

GURU KASHI UNIVERSITY



Master of Education

Session: 2025-26

Faculty of Education

Graduate Attributes of the Programme:

Type of Learning Outcomes	The Learning Outcomes Descriptors
Graduates will be able to:	
Learning Outcomes that are specific to disciplinary/interdisciplinary areas of learning	demonstrate advanced knowledge of educational theories and practices, integrate interdisciplinary perspectives from psychology, sociology, and philosophy into curriculum and instruction. design innovative pedagogical strategies and technology-integrated solutions through rigorous educational research to enhance learning in diverse contexts. analyze and influence educational policies to promote inclusive and equitable learning environments, and engage in continuous professional development to address complex educational challenges in diverse contexts apply the specialized knowledge of philosophical, sociological, and psychological bases of education to set the context of the teaching profession.
Generic Learning Outcomes	apply the knowledge and skills to deal with the issues related to teacher education and the education of diverse groups. demonstrate advanced educational knowledge, critical thinking, research skills, ethical and professional practice, effective communication, leadership, technological adaptability, inclusivity, and a commitment to lifelong learning for enhancing education and addressing global challenges.

Programme Learning Outcomes :

Element of the Descriptor	Programme Learning Outcomes
The graduates will	be able to:
Knowledge and understanding	develop a deep understanding of educational theories, curriculum design, and pedagogical strategies to enhance teaching and Learning Outcomes. synthesize insights from multiple disciplines and apply research methodologies to critically analyze and address educational challenges. assess and contribute to educational policies while leveraging emerging technologies to improve instructional practices and institutional management.
General, technical and professional skills required to perform and accomplish tasks	demonstrate general, technical, and professional skills by applying critical thinking, research methodologies, technological tools, leadership strategies, and ethical practices to effectively perform and accomplish educational tasks.
Application of knowledge and skills	apply educational theories and pedagogical strategies to design, implement, and assess effective teaching and learning practices utilize interdisciplinary knowledge and research methodologies to investigate and solve complex educational challenges implement inclusive and equitable education practices to support diverse learners and promote social justice in education.
Generic learning outcomes	demonstrate critical thinking, research and inquiry skills, effective communication, ethical professionalism, adaptability to technological innovations, and a commitment to inclusivity and lifelong learning to address complex educational challenges and enhance teaching,

	learning, and leadership
Constitutional, humanistic, ethical, and moral values	manifest constitutional values, foster humanistic perspectives, demonstrate ethical integrity, and advance moral and social responsibility by promoting democracy, justice, inclusivity, academic honesty, and global citizenship in education.
Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset	develop job ready skills: apply advanced pedagogical techniques, assessment strategies, and classroom management skills to excel in diverse educational roles. enhance employability competencies: demonstrate leadership, teamwork, problem-solving, and adaptability to thrive in academic, administrative, and corporate education sectors
Credit requirements	For the successful completion of the program 88 credits are required
Entry requirements	Certificate obtained after successful completion of Bachelor Degree or equivalent from any recognized institution in India or abroad

Programme Structure

SEMESTER – I									
Course Code	Course Title	Type of Course	L	T	P	Credits	Int.	Ext.	Total Marks
MED1400	Philosophical Perspectives in Education	Core	4	0	0	4	30	70	100
MED1401	Advanced Educational Psychology	Core	4	0	0	4	30	70	100
MED1402	Teacher Development and Empowerment	Compulsory Foundation	3	0	0	3	30	70	100
MED1403	Communication Skills	Elective Foundation	0	0	4	2	30	70	100
MED1404	Educational Entrepreneurship	Entrepreneurship	2	0	0	2	30	70	100
MED1405	Academic Writing	Multi-Disciplinary	0	0	6	3	30	70	100
Discipline Elective Group –I (Select any one of the following)									
MED1406	Early Childhood Care & Education	Discipline Elective- I	3	0	0	3	30	70	100
MED1407	Secondary Education								
Discipline Elective Group –II (Select any one of the following)									
MED1408	Educational Administration and Management	Discipline Elective- II	3	0	0	3	30	70	100
MED1409	Educational Leadership								
Total			19	0	10	24	240	560	800

SEMESTER – II									
Course Code	Course Title	Type of Course	L	T	P	Credits	Int.	Ext.	Total Marks
MED2450	Sociological Perspectives in Education	Core	4	0	0	4	30	70	100
MED2451	Curriculum Design and Development	Core	4	0	0	4	30	70	100
MED2452	Assessment Practices in Higher Education	Compulsory Foundation	3	0	0	3	30	70	100
MED2453	ICT in Education	ICT Skill	2	0	0	2	30	70	100
MED2454	Guidance and Counselling	Elective Foundation	2	0	0	2	30	70	100
MED2455	Reflective Practices of Teaching	Value Added	2	0	0	2	30	70	100
Discipline Elective Group-III (Select any one of the following)									
MED2456	Inclusive Education	Discipline Elective-III	3	0	0	3	30	70	100
MED2457	Educational Planning								
Discipline Elective Group-IV (Select any one of the following)									
MED2458	Education for Sustainable Development	Discipline Elective-IV	3	0	0	3	30	70	100
MED2459	Human Rights Education								
Total			23	0	0	23	240	560	800

SEMESTER – III									
Course Code	Course Title	Type of Course	L	T	P	Cred its	Int.	Ext.	Total Marks
MED3500	Educational Research and Data Analysis	Core	4	0	0	4	30	70	100
MED3501	Educational Technology	Core	4	0	0	4	30	70	100
MED3502	Research Proposal Development	Research Skill	0	0	8	4	30	70	100
MED3503	Internship (4 Weeks)	Skill Based	0	0	0	4	30	70	100
MED3504	Ethics in Research	Skill Based	2	0	0	2	30	70	100
MED3505	Peace and Value Education	Value Added	2	0	0	2	30	70	100
Total			12	0	8	20	180	420	600

SEMESTER – IV									
New Course Code	Course Title	Type of Course	L	T	P	Credits	Int. (Diss)	Ext. (Viva)	Total Marks
MED4550	Dissertation	Research-Based Skill	0	0	0	20	30	70	100
MED4551	Educational Seminar	Skill Based	0	0	2	1	30	70	100
Total			0	0	2	21	60	140	200
Grand Total			54	0	20	88			

Semester – I

Course Title: Philosophical Perspectives in Education	L	T	P	Credits
Course Code: MED1400	4	0	0	4

Total Hours: 60

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

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

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

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

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

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

Indian Knowledge System: Concept Meaning and Methods

Unit II**16 Hours**

Indian schools of Philosophy: Shad-darshan, Buddhism, and Jainism: the concept of epistemology, metaphysics & axiology educational objectives, curriculum, methods, discipline and pupil-teacher relationship with examples from present educational scenario and educational implications Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Existentialism, and of these schools with special reference to basic tenets, objectives, curriculum, methodology, teacher-pupil relationship, and Educational Implications

Unit III**14 Hours**

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

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

Unit IV**14 Hours**

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

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

Role of education for National integration and international understanding and Brotherhood

Transactional Mode

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

Suggested Readings

- Carr, D., & Haldane, J. (2020). Educational Theory: An Introduction. Routledge.
- Siegel, H. (Ed.). (2020). The Oxford Handbook of Philosophy of Education. Oxford University Press.
- Current, R., & Bailey Jr., C. D. (2018). Philosophy of Education: An Anthology. Wiley-Blackwell.
- Ozmon, H. A., & Craver, S. M. (2018). Philosophical Foundations of Education. Pearson.
- Abel, D. C., & Phillips, D. C. (Eds.). (2017). Philosophy of Education: Introductory Readings. Routledge.
- Gregory, M. R., & Haynes, J. (Eds.). (2017). The Routledge International Handbook of Philosophy for Children. Routledge.
- Singh, Y. K. (2015). Sociological foundation of education. New Delhi: APH Publishing Corporation.
- Siddiqui, M. H. (2014). Philosophical & sociological foundations of education. New Delhi: APH Publishing Corporation.
- Tobolowsky, B. F., & Hager, P. H. (Eds.). (2013). Educational

Theory: Essential Readings. Sage Publications.

- Pathak, R. P. (2013). Philosophical & sociological perspectives of education. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Taneja, V. R. (2012). Socio-philosophical approach to education. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Bailey, R. (2010). Philosophy of Education: An Introduction. Routledge.
- Gingell, J., & Winch, C. (2008). Philosophy of Education: The Key Concepts. Routledge.
- Bertrand Russell, The Problems of Philosophy (Urbana, IL: Project Gutenberg, 2004), <http://www.gutenberg.org/ebooks/5827>.
- Blake, N., Smeyers, P., Smith, R., & Standish, P. (Eds.). (2003). The Blackwell Guide to the Philosophy of Education. Wiley-Blackwell.
- Venkataiah, S. (2001). Education culture & society. New Delhi: Anmol Publications.

Web Sources

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

Course Title: Advance Educational Psychology	L	T	P	Credits
Course Code: MED1401	4	0	0	4

Total Hours: 60

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

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

Course Content

Unit I

16 Hours

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

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

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

Unit II

16 Hours

Evolution of the concept of Intelligence (from unitary to multiple intelligence)

Theories of intelligence by Gardner and Sternberg, assessment of multiple intelligence, Emotional and Social Intelligence

Creativity: Concept, characteristics, elements a development of creativity, measurement of creativity and fostering creativity among learners.

Unit III

14 Hours

Personality: Meaning and Concept, Assessment of Personality:

Projective and Non-Projective techniques The Role of Social Interaction

in Constructing Knowledge: A Vygotskian Perspective Applying

Vygotsky's Zone of Proximal Development in Educational Settings:

Benefits and Challenges

Social Constructivism and Language Acquisition: Examining Vygotsky's Language Development Theory Adjustment, causes and manifestations of maladjustment, Defense Mechanisms, Conflicts and their management

Unit IV

4 Hours

Inclusive Education: Concept, Process and Barriers

Children with diverse needs /different abilities: Concept, Classification, Role of Teacher

Concept, characteristics, identification of the following- Learning Disabled (Dyscalculia, Dyslexia & Dysgraphia), Slow Learners, Advanced learners Inclusive and Equitable Education- NEP 2020

Transactional Mode

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

Suggested Readings

- Robert E. Slavin. (2021). *Educational Psychology: Theory and Practice*. Pearson.
- Jeanne Ellis Ormrod. (2021). *Educational Psychology: Developing Learners*. Pearson.
- Peter D. Dominic. (2021). *Educational Psychology: A Cognitive Approach*. Oxford University Press.
- Teresa M. McDevitt and Jeanne Ellis Ormrod. (2021). *Child Development and Education*. Pearson.
- Roger H. Bruning, Gregory J. Schraw, and Royce R. Ronning. (2021). *Cognitive Psychology and Instruction*. Pearson.
- Anita Woolfolk. (2020). *Educational Psychology: Active Learning Edition*. Pearson.
- Margaret E. Gredler. (2020). *Learning and Instruction: Theory into Practice*. Pearson.
- William Crain. (2016). *Theories of Development: Concepts and Applications*. Pearson.
- Dale H. Schunk. (2016). *Motivation in Education: Theory, Research, and Applications*. Pearson.
- Joseph, C.S. (2014): *Experimental and Testing Psychology*. New Delhi: Anmol Publications.
- Fox, C. (2014): *Educational Psychology: Its Problems and*

Methods. New Delhi: Sarup Books Publication.

- Jeanne Ellis Ormrod. (2013). *Human Learning: Pearson New International Edition. Pearson.*
- Sandhya, K.P. (2013): *General Psychology. New Delhi, Anmol Publication.*
- Harze & Moghaddam (2012): *Psychology for the third Millennium. New Delhi, Sage Publications.*
- Chand, J. (2010): *Psychological Foundations of Education. New Delhi, Anshah Publishing House.*
- Baron, R.A. (2007): *Psychology. India: Porling Kindersley & Pearson Education.*
- Mangal, S.K. (2006): *Advanced Education Psychology. New Delhi: Prentice Hall of India*
- Hurlock, E. B. (2004): *Developmental Psychology: A Life Span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.*
- Singh, D. (2000): *Emotional Intelligence at work. New Delhi: Sage.*
- Goleman, D., (1995) *Emotional Intelligence. New York, England: Bantam Books, Inc.*
- Mazur, J.E. (1994): *Learning and Behaviour. (4th Ed.). Englewood Cliffs. New Jersey; Prentice Hall*
- Good, T. L., & Brophy, J. E. (1990). *Educational psychology: A realistic approach. New York: Longman.*
- Mathur, S.S. (1986): *Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.*
- Kundu, C.L. & Tutoo, D.N. (1989): *Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.*
- Hilgard, E.R. & Bower, S.H., (1975): *Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.*
- Bigge, Morris. L (1971): *Learning theories for teachers (2nd Edition). New York: Harper & Row.*
- Bigge, M., L. & Hunt M., P. (1968): *Psychological foundations of ducation, 2nd Edition, N.Y. Harper & Row.*
- Gagné, R. M. (1965). *The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.*

Webliography

- American Psychological Association (APA): www.apa.org
- Psychology Today: www.psychologytoday.com
- Simply Psychology: www.simplypsychology.org
- Very well Mind: www.verywellmind.com

Course Title: Teacher Development and Empowerment	L	T	P	Credits
Course Code: MED1402	3	0	0	3

Total Hours: 45

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

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

Course Content

Unit I

12 Hours

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

NCFTE- Objective, Scope and NEP- 2020

Unit II

12 Hours

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

Unit III

10 Hours

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

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

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

Unit IV**11 Hours**

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

Transactional Mode

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

Suggested Readings

- Linda Darling-Hammond (2017) - *"Transforming Teacher Education: Lessons in Professional Development"*, Teachers College Press.
- Chris Forlin, Tim Loreman, and Catherin Chambers (2013) - *"Teacher Education for Inclusion: Changing Paradigms and Innovative Approaches"*, Routledge.
- European University Association (EUA) (2013) - *"Teacher Education Policy in Europe: A Voice of Higher Education Institutions"*, EUA.
- Hilary Perraton (2013) - *"Teacher Education in Sub-Saharan Africa: Closer Perspectives"*, Commonwealth Secretariat.
- Scottish Government (2012) - *"Initial Teacher Education and Training: A Core Curriculum Framework for Scotland"*, Scottish Government.
- Khera, S. (2011) - *"Education and Teacher Professionalism"*, New Delhi, Rawat Publication.
- Mohan, R. (2011) - *"Teacher Education"*, New Delhi: PHI Learning Private Ltd.
- Naik, N. (2011) - *"Teaching English Language through Literature"*, New Delhi, Sarup Book Publishers Pvt. Ltd.
- Naqvi, T. (2010) - *"Teachers in Classroom: The Perceptual Roadblocks"*, Delhi, Shipra Publications.
- John Loughran, Mary Lynn Hamilton, and V. Darleen Opfer (2007) - *"International Handbook of Teacher Education: Volume 1"*, Springer.
- David P. Baker and Alexander W. Wiseman (2006) - *"Teacher Education in the Asia-Pacific Region: A Comparative Study"*, Springer
- Barker, I. (2006) - *"Teachers and Trainers"*, New Delhi: Cambridge University Press India Pvt. Ltd.
- Udayveer (2006) - *"Modern Teacher Training"*, New Delhi, Anmol

Publications.

- *NCERT (2005) - "National Curriculum Framework", NCERT, New Delhi.*
- *Sharma, R.A. (2005) - "Teacher Education", Meerut, Loyal Book Depot.*
- *Kenneth M. Zeichner and Daniel P. Liston (1996) - "Teacher Education and the Struggle for Social Justice", Teachers College Press.*

Course Title: Communication Skills	L	T	P	Credits
Course Code: MED1403	0	0	4	2

Total Hours: 30

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

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

Course Content

Unit I

8 Hours

Conceptualizing the process and elements of effective communication, Types of Communication: Interpersonal vis-à-vis Intrapersonal, Verbal vis-à-vis Non-Verbal, Formal vis-à-vis Informal.

Unit II

8 Hours

Official Communication Channels: Upward, Downward, Horizontal and Diagonal, Effective dealing of Grapevine communication. Barriers of communication, Measures to overcome the barriers of communication

Unit III

7 Hours

Listening Skills: Listening process; measures to improve listening. Active Listening Vis-à-vis Empathetic Listening
Speaking Skills: Face-to-face meetings, responding to good and bad news, making a request, persuading, Oral presentations-planning.

Unit-IV

7 Hours

Reading Skills: Read and respond to - public notices, exam displays, time-table, dictionary and job advertisements.
Writing Skills: Writing e-mail in an official space to make a request, respond to a complaint Summarize and paraphrase and report,

writing and advertisement

Transactional Mode

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

Practical Activity

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

20 marks per practical

Records: 10 marks

Viva: 5 marks

Performance: 5 marks

Suggested Readings

- O' Toole, J. (2019). *The enlightened capitalists: Cautionary tales of business pioneers who tried to do well by doing good*. Harper Collins.
- Ashokan, M. S. (2015). *Karmayogi: A biography of E. Sreedharan*. UK: Penguin.
- Hartley, P., & Chatterton, P. (2015). *Business Communication: rethinking your professional practice for the post-digital age*. London & NY: Routledge.
- Kaul, A. (2015). *Effective business communication*. New Delhi: PHI Learning Private Limited.
- Kelly, T., & Kelly, D. (2014). *Creative confidence: Unleashing the creative potential within us all*. William Collins.
- Chaturvedi, P. D., & Chaturvedi, M. (2013). *Business communication: skills, concepts and applications*. Noida: Pearson Publications.
- Mukerjee, H. S. (2013). *Business communication: connecting at work*. UK: Oxford University Press.
- Brown, T. (2012). *Change by design*. Harper Business.
- Kurien, V., & Salve, G. (2012). *I too had a dream*. Roli Books Private Limited.
- Livermore, D. A. (2010). *Leading with cultural intelligence: The new secret to success*. New York: American Management Association.

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

Course Title: Educational Entrepreneurship	L	T	P	Credits
Course Code: MED1404	2	0	0	2

Total Hours: 30

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

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

Course Content

Unit I 8 Hours

Terminology of entrepreneurship in education Wide and narrow views on entrepreneurship

Educating about, for and through entrepreneurship

Value creation as the common core of entrepreneurial education

Unit II 8 Hours

State defects of entrepreneurial education Evidenced effects of entrepreneurial education

Some novel ways to assess the development of entrepreneurial competencies

Unit III 7 Hours

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

Unit IV 7 Hours

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

Transactional Modes

Lecture cum discussion Collaborative Teaching, Video based

Teaching, Open Talk, and Brain Storming

Suggested Readings

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

education for small business management: a ten-year literature review. International Small Business Journal, 15, 56.

- *Henry, C., Hill, F.& Leitch, C. (2005). Entrepreneurship education and training: can entrepreneurship be taught? Part I. Education + Training, 47, 98-111.*

Course Title: Academic Writing	L	T	P	Credits
Course Code: MED1405	0	0	6	3

Total Hours: 45

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

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

Practical

- Academic Writing-Meaning and types of academic writing, Challenges in Academic Writing
- Review of books and articles
- Publication Process-Journals – submission, review, revision, Books – manuscript presentation, review, editing, Acceptance for Publication: revision, editing, proofing, and printing
- Citation, Indexing in reputed Journal Impact Factor, H-Index and I-10 Index.
- Latest APA Referencing Style

Evaluation Criterion

Writing a review of literature- 20 marks

Book Review-20 marks

Writing of references- 10 marks

Conduct of Practical- 30 marks

Viva-voce- 20 marks

Course Title: Early Childhood Care Education	L	T	P	Credits
Course Code: MED1406	3	0	0	3

Total Hours: 45

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

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

Course Content

Unit I

12 Hours

Early Childhood Care and Education: Meaning and Significance - Nature and significance, Objectives of ECCE, Components of ECCE, ECCE in Indian context, ECCE in global context, ECCE-2020

Early Childhood in India - Status and profile of young children in India, Diverse social, cultural and economic contexts, Factors influencing early childhood - Importance of children's health, Indian constitution and provisions: ECCE Policies, Schemes and Programs in India

Unit II

12 Hours

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

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

Unit III**10 Hours**

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

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

Methods of Child Study – Observation, Interview, Questionnaire, Case study

Unit IV**11 Hours**

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

Qualities and Role of an ECCE Teacher, Roles and responsibilities of an ECCE teacher.

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

Transaction Mode:

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

Suggested Readings

- Hyson, M. (2020). *The Early Years Matter: Education, Care, and the Well-Being of Children, Birth to 8*. Teachers College Press.
- Siegel, D. J., & Bryson, T. P. (2020). *The Power of Showing Up: How Parental Presence Shapes Who Our Kids Become and How Their Brains Get Wired*. Ballantine Books.
- Daly, L., & Beloglowsky, M. (2020). *Loose Parts 3: Inspiring Culturally Sustainable Environments*. Redleaf Press.

- Constable, K. (2020). *The Outdoor Classroom in Practice, Ages 3-7: A month- by-month guide to forest school provision*. Routledge.
- Dahlberg, G., Moss, P., & Pence, A. (2020). *Beyond Quality in Early Childhood Education and Care: Languages of Evaluation*. Routledge.
- Curtis, D., & Carter, M. (2019). *Reflecting Children's Lives: A Handbook for Planning Your Child-Centered Curriculum*. Redleaf Press.
- Biddle, K. A. G., Garcia-Nevarez, A., & Roundtree Henderson, W. J. (2019). *Early Childhood Education: Becoming a Professional*. Pearson.
- Freire, P. (2018). *Pedagogy of the Oppressed: 50th Anniversary Edition*. Bloomsbury Academic.
- Gonzalez-Mena, J., & Eyer, D. W. (2018). *Diversity in Early Care and Education: Honoring Differences*. McGraw-Hill Education.
- Machado, J. M. (2017). *Early Childhood Experiences in Language Arts: Early Literacy*. Cengage Learning.
- Levine, L. E., Munsch, J., & Galperin, J. V. (2018). *Child Development: An Active Learning Approach*. SAGE Publications.
- Ernst, J. D., & Delgado, J. J. (2018). *Introduction to Early Childhood Education: Equity and Inclusion*. Pearson.
- Gartrell, D. (2017). *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms*. Cengage Learning.
- Christakis, E. (2016). *The Importance of Being Little: What Young Children Really Need from Grownups*. Penguin Books.
- Morrison, G. S. (2018). *Early Childhood Education Today*. Pearson.
- Krogh, S. L., & Berger, K. R. (2016). *The Early Childhood Curriculum: Inquiry Learning Through Integration*. Pearson.
- Van Hoorn, J., Nourrot, P. M., & Scales, B. (2016). *Play at the Center of the Curriculum*. Pearson.
- Ungar, M. (2013). *The Early Years: Assessing and Promoting Resilience in Vulnerable Children*. Routledge.
- Siegel, D. J., & Bryson, T. P. (2012). *The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind*. Bantam.
- Edwards, C., Gandini, L., & Forman, G. (2012). *The Hundred Languages of Children: The Reggio Emilia Approach Advanced Reflections*. ABC-CLIO.

Course Title: Secondary Education	L	T	P	Credits
Course Code: MED1407	3	0	0	3

Total Hours: 45

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

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

Course Content

Unit I

12 Hours

Secondary Education: Meaning, Objective, Scopes and Status of Secondary Education, Structure of Secondary Education in India, Need for Curricular Diversification, Exposure to integrated and subject specific streams

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

Unit II

12 Hours

Secondary Education in India: Issues, Challenges, access, equity and quality sustenance, Reshaping secondary education to meet Indian diversities, Equalization of Quality opportunities and addressing the related issues pertaining to secondary education

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

Unit III

11 Hours

Secondary School curriculum: Features, principles, and relevance, critical appraisal of present Secondary School curriculum of different states Conventional and innovative strategies for curriculum transaction. Assessment and evaluation in secondary level- new trends in evaluation: Grading, Internal assessment, Portfolio assessment, Semester system, Need and importance of CCE, Critical appraisal of the present evaluation system in Secondary level

Unit IV

10 Hours

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

Importance of hands-on learning experiences in vocational education, Industry Partnerships - training and development of qualified vocational teachers, Recognized certification and accreditation of vocational courses Importance of fostering an entrepreneurial mindset among students.

Transactional Mode

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

Suggested Readings

- Zoya March (2022). *Secondary Education the key concepts by Jerry Wellington pdf free download*
- Tilak, JBG (2020), *Universal Secondary Education in India-Issues, Challenges and Prospects*, Springer, New Delhi
- Jain, C. & Prasad, N. (2018), *Quality of Secondary Education in India: Concepts, Indicators, and Measurement*, Springer, New Delhi
- Reimers, F. (2021), *Primary and Secondary Education During Covid-19: Disruptions to Educational Opportunity During a Pandemic*, Springer Nature, Cham
- Hallinger, P., & Murphy, J. F. (Eds.). (2013). *Handbook of Research on Educational Administration: A Project of the American Educational Research Association*. Routledge.
- Sergiovanni, T. J., & Starratt, R. J. (2012). *Supervision: A Redefinition*. McGraw-Hill Education.

- Fullan, M. (2014). *Leading in a Culture of Change*. John Wiley & Sons.
- Hargreaves, A., & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. Teachers College Press.
- Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004). *Review of Research: How Leadership Influences Student Learning*. University of Minnesota, Center for Applied Research and Educational Improvement.

Course Title: Educational Administration and Management	L	T	P	Credits
Course Code: MED1408	3	0	0	3

Total Hours: 45

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

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

Course Content

Unit I

12 Hours

Administration and Management: Meaning and scope, Principles and process, Administration and Management - Approaches and Theories.

Agencies for policy implementation: UGC & NCTE, Partnership in policy implementation at Centre and State level

Role of civil society and NGOs, Issues involved in implementation, Constitutional responsibilities of the state for providing education

Unit II

12 Hours

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

Unit III

11 Hours

Management in educational organization, organizational climate: Strategies for maintaining healthy work environment

Processes in educational organization: structure, communication, decision making, management by objectives, Strategies for efficient

management: motivation, job satisfaction, conflict management

Unit IV

10 Hours

Constitutional Education provisions for the education of SC's and ST's, Universalization of primary education, S.S.A. objectives and programs, RTE-2009: Objectives and implications.

Ministry of Education, NCERT, NAAC, NIEPA: functions and objectives,

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

Transactional Mode

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

Suggested Readings

- Margaret Grogan and Michael Fullan (Eds.) (2021). *"The Jossey-Bass Reader on Educational Leadership."* Jossey-Bass.
- Michael Fullan and Andy Hargreaves (2020). *"The Principal: Surviving and Thriving."* Corwin.
- Eleanor Drago-Severson, Jessica Blum-DeStefano, and Patricia A. Wasley (2020). *"Leading Change Together: Developing Educator Capacity Within Schools and Systems."* Teachers College Press.
- Michael Connolly and Clive Dimmock (Eds.) (2019). *"School Leadership in the Context of Standards-Based Reform: International Perspectives."* Springer.
- Cathy N. Davidson (2017). *"The New Education: How to Revolutionize the University to Prepare Students for a World in Flux."* Basic Books.
- Anthony H. Normore and Jeffrey S. Brooks (2017). *"Leadership for Social Justice: Promoting Equity and Excellence Through Inquiry and Reflective Practice."* Routledge.
- Wayne K. Hoy and Cecil G. Miskel (2016). *"Educational Administration: Theory, Research, and Practice."* McGraw-Hill Education.
- Todd Whitaker and Dale Lumba (2015). *"Leading School Change: Nine Strategies to Bring Everybody on Board."* Routledge.
- Thomas J. Sergiovanni (2015). *"The Principalship: A Reflective Practice Perspective."* Pearson.

- *Richard A. Gorton and Judy Alston (2014). "School Leadership and Administration: Important Concepts, Case Studies, and Simulations." Rowman & Littlefield.*
- *Mohanty, J. (2005). Educational administration, supervision and school management (2nd Ed.). New Delhi: Deep & Deep Publications.*
- *Mukhopadadyay, Mamar & Tyagi, R.S. (2005): Governance of School Education in India. New Delhi, NIEPA.*
- *Bhatnagar, R.P. & Agarwal, V. (2002). Educational Administration and Supervision. Meerut: Surya Publication.*
- *Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New Delhi, the European Commission.*
- *Mathur, S.P. (2001): Financial Administration and Management. The Indian Publications, India.*

Course Title: Educational Leadership	L	T	P	Credits
Course Code: MED1409	3	0	0	3

Total Hours: 45

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

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

Course Content

Unit I 12 Hours

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

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

Unit II 12 Hours

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

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

Unit III 10 Hours

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

Building and Sustaining School Culture - Creating a positive and inclusive school climate - Collaborative leadership and shared

decision-making - Conflict resolution and building consensus

Unit IV

11 Hours

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

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

Transactional Mode

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

Suggested Readings

- Dr. Doris McEwen and Dr. Larry E. Frase (2023), *"The School Leadership Survival Guide: What to Do When Things Go Wrong, How to Learn from Mistakes, and Why You Should Prepare for the Worst"*, Routledge.
- George Couros, (2021), *"The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity"*, Dave Burgess Consulting, Inc.
- Amelia Kobus-Ostrowski, Lidia Wojtczak, and Ewa Nowicka, 2021, *Cultural Leadership in Schools: Teaching and Learning, Intercultural Dialogue, and Educational Policies*", Springer).
- Rosemary Papa and Fenwick W. English, (2020), *"The Power of Authentic Leadership in Schools: Improving Motivation, Engagement, and Well-being"*, Rowman & Littlefield.
- Peter DeWitt, (2020), *"Instructional Leadership in the Content Areas: Promoting Curriculum and Instructional Shifts"*, ASCD.
- Ali Intezari, Ronald L. Jacobs, and Christopher Steyaert (2020), *"The Future of Leadership Development in the Learning Organization"*, Emerald Publishing Limited.

- Anne Knock (2020), *"Leading for Change: A Framework for Continuous Learning in Schools"*, Solution Tree Press.
- *"Leading with Intention: Eight Areas for Reflection and Planning in Your PLC at Work®"* by Frederick Brown (2019, Solution Tree Press).
- Steve Gruenert and Todd Whitaker (2019) *"The Imperfect Leader: A Story About Discovering the Not-So-Secret Secrets of Educational Leadership"*, Solution Tree Press.
- Kulbhir Singh Sidhu (2012). *School Organization & Administration* B.N. Dash: Educational Administration.
- Jagannath Mohanty (2008). *Educational Administration, Management, Planning, Inspection of School Organization*, Maneka Prakashak, Sambalpur.
- Answathappa, K. (1998). *Organizational Behavior-Text and Cases*, Himalaya Publishing House, Bombay
- Barbara Kellerman (Ed.) (1985), *Leadership: Multidisciplinary Perspectives*, New Jersey: Englewood Cliffs, Prentice Hall.
- Cartwright Darwin, Zander Alvin (Ed.) (1968), *Group Dynamics: Research and Theory*, Harper and Row Publishers, New York, Evanston and London.
- Culbertson, J.A., Paul, B.J. and Theodore, L.R.: *Administrative Relationships- A Case Book*. Englewood Cliffs, N.J.: Prentice Hall Inc., 1960.
- Fred Luthans (1989), *Organizational Behavior*, New York, McGraw Hill.

Semester – II

Course Title: Sociological Perspectives in Education	L	T	P	Credits
Course Code: MED2450	4	0	0	4

Total Hours: 60

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

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

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

Concept of Sociology of Education and Educational Sociology: Scope and importance, Distinction between Sociology of Education and Educational Sociology, Methods of Sociological Enquiry

Social Structure: Components, class and caste structure in India, the causes of social stratification and social mobility, Socio cultural nature and interaction of different social groups and its implications on education

Unit II**15 Hours**

Social Institution: Family Concept and types; single parent family-their advantages and disadvantages, Influence of family on educational system

Social Change: Meaning, Nature and Theories of Social Change, Factors Influencing Social Change, Relationship between Social Change and Education

Unit III**15 Hours**

Culture: Definition, meaning, need and importance, Characteristics of culture, Relationship between Culture and Education

Conflict between Traditionalist and Modernity in India, Modernization, Significance, Education and Modernization, need for Promoting Universal and Egalitarian Values

Unit IV**15 Hours**

Equity and Equality: Concept and causes of inequality in educational opportunity, critical analysis of the ways in which schooling contribute to

social equality

Multicultural and a multilingual society: concept, challenges and role of education to meet these challenges

Constitutional Provisions for Promoting Social Justice in India; Education in Relation to Democracy and Secularism

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

Transactional Mode

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

Suggested Readings

- *Thomas Merriti M (1873) - The History of Education Topical Summary with Chronology from Ancient Times to The Present Barnes and Noble Inc., New York.*
- *Wilds Elimen Hand Ullich Kenneth V (1961) - The Foundation of Modern Education Holt Rinehart Winston, New York.*
- *Cohen Alan and Garner Norman (1967) - Readings in The History of Educational Thought - University of London Press Ltd., London.*
- *Ulich Robert (1967) - History of Educational Thought - Educational Publishing House Pvt. Ltd., New Delhi.*
- *Good Henry G. and Teller James D (1969) - A History of Western Education - The Mac Millan Co., London.*
- *Bagardus, Bonudus Emory S. (1969) - The Development of Educational Thought - Nakils, Feffer and Sinions, Bombay.*
- *Mookerji Radhakumud (1969) - Ancient Indian education (Brahmanical and Buddhists) Motilal Banarsidass, Varanasi.*
- *Curtis S J and Boulwood HEA (1975) - A History of Educational Ideas - University Tutorial Press Ltd., London.*
- *Power Edward J (1970) - Main Currents in The History of Education, McGraw Hill Book Co., London.*
- *Report of The Education Commission (1964-66) - 1970: Education and National Development - NCERT, New Delhi.*

Course Title: Curriculum Design and Development	L	T	P	Credits
Course Code: MED2451	4	0	0	4

Total Hours:60

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

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

Course Content

Unit I

15 Hours

Curriculum: Concept, need, importance and components of curriculum. Curriculum development Process: Purposes, scope and principles, curriculum development and other curricular fields, philosophical, social, psychological foundations of curriculum development. Principles of formulating aims, selecting content, teaching, learning and evaluation procedures.

Unit II

15 Hours

Models of Curriculum: administrative model, grass-root model, system analysis model (Tyler's Model, Hilda Taba's Model, Spiral Curriculum Model, Constructivist Model, Experiential Learning Model). Factors affecting curriculum change vs social factors, pressure groups, writers and publishers. Role of teacher as curriculum maker

Unit III

15 Hours

Curriculum framework: -meaning, need and importance; curriculum, syllabus, and text book. The salient features of NCFTE- 2009 and NHEQF, NEP 2020, IKS. Curriculum issues, trends and future directions for curriculum.

Unit IV**15 Hours**

Curriculum design and Development: concept and need, difference between curriculum designs and development. Course-centered, experience and activity centered and core curriculum. Evaluation of Curriculum and implementation.

Transactional Mode

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

Suggested Readings

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

- *Lawton, D. (1986): School Curriculum Planning, London, Sydney, Hodder & Stoughton.*
- *Lynn, E.H. (1998): Concept-based Curriculum and Instruction, Corwin Press, Inc.*
- *Lewy, A. (1991): Studying Curriculum, Buckingham, Open University Press.*
- *NCERT (2005): National Curriculum Framework, NCERT, New Delhi.*
- *NCTE (2009): National Curriculum Framework of Teacher Education, New Delhi.*
- *Reddy, B. (2007): Principles of curriculum planning and development.*
- *Xavier, E. (Editor) (2013) Encyclopedia of Curriculum and Teaching Methods. New Delhi: Anmol Publications Pvt. Ltd.*

Course Title: Assessment Practices in Higher Education	L	T	P	Credits
Course Code: MED2452	3	0	0	3

Total Hours: 45

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

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

Course Content

Unit I

12 Hours

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

Unit II

12 Hours

Norm-referenced and criterion-referenced measurement and their application. Scales of measurement: Nominal, Ordinal, Interval and Ratio scales. Tests: Concept and types, Uses of diagnostic test, Question bank, and types of questions such as Objective, Short answer and Essay type, standardized vs. teacher made tests.

Unit III

10 Hours

Construction and standardization of an achievement test: Planning, preparation, tryout and evaluation, Process of Standardization. Types of Tools: Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory, Techniques of Evaluation: Observation, Interview and Projective Techniques

Unit IV**11 Hours**

Types of Evaluation: Formative and Summative –meaning, purpose, importance and their differences and their application.

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

Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices. Systemic Reform in examination: online, on-demand, open book examination

Transactional Mode

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

Suggested Readings

- Carless, D., Bridges, S., Chan, C., & Glofcheski, R. (2017). *Scaling up Assessment for Learning in Higher Education*. Springer ISBN-13: 9789811030437
- Brown, G.T.L., Irving, E.S. & Keegan, P.J. (2014): *An introduction to Educational Assessment, Measurement and Evaluation: Improving the quality of Teacher Based Assessment (4th Edition)*. New Delhi: Dunmore Publishers.
- Laak, J. J. F.T, Gokhale, M., Desai, D. (2013): *Understanding Psychological Assessment*. New Delhi: Sage Publications.
- McDavid, J.C., Huse, I. & Hawthorn, L.R.L. (2013): *Program Evaluation and Performance Measurement*. New Delhi: Sage Publishers.
- Thorndike, R.M (2010) *Measurement and Evaluation in Psychology and Education*, New Delhi: PH
- Ebel, R. L & Fresbee, D.A. (2009) *Essentials of Educational Management*, New Delhi: PHI Learning Pvt. Ltd.
- Reynolds, C. R., Livingston, R. V., & Willson, V. (2006). *Measurement and assessment in education*. Boston, MA: Pearson Education, Inc.
- Sidhu, K.S. (2005): *New approaches to Measurement and Evaluation*. New Delhi: Sterling Publishers.

Course Title: ICT in Education	L	T	P	Credits
Course Code: MED2453	2	0	0	2

Total Hours: 30

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

1. summarize the Theoretical frame work for ICT integration
2. describe the possible ways to use of innovative ICT practices in education.
3. create digital content for educational purpose
4. analyze the need and importance of VR and AR

Course Content

Unit I

7 Hours

ICT in Education: Meaning and Concept, Theoretical Frameworks for ICT Integration in Education: Constructivism and ICT integration, Technological Pedagogical Content Knowledge (TPACK) framework.

Unit II

8 Hours

Innovative Approaches to ICT-Enabled Teaching and Learning: Flipped classroom and blended learning models, Inquiry-based learning and project-based learning with ICT. Collaborative learning, Personalized learning and adaptive technologies.

Unit III

8 Hours

Digital Content Creation and Multimedia Integration: Social Media handles, Blogging, Creating and curating digital resources for instruction. Multimedia presentations and interactive multimedia tools- Video creation and editing for educational purposes.

Unit IV

7 Hours

Virtual and Augmented Reality in Education: Virtual reality (VR) and its applications in education – VR & AR tools and experiences - Ethical and practical considerations of using VR and AR.

Transactional Mode

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

Suggested Readings

- Reiser, R. A., & Dempsey, J. V. (2017). *Trends and Issues in Instructional Design and Technology* (4th ed.). Pearson.
- Roblyer, M. D., & Doering, A. H. (2016). *Integrating Educational Technology into Teaching* (7th ed.). Pearson.
- Voogt, J., & Knezek, G. (Eds.) (2014). *International Handbook of Information Technology in Primary and Secondary Education*. Springer.
- Spector, J. M., Merrill, M. D., Elen, J., & Bishop, M. J. (Eds.) (2014). *Handbook of Research on Educational Communications and Technology* (4th ed.). Routledge.
- Puentedura, R. R. (2014). *SAMR Model: A Practical Guide for Educators*. Hippasus.
- Kozma, R. B. (Ed.) (2013). *Technology, Innovation, and Educational Change: A Global Perspective*. Sense Publishers.
- Mishra, P., & Koehler, M. J. (2013). *Learning, Technology, and Education Reform in the Knowledge Society*. Springer.
- Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2013). *Removing Barriers to Teaching with Technology*. Routledge.
- Bull, G., & Bell, L. (2013). *Teaching with Digital Video: Watch, Analyze, Create*. International Society for Technology in Education (ISTE).
- Gakhar, S.C. (2008). *Educational Technology*, Panipat, N, M. Publication.
- Jolliffe, A. Ritter, J. & Stevens, D. (2001) *The Online Learning Handbook. Developing and Using Web-based learning*: London, Kogan Page..

Course Title: Guidance and Counselling	L	T	P	Credits
Course Code: MED2454	3	0	0	3

Total Hours: 45

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

- Identify and apply group guidance techniques such as career talks, orientation talks, and career conferences.
- compare different types of counseling (educational, vocational, personal, health, and social) and their application in various contexts.
- assess the role of principals, teachers, and school guidance committees in implementing effective guidance programs.
- apply effective mentoring strategies in higher education institutions and career guidance contexts.

Course Content

Unit I

12 Hours

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

Unit II

11 Hours

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

Unit III

12 Hours

Guidance services: Orientation, Information, Individual Inventory, Counselling, Placement, Follow-up, and Research & Evaluation, Resources required for organizing guidance services, Role of Principal and teachers in guidance programs. School guidance committee: constitution, roles and functions of placement services. Role of teachers and other personnel in the construction of guidance-based curriculum. Organization of Guidance Services at School Level,

problems of organizing Guidance services at Secondary level.

Unit IV

10 Hour

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

Transactional Mode

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

Suggested Readings

- Iphofen, I (2020): *Handbook of Research Ethics and Scientific Integrity*, Springer, New York
- Sandu, A., Frunza, A. & Unguru, E. (2019): *Ethics in Research: Practice and Innovations*, IGI Global, Rome
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. London, UK: Routledge.
- Jongsma, K., & Eckes, T. (2018). *Ethics in Research and Publication for Scientists: A Practical Guide*. Cambridge, UK: Cambridge University Press.
- Mertens, D. M. (2014). *Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative, Qualitative, and Mixed Methods*. Thousand Oaks, CA: Sage Publications.
- Punch, K. F. (2013). *Introduction to Social Research: Quantitative and Qualitative Approaches*. Thousand Oaks, CA: Sage Publications.
- Kitchin, R., & Tate, N. (2013). *Conducting Research in Human Geography: Theory, Methodology and Practice*. London, UK: Routledge.
- Israel, M., & Hay, I. (2006). *Research Ethics for Social Scientists: Between Ethical Conduct and Regulatory Compliance*. London, UK: Sage Publications.
- Sieber, J. E. (2006). *Planning Ethically Responsible Research: A Guide for Students and Internal Review Boards*. Thousand Oaks, CA: Sage Publications.
- Smith, R. D. (2003). *Ethics in Qualitative Research*. London, UK: Sage Publications.
- Berg, B. L. (2009). *Qualitative Research Methods for the Social Sciences*. Boston, MA: Allyn & Bacon.
- Willig, C. (2013). *Introducing Qualitative Research in Psychology: Adventures in Theory and Method*. Maidenhead, UK: Open University Press.

- *Lorella Congiunti, Francesco Lo Piccolo, Antonio Russo, Mario Serio (2023): Ethics in Research: Principles and Practical Considerations, Springer, New York*
- *Branbhum DM & Byron, M. (2001), Research Ethics: Text and Readings, Prentice Hall, San Francisco*

Course Title: Reflective Practices of Teaching	L	T	P	Credits
Course Code: MED2455	2	0	0	2

Total Hours: 30

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

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

Course Content

Unit I

8 Hours

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

Unit II

8 Hours

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

Unit III

7 Hours

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

Unit IV

7 Hours

Innovative Practices: Models of teaching, Constructivism in teaching, Simulation in teaching, teaching machines and its relevance to teaching

diverse group of learners. Innovative assignments- on-line assignments and project method- Mechanism, issues and challenges

Difference between teaching, training, instruction and indoctrination

Transactional Mode

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

Suggested Readings

- *Andrew Pollard, (2014), "Reflective Teaching: Effective and Research-Informed Professional Practice", Bloomsbury Publishing*
- *Sharma R. A. (2008). "Technology of Teaching," Loyal Book Depot, Meerut.*
- *Agarwal, J. C, "Essentials of Educational Technology-teaching Learning*
- *Bolton Gillie, "Reflective Practice-Writing and Professional Development," 4th Edition, SAGE Publications India Pvt. Ltd. New Delhi, 2014.*
- *Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts, Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California*

Course Title: Inclusive Education	L	T	P	Credits
Course Code: MED2456	3	0	0	3

Total Hours: 45

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

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

Course Content

Unit I

12 Hours

Inclusive Education: Concept, Importance and Advantages of Inclusive Education

Historical Perspectives of Inclusive Education in India and difference between Special Education, Integrated Education and Inclusive Education

Obstacles and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India

Unit II

12 Hours

Children with diverse needs: Definition and characteristics of children with sensory (Hearing, Visual, Mental and Physical Impairment), intellectual (Gifted, Talented/Creative and Mentally challenged disabilities) and Developmental disabilities (Autism, cerebral palsy and learning disabilities)

Importance of early detection, functional assessment for development of compensatory skills

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

Unit III

11 Hours

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

Legal Provisions: Policies and Legislations (National Policy of Education (1986), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), The Rights of Person with Disabilities Act, RPWD Act of 2016, National Curriculum Framework (2005), Rehabilitation Council of India Act (1992), Inclusive Education under UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implications

Unit IV

10 Hours

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

Collaboration and Partnerships in Inclusive Education: Role of teachers, parents, and stakeholders in inclusive education,

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

Transactional Mode

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

Suggested Reading

- Muthusamy, K., & Sood, P. (Eds.). (2018). *Handbook of Inclusive Education: Indian Perspective*. Sage Publications.
- Ainscow, M. (2019). *Making Education for All Inclusive: Where Next?*. Routledge.
- Turnbull, A. P., Turnbull, H. R., & Wehmeyer, M. L. (2018). *Exceptional Lives: Special Education in Today's Schools (8th ed.)*. Pearson.
- Booth, T., & Ainscow, M. (Eds.). (2018). *Index for Inclusion: Developing Learning and Participation in Schools (3rd ed.)*. CSIE.
- Friend, M., & Bursuck, W. D. (2018). *Including Students with Special Needs: A Practical Guide for Classroom Teachers (8th ed.)*. Pearson.
- Salend, S. J. (2017). *Creating Inclusive Classrooms: Effective and Reflective Practices (8th ed.)*. Pearson.
- Villa, R. A., Thousand, J. S., & Nevin, A. (2016). *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning (3rd ed.)*. Corwin.
- Ahuja, A., & Jangira, N.K. (2002). *Effective teacher training; cooperative learning based approach*. New Delhi: National Publishing house.

- Ainscow, M., Booth, T. (2003). *The Index for Inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.
- Dutt, B. & Garg, J. (2014). *Education for All: A Survey*. New Delhi: Global Publication.
- Garner P., Kauffman J., Elliot J. (2013). *The SAGE Handbook of Emotional and Behavioral Difficulties*, 2nd Edition, SAGE.
- Slee, R. (2013). *The Irregular School: Exclusion, Schooling, and Inclusive Education*. Routledge.
- Florian, L., & Black-Hawkins, K. (2011). *Exploring Inclusive Pedagogy*. Routledge.
- Kansal, A.K. (2012). *Creativity, Memory and Personality Adjustment among Handicapped Adults*. Patiala: Twenty First Century Publications.
- Kar. C. (1992). *Exceptional Children: Their Psychology and Instruction*. New Delhi: Sterling Publishers Private Ltd.
- Kauffman J.M., Hallahan D.P., Pullen P.C., Badar (2018). *Special Education: What It Is and Why We Need It*, 2nd Edition, London: Routledge
- Khatena, J. (1982). *Educational Psychology of the Gifted*. New York: John Wiley and Sons.
- Kirk. S.A. & Gallagher J.J. (1989). *Education of Exceptional Children*. Boston: Houghton Mifflinco.
- Kuffman J.M. (2019). *On Educational Inclusion: Meanings, History, Issues and International Perspectives*, 1st Edition, London: Routledge
- Kumar, J. (2013). *Inclusive Education: A Journey through Challenges*. Patiala: Twenty First Century Publications.
- Sharma, P. L. (1990). *Teacher's handbook on IED-Helping children with special needs*. N. C. E R T Publication.

Course Title: Educational Planning	L	T	P	Credits
Course Code: MED2457	3	0	0	3

Total Hours: 45

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

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

Course Content

Unit I

12 Hours

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

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

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

Unit II

12 Hours

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

Unit III

11 Hours

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

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

Unit IV

10 Hours

Role of Ministry of Education, Role of NDC and UGC in planning. Role of

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

Transactional Mode

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

Suggested Readings

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

- Saraswat, R.K. & Gaur. J.S. (1994). *Manual for Guidance counselors*. New Delhi: NCERT.
- Gladding, S.T. (2014). *Counseling: a comprehensive Profession (7thEd.)* USA: Pearson Education, Inc.
- Gibson, R.L. & Mitchell, M.H. (2008). *Introduction to counseling and Guidance (7th edition)*. New Delhi: Pearson education. Inc.
- Petterson, G.H. (1962). *Counseling and Guidance in Schools*. London: McGraw Hills Book Company.
- Denzin, N.K. & Lincoln, Y. (2000). *Handbook of Qualitative research*. New Delhi: Sage Publications.
- Lewis, M.D., Mayer, R.L. & Louis, J.A. (1986). *An introduction to counseling profession*. Illinois: F.E. Peacock Publishers.
- Myers, G.E. (1998). *Principles and Techniques of Vocational Guidance*. London: McGraw Hills Company.
- Burnard, P. (2005). *Counseling skills training: a sourcebook of activities for trainers*. London: Viva Books Private Ltd.
- Mohan, S. & Sibia, A. (1998) *Handbook of Personality measurement in India*. New Delhi: NCERT.

Course Title: Education for Sustainable Development	L	T	P	Credits
Course Code: MED2458	3	0	0	3

Total Hours: 45

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

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

Course Content

Unit I

12 Hours

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

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

Unit II

12 Hours

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

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

Unit III

11 Hours

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

Unit IV**10 Hours**

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

Transactional Mode

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

Suggested Readings

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

Course Title: Human Rights Education	L	T	P	Credits
Course Code: MED2459	3	0	0	3

Total Hours: 45

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

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

Course Content

Unit I

12 Hours

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

Unit II

12 Hours

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

Unit III

11 Hours

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

Unit IV

10 Hours

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

Transactional Mode

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

Suggested Reading

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

Semester – III

Course Title: Educational Research and Statistics	L	T	P	Credits
Course Code: MED3500	4	0	0	4

Total Hours: 60

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

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

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

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

Research problem: Concept, sources, and identification of research problem Review of the literature- meaning, purpose, sources (primary and secondary) and resources used for searching latest review of literature, Use of AI in Research

Unit II**16 Hours**

Hypothesis and Variable: Nature and types

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

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

Unit II**14 Hours**

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

Descriptive method: purpose and process, types of descriptive studies

Experimental method: Nature of experimental research, internal and external validity of experimental designs,

Types of Experimental design, Threats to validity of experimental design

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

Unit IV

14 Hours

Parametric: Measures of Central Tendency: Concept, computation and interpretation; Measures of variability: Concept, computation and interpretation; Measures of correlation: Concept, application and interpretation, Standard scores and Normal Probability curve and its Application, t-Test, ANOVA (one-way), Non-Parametric: Chi-square, Sign-Test, Median Test

Transactional Mode

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

Practical Session

Data analysis through SPSS practical session

Suggested Readings

- Mills, G. E., & Gay, L. R. (2019). *Educational research: Competencies for analysis and applications*. Delhi: Pearson Publication.
- Agrestic, A. A., & Finlay, B. (2018). *Statistical methods for the social sciences*. Delhi: Pearson Publisher.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4)*. Thousand Oaks, California: SAGE Publications.
- Gupta, S. P. (2017). *Statistical methods*. New Delhi: Sultan Chand.
- Alan Aggarwal, Y. P. (1998). *Statistical methods*. New Delhi: Sterling Publisher.
- Best, J. W., & Kahn, J. V. (1995). *Research in education*. Delhi: Prentice Hall.
- Burns, R. B. (1991). *Introduction to research in education*. New Delhi: Prentice Hall.
- Garrett, H. E. (1973). *Statistics in psychology and education*.

Bombay: Vakils, Feiffer and Simon.

- *Ferguson, G. A. (1976). Statistical analysis in psychology and education. New York: McGraw Hill.*
- *Guilford, J. P., & Benjamin, F. (1973). Fundamental statistics in psychology and education. New York: McGraw Hill.*
- *Fox, D. J. (1969). The research process in education. New York: Holt, Rinehart and Winston Inc.*
- *Edward, A. L. (1968). Experimental designs in psychological research. New York: Holt, Rinehart and Winston.*

Course Title: Educational Technology	L	T	P	Credits
Course Code: MED3501	4	0	0	4

Total Hours: 60

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

1. Explain the nature, scope and importance of educational technology and ICT
2. Develop the skills in utilizing various models of teaching in classroom settings
3. To understand the concept of e-learning and integration of ICT in teaching
4. Familiarize themselves with the concept of andragogy and Artificial intelligence

Course Content

Unit I

16 Hours

Educational technology: concept, nature and scope

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

Integration of ICT in the process of teaching and learning, Use of Search engines and technologies related to communication tools, knowledge organization & sharing, organizers, user generated content, data analysis tools and their educational implications

Unit II

14 Hours

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

Unit III

14 Hours

Emerging Trends in e-learning: use of web 3.0 tools for learning, Open Education Resources, e- Inclusion and Application of Assistive technology in e- learning, Ethical Issues in online teaching and learning, Artificial Intelligence: concept and Applications of Artificial

Intelligence in education, Assistive technologies in education, Ethical Dimensions of AI in teaching

Unit IV

16 Hours

Plagiarism: Definition, search engines, regulations, policies and documents/thesis/manuscripts checking through software, knowing and avoiding plagiarism during documents/thesis/manuscripts/scientific writing Use of ICT in Evaluation, Administration and Research: e- portfolios, ICT for Research, Online Repositories and Online assessment tools: Concept and Development

Transactional Mode

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

Suggested Readings

- Patnaik, S. and Pass, F. (2023) *Recent Trends in Educational Technology and Administration*, Springer, New York
- Singh, & et. al. (2014). *Educational technology: teaching learning*. New Delhi: APH Publishing Corporation.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Purayil, A. V. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Kumar, P. (2015). *Web-based technology in education*. New Delhi: APH Publishing Corporation.
- Jarvis, M. (2015). *Brilliant ideas for ICT in the classroom*. New York: Routledge Publications.
- Schrum, L., & Levin, B. B. (2015). *Leading 21st-century School*. U.S.A.: Sage Publications.
- Popham, W. J. (2014). *Classroom assessment*. U.S.A: Pearson Publications.
- Curzon, L. B., & Tummons, J. (2004). *Teaching in future education*. U.S.A: Bloomsbury Academic Publications.

- Ranford, C. P. (2013). *Strategies for successful student teaching*. New Jersey: Pearson Publications.
- Chand, T. (2008). *Principles of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Chiniwar, P. S. (2014). *Technology of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). *Instructional technology in teacher education*. New Delhi: APH Publishing Corporation.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Chalan, K. S. (2007). *Introduction to educational planning and management*. New Delhi: Anmol Publications Pvt. Ltd.
- Sharma, R. N., & Chandra. S. S. (2007). *Advanced educational technology*. New Delhi: Atlantic Publications.

Suggested Websites

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

Course Title: Research Proposal Development	L	T	P	Credits
Course Code: MED3502	0	0	8	4

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

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

Course Content

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

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

1. Selection of Research area
2. Significance of the research area
3. Review of related literature
4. Formulation of hypothesis/Research questions
5. Method & Procedure (Includes sampling & design)
6. Data collection and proposed statistical analysis
7. Delimitations
8. Reference/Bibliography

Evaluation

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

Transaction Mode

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

Course Title: Internship	L	T	P	Credits
Course Code: MED3503	0	0	0	2

Duration: 13 Weeks

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

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

Course Content

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

2. Details of files During Internship Program:

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

3. Other files during the internship Program

- College Observation File
- Action research report
- Timetable and attendance record
- Observation of college students in the classroom as well as out of

the classroom, during all college activities

- Report on Morning assembly and Co-curricular activities
- Development of audio-visual aids
- Use of College library and conducting lab work
- Observing important occasions and celebrating important national days with college children
- To learn evaluative techniques, developing question paper, marking papers, helping in preparing results and assigning grades
- Learning to maintain college records and registers

Evaluation Program

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

Evaluation Criterion

Monthly assessment: 25 (per month)

Performance of practical: 10 marks Report: 5 marks

Practical Viva: 5 marks Regularity: 5 marks

Course Title: Ethics in Research	L	T	P	Credits
Course Code: MED3504	2	0	0	2

Total Hours: 30

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

1. develop conceptual understanding about ethics
2. cultivate intellectual honesty and research integrity
3. design and plan paper publications
4. critically analyze intellectual property rights

Course Content

Unit I

8 Hours

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

Unit II

8 Hours

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

Unit III

7 Hours

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

Unit IV

7 Hours

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

Transactional Mode

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

Suggested Readings

- Iphofen, I (2020): *Handbook of Research Ethics and Scientific Integrity*, Springer, New York
- Sandu, A., Frunza, A. & Unguru, E. (2019): *Ethics in Research: Practice and Innovations*, IGI Global, Rome
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. London, UK: Routledge.
- Jongsma, K., & Eckes, T. (2018). *Ethics in Research and Publication for Scientists: A Practical Guide*. Cambridge, UK: Cambridge University Press.
- Mertens, D. M. (2014). *Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative, Qualitative, and Mixed Methods*. Thousand Oaks, CA: Sage Publications.
- Punch, K. F. (2013). *Introduction to Social Research: Quantitative and Qualitative Approaches*. Thousand Oaks, CA: Sage Publications.
- Kitchin, R., & Tate, N. (2013). *Conducting Research in Human Geography: Theory, Methodology and Practice*. London, UK: Routledge.
- Israel, M., & Hay, I. (2006). *Research Ethics for Social Scientists: Between Ethical Conduct and Regulatory Compliance*. London, UK: Sage Publications.
- Sieber, J. E. (2006). *Planning Ethically Responsible Research: A Guide for Students and Internal Review Boards*. Thousand Oaks, CA: Sage Publications.
- Smith, R. D. (2003). *Ethics in Qualitative Research*. London, UK: Sage Publications.
- Berg, B. L. (2009). *Qualitative Research Methods for the Social Sciences*. Boston, MA: Allyn & Bacon.
- Willig, C. (2013). *Introducing Qualitative Research in Psychology: Adventures in Theory and Method*. Maidenhead, UK: Open University Press.
- Lorella Congiunti, Francesco Lo Piccolo, Antonio Russo, Mario Serio (2023): *Ethics in Research: Principles and Practical Considerations*, Springer, New York
- Branbhum DM & Byron, M. (2001), *Research Ethics: Text and Readings*, Prentice Hall, San Francisco

Course Title: Peace and Value Education	L	T	P	Credits
Course Code: MED3505	2	0	0	2

Total Hours: 30

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

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

Course Content

Unit I

8 Hours

Peace Concepts and Concerns: Knowing the Peace, Choosing the Peace, Building Blocks of Peace, Peace at Different Levels: Regional, National and International

Unit II

8 Hours

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

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

Unit III

7 Hours

Values: Meaning, Determinants of Values, Classification of Values, Sources of Values, Hierarchy of Values, Promotion of Values
Erosion of Values: Meaning and Causes of Value Erosion.

Unit IV

7 Hours

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

Transactional Mode

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

Suggested Reading

- *Ralph Beliveau (2023). Digital Literacy, A Primer on Media, Identity, and the Evolution of Technology, Second Edition, Susan Wiesinger.*
- *Digital Literacy: Skills & Strategies, June 2022, Salem Press.*
- *John Hartley (2017). The Uses of Digital Literacy books.google.com.*
- *Michael Ribble, (2016), Digital Citizenship in Schools: Nine Elements All Students Should Know, International Society for Technology in Education*
- *Henry Jenkins, Mizuko Ito, danah boyd, (2016), Participatory Culture in a Networked Era: A Conversation on Youth, Learning, Commerce, and Politics, Polity*
- *Howard Rheingold, (2014), Net Smart: How to Thrive Online, The MIT Press.*
- *Doug Johnson, (2014), The Classroom Teacher's Technology Survival Guide, Jossey-Bass*
- *Doug Belshaw, (2012), The Essential Elements of Digital Literacies, Doug Belshaw*
- *Renee Hobbs, (2011), Digital and Media Literacy: Connecting Culture and Classroom, Corwin.*
- *David Crystal, (2011), Internet Linguistics: A Student Guide, Routledge*
- *Jason Ohler, (2010), Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity, Corwin*
- *Allan Martin, Dan Madigan (2006). Digital Literacies for Learning books.google.com › books.*
- *Dr. S. Kalaivani & Dr. K. Saileela, Empowering India Through Digital Literacy (Vol. 2) books.google.com books.*

Web Sources

- <https://online.maryville.edu/blog/digital-literacy-a-comprehensive-guide-to-modern-educationtechnology>
- <https://www.edweek.org/teaching-learning/what-is-digital-literacy/2016/11>
- <https://literacy.ala.org/digital-literacy/>
- https://en.wikipedia.org/wiki/Digital_literacy

- <https://www.learning.com/blog/what-is-digital-literacy-definition-and-uses-in-daily-life/>
- <https://aliceinmethodologyland.com/2023/01/09/digital-literacy-vs-digital-skills-why-are-they-important-for-young-learners-by-nohathman/>

Semester – IV

Course Title: Dissertation	L	T	P	Credits
Course Code: MED4550	0	0	0	12

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

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

Course Content

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

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

Evaluation process

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

subject experts. They review the dissertation to assess its quality, methodology, theoretical framework, and contribution to the field.

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

Suggested Readings

- Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*. Ann Arbor, MI: University of Michigan Press.
- Murray, R. (2011). *Writing a Dissertation for Dummies*. Hoboken, NJ: Wiley.
- Davis, G. B., & Parker, C. A. (2012). *Writing the Doctoral Dissertation: A Systematic Approach*. Hauppauge, NY: Barron's Educational Series.
- Rudestam, K. E., & Newton, R. R. (2014). *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*.

Thousand Oaks, CA: Sage Publications.

- Dunleavy, P. (2003). *Authoring a PhD Thesis: How to Plan, Draft, Write and Finish a Doctoral Dissertation*. Basingstoke, UK: Palgrave Macmillan.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications.
- Biggam, J. (2015). *Succeeding with Your Master's Dissertation: A Step-by- Step Handbook*. Maidenhead, UK: Open University Press.
- Evans, D., & Gruba, P. (2011). *How to Write a Better Thesis*. Carlton, Australia: Melbourne University Publishing.
- Wisker, G. (2008). *The Good Supervisor: Supervising Postgraduate and Undergraduate Research for Doctoral Theses and Dissertations*. Basingstoke, UK: Palgrave Macmillan.

Course Title: Educational Seminar	L	T	P	Credits
Course Code: MED4551	0	0	2	1

Total Hours: 15

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

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

Practical Activity

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

20 marks per practical

Records: 10 marks

Viva: 5 marks

Performance: 5 marks