li>• Meaning, Nature and Scope of Teacher Education.</li> <li>• Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels, Organization of Components of Pre-service Teacher Education.</li> </ul>	<b>CLO1</b>  <b>CLO2</b>

	<ul style="list-style-type: none"> <li>• Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning.</li> </ul> <p><b>Learning Activities:</b> Small Group Seminar and Report Writing.</p>	
<b>Unit II 11 hours</b>	<ul style="list-style-type: none"> <li>• Understanding the Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke &amp; Habermas.</li> <li>• Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching.</li> <li>• Models of Teacher Education: Behaviouristic, Competency Based and Inquiry Oriented Models.</li> </ul> <p><b>Learning Activities:</b> Debate and Individual Presentation</p>	<b>CLO3</b>  <b>CLO6</b>
<b>Unit III 12 hours</b>	<ul style="list-style-type: none"> <li>• Concept, Need, Purpose and Scope of In-service Teacher Education.</li> <li>• Organization and Modes of In-service Teacher Education.</li> <li>• Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC).</li> <li>• Preliminary Consideration in Planning in-service Teacher Education Programme (Purpose, Duration, Resources and Budget).</li> </ul> <p><b>Learning Activities:</b> Assignment cum Presentation and Report Writing</p>	<b>CLO4</b>  <b>CLO5</b>
<b>Unit IV 10 hours</b>	<ul style="list-style-type: none"> <li>• Concept of Profession and Professionalism, Teaching as a Profession.</li> <li>• Professional Ethics of Teachers, Personal and Contextual Factors affecting Teacher Development, ICT Integration.</li> <li>• Quality Enhancement for Professionalization of Teacher Education, Innovations in Teacher Education.</li> </ul> <p><b>Learning Activities:</b> Brainstorming, Small Group Seminar and Report Writing.</p>	<b>CLO3</b>  <b>CLO4</b>

### Transaction Mode

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

### Suggested Readings

- Aggarwal, J. C. (1973). *Landmarks in the history of modern Indian education*. New Delhi: APH Publishing Corporation
- Aggarwal, J. C., & Aggarwal, S. P. (1992). *Educational planning in India*. New Delhi: APH Publishing Corporation

- Beck, G, & Murphy, J. (1998). Site-based management and school success: untangling the variables. *School Effectiveness and School Improvement*, 9(4), 358–385.
- Chattopadhyaya, D. P. (1985). *The Teacher and society: Report of national Commission on teachers I 1983-85*. Govt. of India, New Delhi.
- MHRD (1986). *National Policy on Education – 1986*, GOI, New Delhi
- MHRD (1995). *The Teacher and society, Chattopadhyaya Committee Report* , MHRD, GOI
- Ministry of Education (1966). *Education and national development*. report of the MHRD, GOI.
- Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Mudaliar, A. L. (1953). *Report of the secondary education Commission 1952-53*.
- Mukherjee, S.N. (Ed.) (1968). *Education of teachers in India (Vols. 1&2)*. New Delhi
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- NCTE (2009). *National curriculum framework for teacher education towards preparing professional and humane teacher*. New Delhi: NCTE.

#### Suggested Websites

- [www.education.indiana.edu](http://www.education.indiana.edu)
- [www.getintoteaching.education.gov.uk](http://www.getintoteaching.education.gov.uk)
- [www.ncert.nic.in](http://www.ncert.nic.in)
- [www.ncte-india.org](http://www.ncte-india.org)
- [www.teal.ed.gov](http://www.teal.ed.gov)
- [www.mhrd.gov.in](http://www.mhrd.gov.in)
- [www.instructionaldesign.org](http://www.instructionaldesign.org)
- [www.learningandteaching.info](http://www.learningandteaching.info)
- [www.cluteinstitute.com](http://www.cluteinstitute.com)

#### VALUE ADDED COURSE (VAC) (for other departments) (Any One)

Course Title: PEACE AND VALUE EDUCATION

L	T	P	Credits
2	0	0	2

Course Code: MAE.504

Course Learning Outcomes(CLOs)

Total Hours: 30

After completing this course the students will be able to;



- CLO1:** Analyze the role of society in actualizing the peace  
**CLO2:** Understand meaning of peace its importance in life  
**CLO3:** Evaluate the need and process of value education  
**CLO4:** Realize the significance of values education for quality life

Units/Hours	Contents	Mapping with CLOs
<b>UNIT I</b> <b>7 hours</b>	<ul style="list-style-type: none"> <li>• Peace Concepts and Concerns: Knowing the Peace, Choosing the Peace, Some Facts about Peace, Building Blocks of Peace, Peace at Different Levels.</li> </ul> <p><b>Learning Activities:</b> Group Discussion, Individual Presentation and Preparation of Report.</p>	<b>CLO1</b>
<b>UNIT II</b> <b>8 hours</b>	<ul style="list-style-type: none"> <li>• An Approach to Education for Peace: Stage-Specific Approach, Teachers as Peacebuilders, Pedagogical Skills and Strategies, Integrating Peace Concerns in Classroom Transactions.</li> <li>• Frontiers of Education for Peace: Personality Formation, Living Together in Harmony, Responsible Citizenship, National Integration, Education for Peace as a Lifestyle Movement.</li> <li>• Some Critical Issues of Peace Education</li> </ul> <p><b>Learning Activities:</b> Identification of entrepreneurship behavior and values of five educational entrepreneurs</p>	<b>CLO2</b>
<b>UNIT III</b> <b>7 hours</b>	<ul style="list-style-type: none"> <li>• Values: Meaning, determinants of values, classification of values, sources of values, hierarchy of values;</li> <li>• Erosion of Values: Meaning and Causes of Value Erosion.</li> </ul> <p><b>Learning Activities:</b> Group Discussion and Individual Presentation</p>	<b>CLO3</b>
<b>UNIT IV</b> <b>8 hours</b>	<ul style="list-style-type: none"> <li>• Value Education: Meaning, needs, objectives of value-based education;</li> <li>• Agencies of Value Education: Family, Society, Educational Institutions and Religion.</li> <li>• Approaches and Activities for Value Education.</li> </ul> <p><b>Learning Activities:</b> Group Discussion and Individual Presentation.</p>	<b>CLO4</b>

**Transaction mode**

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

**Suggested Readings**

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

**Course Title: PHYSICAL AND MENTAL WELLBEING**

L	T	P	Credits
2	0	0	2

**Course Code: MAE.505**

**Course Learning Outcomes (CLOs)**

**Total Hours: 30**

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

**CLO1:** Explain mental health and its dynamics

**CLO2:** Assess components of wellbeing in various domains

**CLO3:** Analyze the importance of physical and mental health

**CLO4:** Understand the importance of emotional and cognitive well-being in modern life style

**CLO5-** Practice different yoga asana for maintaining healthy life style

Units/Hours	Contents	Mapping with CLOs
<b>Unit I 5 hours</b>	<ul style="list-style-type: none"> <li>• Mental Health/Hygiene: Concept and Objectives</li> <li>• Factors affecting Mental Health</li> </ul> <p><b>Learning Activities:</b> Prepare a concept note on indicators of good mental health</p>	<b>CLO1</b>

<b>Unit II</b> <b>10 hours</b>	<ul style="list-style-type: none"> <li>• Physical Wellbeing: concept and issues related to Health, Fitness and Ageing</li> <li>• Characteristic of physically healthy behavior; Exercise and Nutrition</li> </ul> <p><b>Learning Activities:</b> Prepare a chart on the components of Balanced diet including carbohydrates, vitamins, fats and proteins along with their calorific values</p>	<b>CLO2</b> <b>CLO3</b>
<b>Unit III</b> <b>10 hours</b>	<ul style="list-style-type: none"> <li>• Emotional Wellbeing: concept and dimensions of Emotional Intelligence and Resilience</li> <li>• Cognitive Wellbeing: concept and role in modern lifestyle - Optimism, Hope and Mindfulness</li> </ul> <p><b>Learning Activities:</b> Group discussion</p>	<b>CLO2</b> <b>CLO4</b>
<b>Unit IV</b> <b>5 hours</b>	<ul style="list-style-type: none"> <li>• Yoga: History and Objectives; Guidelines for Yogic Practice</li> <li>• Ashtang Yog: Yam, Niyam, Aasan, Pranayam, Pratyahar, Dharna, Dhyaan and Samadhi</li> </ul> <p><b>Learning Activities:</b> Practice different types of Yoga asana for maintaining healthy life style.</p>	<b>CLO5</b>

### Transaction mode

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

### Suggested Readings:

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

- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Sinha, A.K., & Dutt. (1982). *The concept of mental health in India and western psychologies*. Kurukshetra: Vishal Publications.
- Suraj, B. & Dutt, N. K. (1978). *Mental health through education*. New Delhi: Vision Books Publications. Suraj, B. (1952). *Towards a happier education*. Jalandhar City: University Publications. Tara Porewala Sons & Co.

#### SEMESTER –IV

**Course Title: DISSERTATION-II**  
**Course Code: MAE.601**

L	T	P	Credits
0	0	24	12

#### Learning Outcome

The course will enable the students to;

**CLO 1:** Conduct research independently on educational problems.

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

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

#### Evaluation:

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

			most faculty of the department		
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**Course Title: INTERNSHIP**

L	T	P	Credits
0	0	11	4

**Course Code: MAE.591**

**Course Learning outcomes**

After completion of the course students will be able to;

- CLO1:** Critically analyze the administrative activities of teacher education institutions.
- CLO2:** Discuss the process of curriculum designing and development.
- CLO3:** Explain evaluation of training processes in in-service centers
- CLO4:** Assess the outcomes of training programs
- CLO5:** Practice innovative teaching techniques and evaluation in teacher education institutions

The internship shall be conducted at the beginning of semester-IV and will continue for four weeks or least 28 working days/160 hours. The fundamental purpose of this internship programme is to develop the pedagogical skills of the interns with regard to secondary teacher education programmes. It will be carried out under the supervision of the Internship Coordinator keeping in mind the following aspects;

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

### **Mode of Evaluation**

- The evaluation will be conducted out of 100 marks
- The distribution of marks are as follows;
  - Attendance=5 marks
  - Overall behaviour of interns=5 marks
  - Performance in the field=20
  - Internship report preparation=30
  - Presentation of the internship report= 20 marks
  - Final viva-voce= 20 marks
- A three member's examiner panel will be prepared by the HoD including the internship coordinator for the conduct of the presentation of the internship report and final viva-voce.

**Course Title: SERVICE LEARNING**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>0</b>	<b>0</b>	<b>11</b>	<b>4</b>

### **Course Code: MAE.525**

Service learning is an educational approach for community service. It is a kind of field education to provide real life experiences to the students. The students will improve their ability to apply what they have learnt in 'real world'. One village will be selected for service learning. This will be an off-campus learning program. During this field work the students will be required to complete the following activities:

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

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

### **Criteria for Continuous Assessment: Total- 50Marks**

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

### **Criteria for Term End Assessment: Total- 50 Marks**

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