

NEP - 2020 and Learning Outcome-Based Curriculum Framework (LOCF)

FOR

Post Graduate Programme

Masters of Arts (Education)

(To be effective from the Academic Session 2024-25)



Department of Education

Gurugram University, Gurugram

(A State university Established by Govt. of Haryana Act no. 17 in 2017)

1. Scheme of Programme
(Scheme PG A2: MA EDUCATION (Course work + Research))

Semester 1

Course Code	Course Title	Course ID	L T P			L T P			Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A01	Introduction to Educational Studies	241/MED U/CC101	3	1	0	3	1	0	4	30	70	-	-	100
CC-A02	Research Methodology In Education	241/MED U/CC102	3	1	0	3	1	0	4	30	70	-	-	100
CC-A03	Understanding the Learner	241/MED U/CC103	3	1	0	3	1	0	4	30	70	-	-	100
CC-A04	Statistics in Education	241/MED U/CC104	3	1	0	3	1	0	4	30	70	-	-	100
Discipline Specific Elective Courses														
DSE-01	Inclusive Education Or Human Rights Education	241/MED U/DS105	3	0	0	3	0	0	3	25	50	-	-	75
Multidisciplinary Course(s)														
MDC-01	One from Pool		2	0	0	2	0	0	3	15	35	5	20	75
Ability Enhancement Course(s)														
AEC-01	One from Pool		2	0	0	2	0	0	2	15	35	-	-	50
Value-added Course(s)														
VAC-01	One from Pool		2	0	0	2	0	0	2	15	35	-	-	50
Total Credits									26					650

Semester 2



Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A05	Advanced Sociology of Education	241/MEDU/CC201	3	1	0	3	1	0	4	30	70	-	-	100
CC-A06	Educational management and leadership	241/MEDU/CC202	3	1	0	3	1	0	4	30	70	-	-	100
CC-A07	Curriculum planning, designing and development	241/MEDU/CC203	3	1	0	3	1	0	4	30	70	-	-	100
CC-A08	Contemporary Issues of Indian Education	241/MEDU/CC204	3	1	0	3	1	0	4	30	70	-	-	100
Discipline Specific Elective Courses														
DSE-02	Fundamentals of Educational measurement Or Education for sustainable development Or Indian Knowledge System	241/MEDU/DS205	3	0	0	3	0	0	3	25	50	-	-	75
Multidisciplinary Course(s)														
MDC-02	One from Pool		2	0	0	2	0	0	3	15	35	5	20	75
Ability Enhancement Course(s)														
AEC-02	One from Pool		2	0	0	2	0	0	2	15	35	-	-	50
Skill Enhancement Course(s)														
SEC-01	One from Pool		1	0	2	1	0	1	2	5	20	5	20	50
Total Credits			-	-	-	-	-		26	-	-	-	-	650

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total

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Core Course(s)														
CC-A09	ICT in Education	241/MEDU/CC301	3	1	0	3	1	0	4	30	70	-	-	100
CC-A10	Indian Higher Education: Policy and perspectives	241/MEDU/CC302	3	1	0	3	1	0	4	30	70	-	-	100
CC-A11	Teacher Empowerment And Development	241/MEDU/CC303	3	1	0	3	1	0	4	30	70	-	-	100
Discipline Specific Elective Courses														
DSE-03	Education for Entrepreneurship Or Women Education	241/MEDU/DS304	3	0	0	3	0	0	3	25	50	-	-	75
Multidisciplinary Course(s)														
MDC-03	One from Pool		2	0	2	2	0	1	3	15	35	5	20	75
Skill Enhancement Course(s)														
SEC-02	One from Pool		1	0	2	1	0	1	2	5	20	5	20	50
Value-added Course(s)														
VAC-02	One from Pool		2	0	0	2	0	0	2	15	35	-	-	50
Seminar/ Presentation														
Seminar	Seminar		0	0	4	0	0	2	2	-	-	15	35	50
Internship/Field Activity#														
Internship	Internship	241/MEDU/IN301	0	0	8	0	0	4	4	-	-	30	70	100
Total Credits									28	-	-	-	-	700

#Four creditsofinternshipearnedbyastudentduringsummerinternshipafter2ndsemesterwillbecountedin3rd semesterofastudentwhopursue2-yearPGProgrammewithouttakingexitoption.

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Ability Enhancement Course(s)														
AEC-03	One from Pool		2	0	0	2	0	0	2	15	35	-	-	50
Dissertation/Project Work														
Dissertation	Dissertation	241/MEDU/DI401	-	-	24	0	0	12	12	0	0	90	210	300
Service Learning	Service Learning	241/MEDU/SL402	-	-	16	0	0	8	8	0	0	60	140	200
Total Credits									22					550

Multidisciplinary Course from the DEPARTMENT OF EDUCATION for pool of the Courses in the University

(These courses are to be offered to students of different discipline/Subject)

Semester 1

Course Code	Course ID	L	T	P	L	T	P	Credits	MARKS					Total	20	75
		(Hrs)			Credits				TI	TE	PI	PE				
MDC-1	Teaching Proficiency			241/MEDU/MD 101	2	0	2	2	0	1	3	15	35	5		

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-2	Andragogy and Education	241/MEDU/MD 201	2	0	2	2	0	1	3	15	35	5	20	75

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-3	Assessment and Learning	241/MEDU/MD 301	2	0	2	2	0	1	3	15	35	5	20	75

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-4	Financing of Education	241/MEDU/MD 401	2	0	2	2	0	1	3	15	35	5	20	75

Skill Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by each DEPARTMENT OF EDUCATION for students of other departments/same department and is designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work.)

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-1	e-Content-I or Educational Guidance and Counselling-I Or Communication Skills-I	241/MEDU/SE 201	1	0	2	1	0	1	2	5	20	5	20	50

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-2	e-Content-II or Educational Guidance and Counselling-II Or Communication Skills-II	241/MEDU/SE 301	1	0	2	1	0	1	2	5	20	5	20	50

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Ability Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by department of Indian and Foreign Languages for students of other departments/same department and leads to enhancement in the ability of learn Regional and foreign languages)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-1	Language		2	0	0	2	0	0	2	15	35	-	-	50

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-2	Language		2	0	0	2	0	0	2	15	35	-	-	50

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-3	Language		2	0	0	2	0	0	2	15	35	-	-	50

Value Added Course from the department for pool of the Courses in the University

(All the departments will offer value added course for the students of same or different departments.)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-1	Peace and Value Education	241/MEDU/VA 101	2	0	0	2	0	0	2	15	35	-	-	50

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-2	Physical and Mental Well being	241/MEDU/VA 301	2	0	0	2	0	0	2	15	35	-	-	50

Nature of Work	Course Credits	Contact hours per week	Contact hours per semester (15 weeks)
Lecture	01	01	15
Tutorial per paper	01	01	15
Practical, Seminar, Internship, field practice/project, or community engagement, etc.	01	02	30

Note: Tutorial batch size (UG programme: 20-25, PG Programme: 12-15)

The distribution of credits among the lectures/tutorial/practicum will be as follows:

Courses	Total Credits	L (Credits)	T (Credits)	P (Credits)	MARKS			
					TI	TE	PI	PE
Only Theory	4	3 (3 hrs)	1	-	30	70	-	-
	3	2 (2 hrs)	1	-	25	50	-	-
	2	1	1	-	15	35	-	-
Theory and Practicum	4	3 (3 hrs)	-	1 (2 hrs)	25	50	5	20
	4 (Where pract. is dominant)	2 (2 hrs)	-	2 (4 hrs)	15	35	15	35
	3	2 (2 hrs)	-	1 (2 hrs)	15	35	5	20
	2	1	-	1 (2 hrs)	5	20	5	20
When Practicum is separate course	2	-	-	2 (4 hrs)	-	-	15	35
	3	-	-	3 (6 hrs)	-	-	25	50
	4	-	-	4 (8 hrs)	-	-	30	70
AEC/VAC	2	2 (2 hrs)			15	35	-	-
SEC	3	2 (2 hrs)		1 (2 hrs)	15	35	5	20
	2	1		1 (2 hrs)	5	20	5	20
DSEC	4	3 (3 hrs)		1 (2 hrs)	25	50	5	20
Minor/VOC	4	2 (2 hrs)		2 (4 hrs)	15	35	15	35
Internship	4	--	--	4 (8 hrs)			30	70

L= Lecture; T= Tutorial, P= Practicum; Ti= Theory Internal Assessment; TE= Theory End Semester Examination; PI= Practicum Internal; PE= Practicum End Semester examination

Based on the scheme for the M.A. Education Program

These Program Outcomes and Program Specific Outcomes are designed to equip students with a comprehensive skill set and knowledge base to excel in the field of education, aligning with the objectives of the M.A. Education program under the New Education Policy (NEP) 2020.

Program Outcomes (POs):

1. **Comprehensive Understanding:** Students will demonstrate a comprehensive understanding of foundational educational principles, theories, and methodologies across various domains of education, including educational psychology, curriculum development, pedagogy, and assessment.
2. **Application of Educational Concepts:** Students will be able to apply educational theories and concepts to practical settings, such as classroom environments, curriculum design, and policy-making, showcasing the practical application of educational knowledge.
3. **Research Proficiency:** Students will develop advanced research skills, including research design, data analysis, interpretation, and application, evidenced through coursework, dissertations, and practical research projects in the field of education.
4. **Critical Thinking and Problem-Solving:** Students will cultivate critical thinking skills to analyze complex educational issues and propose effective solutions, particularly in areas like inclusive education, educational policy, and curriculum reform.
5. **Ethical Practices in Education:** Students will adhere to ethical guidelines in educational research and practice, ensuring integrity, responsibility, and fairness in conducting studies, assessments, and teaching practices.

Program Specific Outcomes (PSOs):

1. **Educational Assessment and Evaluation:** Students will demonstrate proficiency in educational assessment and evaluation techniques, utilizing standardized and innovative tools to measure learning outcomes, curriculum effectiveness, and educational interventions accurately and ethically.
2. **Curriculum Development and Instructional Design:** Students will develop skills in creating and implementing curricula and instructional strategies that address the diverse needs of learners, fostering an inclusive and effective learning environment.
3. **Technology Integration in Education:** Students will be equipped to integrate technology into teaching and learning processes, using digital tools and resources to enhance educational practices and improve learning outcomes.
4. **Policy Analysis and Educational Leadership:** Students will gain the ability to critically analyze educational policies and take on leadership roles in the educational sector, contributing to the development and implementation of policies that improve educational access, equity, and quality.
5. **Entrepreneurship and Innovation in Education:** Students will develop entrepreneurial skills and knowledge, enabling them to identify opportunities for innovation in the education sector and contribute to the development of educational enterprises and initiatives.





M.A. Education
Semester- 1

Course Code: CCA01
Course Title: PHILOSOPHICAL BASES OF EDUCATION
Course ID: 241/MEDU/CC101
Credit- 4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

Course Code: CCA01

Course Title: INTRODUCTION TO EDUCATIONAL STUDIES

Course ID: 241/MEDU/CC101

Credit- 4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

Course outcomes:

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

1. Describe the nature, meaning, methods, epistemological perspectives, and different theories of knowledge within an educational context.
2. Discuss the fundamental and theoretical development perspectives in education.
3. Critically evaluate the nature, modes, and functions of education and its relationship with various disciplines.
4. Analyze past and contemporary concerns and issues related to the education system, and formulate personal viewpoints.
5. Examine and differentiate between Indian and Western schools of thought in education, and appreciate the contributions of eminent philosophers in various contexts.
6. Identify and describe the institutions, systems, and structures of education, and evaluate the shortcomings in contemporary education policies and practices.
7. Assess philosophical and sociological approaches to education, and establish connections between these approaches and methods, pedagogy, educational practices, and professional teaching standards.
8. Recognize and appreciate emerging trends in education, and identify potential areas of interest for further educational research.



Unit-1

Unit 1: Nature and Knowledge in Education

- Nature of knowledge in Education, Epistemological perspectives of knowledge in Education.
- Different theories of knowledge and their relevance, Methods of acquiring knowledge.
- Shifts in the process of knowledge and pedagogy.
- Education as an evolving concept, Modes of Education, and expansion in the modes of Education.
- Functions of Education, Education as a system, education as disciplinary, interdisciplinary, and multidisciplinary in nature.

Unit 2: Aims of Education and Educational Thinkers

- Aims of Education, Sources of aims of Education.
- Educational aims as derived from the Constitution of India.
- Changing aims of education in the context of Liberalization, Privatization, and Globalization.
- Influence of aims of education on the curriculum and transactional strategies.
- Aims of Education according to eminent Indian & Western educational thinkers: Gandhi, Vivekananda, Tagore, Aurobindo, Savitribai Phule, John Dewey, Krishnamurthy, Freire, Illich, Wollstone, Nel Noddings.

Unit 3: Philosophical Foundations and Schools of Thought

- **Indian and Western Schools of Thought:** Contributions to Education from various Indian Schools (e.g., Vedanta, Buddhism, Jainism) and Western Schools (e.g., Idealism, Realism, Pragmatism) with reference to objectives, curriculum, methods of teaching, and role of the teacher.
- Recent Philosophical approaches to Education.
- Contribution of Indian & Western Schools of thought to education.
- The Four Pillars of Education.
- National values as enshrined in the Indian Constitution with special reference to education.

Unit 4: Education and Society: Educational Perspectives

- Education as a social institution, shaping identities and influencing social cohesion.
- The role of education in transmitting cultural values and knowledge across generations.
- Education as a driver of social change, addressing issues like inequality and empowerment.
- Challenges to educational development in India, including regional disparities and access to quality education.
- Emerging concerns in education, such as globalization, technological advancements, and policy changes.

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

Suggested Readings

1. Bhattacharya, S. (2008). *Foundation of education*. New Delhi: Atlantic Publishers and Distributors.
2. Dearden R. F. (1984). *Theory and practice in education*. Routledge K Kegan & Paul.



3. Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
4. Kneller, G. F.(1964)*Introduction to philosophy of education*. New York, USA: John Wiley and Sons, Inc.
5. Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: A.P.H. Publishing Corporation.
6. Nayak, B.K. (2003), *Text book of foundation of education*. Cuttack, Odisha: KitabMhal.
7. Noddings, N. (2012). *Philosophy of education (Third Edition)*. Colorado, USA:
8. Ozman, H. A., & Craver, S. M.(2011),*Philosophical foundations of education*. Boston, USA: Allyn & Bacon.
9. Taneja, V. R. (2000). *Educational thought and practice*. New Delhi: Sterling

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M.A. Education
Semester- 1

Course Code: CCA02

Course Title: RESEARCH METHODOLOGY IN EDUCATION

Course ID: 241/MEDU/CC102

Course Credit-4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

Course Outcomes

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

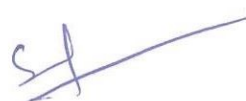
1. Explain the meaning, nature, and types of research, as well as the principles of the scientific method.
2. Develop and demonstrate skills in creating a research proposal, conducting a review of related literature, and formulating research hypotheses.
3. Critically evaluate the process of selecting a sample and prepare both quantitative and qualitative research tools.
4. Compare and contrast different quantitative and qualitative research paradigms.
5. Apply ethical principles in conducting research.

Unit-1

- Educational Research: Meaning, nature and scope. Types of research on the basis of Method and purpose, Approaches to educational research
- Research Problem: Identification, sources and conceptualization
- Review of literature: Purpose and sources, conducting literature review- using Databases and internet, internet search tools
- Hypotheses: Nature and types of hypotheses, formulation of hypotheses

Unit-2

- Sources of data: Primary and secondary
- Concept of population, sampling frame and sample: Various methods of sampling- probability and non-probability sampling, sampling error
- Tools of quantitative research: Tests, inventories and scales- types, construction and uses, Questionnaire- Concept, types and principles of construction



- Data Collection Strategies/ Techniques/Tools in qualitative research: Interview, Observation, Focus group discussions, Photographs, Anecdotes, Field diary

Unit-3

- Scientific Method: Steps and Characteristics - Replicability, Precision, Falsifiability and Parsimony, Types -Exploratory, Explanatory and Descriptive
- Descriptive method: purpose and process, types of descriptive studies
- Experimental method: Nature of experimental research, variables in experimental research - independent, dependent and extraneous, experimental designs, internal and external validity of experimental designs
- Causal comparative method: Purpose, design and procedure
- Co-relational method: Basic co-relational research process, relationship studies, prediction studies

Unit-4

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

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

Suggested Readings

1. Best J.W. & Kahn, J. V. (2006). *Research in Education*. New Delhi: Pearson Education Inc.
2. Bhandarkar, P.L. & Wilkinson, T.S. (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
3. Bogdan, R.C., & Biklen, S.K. (2014). *Qualitative Research for Education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
4. Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publication.
5. Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and qualitative Research*, Pearson, Boston.
6. Gay, L.R. (1990). *Educational Research-Competencies for Analysis and Application*. Macmillan Publishing Company, New York.
7. Koul, L. (2019). *Methodology of Educational Research* (5th ed.). New Delhi: Vikas Publishing House.
8. Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. New York: Holt Rinehart & Winston.
9. Pathak, R. P. (2015). *Methodology of Educational Research*. New Delhi: Atlantic Publications.
10. Richards, L., & Morse, J.M. (2013). *Qualitative Methods*. U.S.A: Sage Publications, Inc.
11. Sansanwal, D. N. (2020). *Research Methodology and Applied Statistics*. Shree Publishers & Distributors.

M.A. Education
Semester- 1

Course Code: CCA03
Course Title: UNDERSTANDING THE LEARNER
Course ID: 241/MEDU/CC103
Course Credit-4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

Course Outcomes:

On completion of course the students will be able to;

- **Understand about the different school of psychology.**
- **Analyze the role of Motivation in the teaching learning process.**
- **Differentiate the Concept IQ, SQ, EQ, Creativity, Interest, Attitude and Aptitude of learners.**
- **Identify different Cognitive Abilities and processes of learners.**
- **Explore the Implications of Different Theories of Personality**

UNIT-1

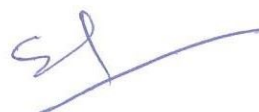
- Educational Psychology and its application to Teaching Learning Process, Methods to understand Learners: Observation, Experimental method and Case Study; their Implications in classroom. Perspectives of different Schools of Psychology towards Learning: Behaviorism, Cognitivism, Constructivism and their educational implications.
- Learner Development: Physical, emotional, social, cognitive and moral, Piaget's stages of cognitive development and Vygotsky's Socio- Cultural Development.
- Kohlberg's theory of Moral Development and Erickson's theory of psychosocial development.

UNIT-2

- Behavioristic, cognitive and social perspectives of learning with special reference to Bruner, Bandura and Gagne's Hierarchy of learning and their classroom implications.
- Motivation in teaching-learning process: Maslow's hierarchy of needs.

UNIT-3

- Concept and theories of Intelligence by Goleman, Guilford's structure of Intellect and Gardner's theory of multiple intelligence and their classroom implications.
- Concept, characteristics, elements and development of creativity, measurement of creativity and fostering creativity among learners.



UNIT-4

- Personality: Concept, Nature; Theories propounded by Freud, Carl Rogers, Gordon Allport and their classroom implications.
- Adjustment: Concept and meaning, Factors affecting adjustment. Ego Defense mechanisms.

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

Suggested Readings

1. Attri, A.K. (2015). *Psychology of development and learning*. New Delhi: APH Publishing Corporation.
2. Chauhan, S.S. (2009). *Advanced Educational Psychology* (7th ed.). New Delhi: Vikas Publishing House.
3. Dash, M. (2009). *Educational psychology*. New Delhi: Deep & Deep publications.
4. Jha, A.K. (2009). *Constructivist epistemology and pedagogy- insight into teaching learning and knowing*. Atlantic publishers & distributors.
5. Mangal, S.K. (2014). *Advanced educational psychology*. Delhi: PHI Learning Limited. McGraw Hill, New York, 1990.
6. Robinson, S. K. (2009). *Foundation of educational psychology*. Ane books Pvt. Ltd. Publication.
7. Sharma, R.N. & Sharma, R.K. (2010). *Advanced educational psychology*. New Delhi: Atlantic Publishers& Distributors.
8. Verma, L.N. (2013). *Educational psychology –experimentation in problems and methods in teaching*. Rawat Publications.
9. Woolfolk, A, Mishra, G., &Jha, A.K. (2012). *Fundamentals of Educational Psychology*. Pearson Publications.
10. Woolfolk, A. (2015). *Educational psychology*: Pearson Publication.

M.A. Education
Semester- 1

Course Code: CCA04
Course Title: STATISTICS IN EDUCATION
Course ID: 241/MEDU/CC104
Course Credit-4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

Course Outcomes:

After completion of the course students will be able to;

1. Define and explain the meaning of statistics and its applications in an educational context.
2. Calculate and solve problems related to measures of central tendency (mean, median, mode) and variability (range, variance, standard deviation).
3. Analyze and interpret the significance of differences between two sets of independent and correlated samples.
4. Formulate and test hypotheses using sample statistics.
5. Apply and solve problems based on non-parametric statistical methods, and interpret the results.

Unit-1

- Statistics: Concept, parametric and non- parametric data;
- Scales of measurement; Variables and their classification;
- Graphical representation of data: histogram, frequency polygon, ogive and Pie Diagram

Unit-2

- 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

Unit-3

- Testing of Hypotheses: Significance of mean and Significance difference between means: Concept, computation and interpretation (correlated and uncorrelated).
- Partial and Multiple correlations; Biserial, Point Biserial, Tetra choric correlation; their assumptions, computation and interpretation;
- Regression: assumptions, computation and interpretation.

Unit-4

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- Analysis of Variance (Independent measures and repeated measures): Concept, computation and interpretation, ANCOVA: Concept, computation and interpretation.
- Non parametric Statistics: Chi square, Phi Coefficient and Contingency coefficient: concept, computation and interpretation. The Mann- Whitney U test: assumptions, computation and interpretation.

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

Suggested Readings:

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

M.A. Education
Semester- 1

The student has to opt one from the following two discipline specific courses

Course Code: DSE-01
Course Title: DIVERSITY IN INCLUSIVE EDUCATION
Course ID: 241/MEDU/DS105
Course Credit-3

Maximum Marks:75
Theory:50
Internal Assessment: 25
Exam Time: 3hrs

Course Outcomes:

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

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

Unit 1:

- Inclusive education: Concept, definition, principles, and barriers to inclusion.
- Historical perspective and legislation to promote inclusion, including the Salamanca Declaration and Framework (1994), UNCRPD (2006), and relevant constitutional provisions.

Unit 2:

- Conceptual understanding and classification of disabilities based on the ICF (International Classification of Functioning) model, ICD-11, and the latest DSM.
- Understanding diversity, educational possibilities, and accessibility for inclusive development in India.

Unit 3:

- Constitutional provisions for diversities, including an exploration of the National Education Policy (2020) and the National Policy for Persons with Disabilities (2006), and their alignment with SDG 4.
- Acts and schemes relevant to inclusive education, such as the RPwD Act (2016) and IEDSS (2009).

Unit 4:

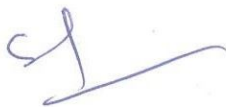
- Development and application of Individualized Educational Programmes (IEP) and therapeutic interventions in inclusion.
- Use of technology and Teaching-Learning Materials (TLM) to support diverse learning needs.

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



Suggested Readings

1. Ainscow, M., & Booth, T. (2003). *The Index for Inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.
2. Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. London: Paul Chapman Publishing.
3. Dimitraidi, S. (Ed.). (2014). *Diversity, Special Needs, and Inclusion in Early Years' Education*. New Delhi: Sage Publications.
4. Gargiulo, R.M. (2014). *Special Education in Contemporary Society: An Introduction to Exceptionality* (5th ed.). New Delhi: Sage Publications.
5. Govind Rao, L. (2007). *Perspective on Special Education*. Hyderabad: Neelkamal Publications.
6. Jha, J., & Jhingran, D. (2002). *Elementary Education for the Poorest and Other Deprived Groups: The Real Challenge of Universalization*. New Delhi: Centre for Policy Research.
7. Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Chennai: Heinemann Educational Publishers.
8. Julie, A. (2010). *The Sociology of Disability and the Struggle for Inclusive Education*. *British Journal of Sociology of Education*, 31(5), 603-619.
9. Kauffman, J.M., Hallahan, D.P., Pullen, P.C., & Badar, J. (2018). *Special Education: What It Is and Why We Need It* (2nd ed.). London: Routledge.
10. Kauffman, J.M. (2019). *On Educational Inclusion: Meanings, History, Issues, and International Perspectives* (1st ed.). London: Routledge.
11. Mithu, A., & Michael, B. (2005). *Inclusive Education from Rhetoric to Reality*. New Delhi: Viva Books Ltd.
12. Mittler, P. (2000). *Working Towards Inclusive Education - Social Contexts*. London: David Fulton Publishers.
13. Nutbrown, C., Clough, P., & Atherton, P. (2013). *Inclusion in Early Years* (2nd ed.). New Delhi: Sage Publications.
14. Reynolds, C. R., Livingston, R. B., & Wilson, V. (2009). *Measurement and Assessment in Education* (2nd ed.). New Delhi: PHI Learning Private Limited.
15. Siegel, S. (1956). *Nonparametric Statistics for the Behavioral Sciences*. New York: McGraw-Hill.
16. UNESCO. (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. Paris: UNESCO.
17. UNESCO. (2024). *Celebrating Inclusion in Education: 30th Anniversary of the Salamanca Statement*. Paris: UNESCO. Retrieved from [UNESCO](#).
18. UN Committee on the Rights of Persons with Disabilities (CRPD). (2016). *General Comment No. 4 on Article 24: Right to Inclusive Education*. Geneva: OHCHR. Retrieved from OHCHR.
19. UNESCO. (2015). *Education 2030: Incheon Declaration and Framework for Action towards Inclusive and Equitable Quality Education and Lifelong Learning for All*. Paris: UNESCO. Retrieved from [UNESCO](#).
20. Villa, R. A., & Thousand, J. S. (2005). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
21. Werts, M.G. et al. (2007). *Fundamentals of Special Education*. PHI Learning Private Limited, New Delhi.



M.A. Education
Semester- 1

Course Code: DSE-01
Course Title: HUMAN RIGHTS EDUCATION
Course ID: 241/MEDU/DS105
Course Credit-3

Maximum Marks:75
Theory:50
Internal Assessment: 25
Exam Time: 3hrs

Course Outcomes:

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

1. Explain the need and importance of value education and education for human rights.
2. Differentiate between the nature of values, religious education, and moral training.
3. Identify and describe the basics of morality and the stages of moral development in children.
4. Analyze and evaluate the available intervention strategies for moral education.

UNIT I

- Human Rights Education: Meaning, Objectives and Scope
- Human Rights enshrined in Indian Constitution
- Agencies of Human Rights Education – School, Family, Community, Teacher.
- Teaching Learning Process in Human Rights Education through Curricular and co-curricular activities.

UNIT 2

- Human Rights Education at various levels of education
- Pedagogies for human rights education
- Role of UNO and SAARC, NCF, Human Rights education in promoting peace, global consciousness and environmental protection through specific educational programmes.

UNIT 3

- Peace Education: Meaning, nature and importance.
- Genesis of peace education, Challenges to peace: increasing stress, conflicts, crime, terrorism, violence and war
- Highlights of various philosophies of peace: Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, B.R Ambedkar, Dalai Lama, Nelson Mandela



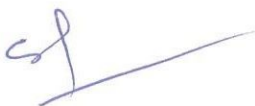
UNIT 4

- Learning to live together through moral development.
- Role of teachers in promoting human rights education.
- National and International initiatives for human rights education.

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

Suggested Readings

1. Bagchi, J.P. & Teckchadani, V. (2005); Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II. Jaipur: University Book House.
2. Biehler, R. & Snowman, J. (2003); Psychology Applied to Teaching. USA: Houghton Mifflin Company.
3. Government of India (1999). Fundamental Duties of Citizens: Report of the committee set up by the government of India to operationalize the suggestions to teach fundamental duties to the citizens of the country (vol.I& II) New Delhi; MHRD.
4. Goldstein, Tara; Selby, David (2000). Weaving Connections: Educating for Peace, Social and Environmental Justice. Toronto: Sumach Press.
5. Hicks, David (1994). Education for Peace: Issues, Principles, and Meyer-Bisch, Patrice. Human Rights Education Resource Guide: The 4th R, Vol. 6, No. 1. Amnesty International-USA Educators Network.
6. Bika S.L. (2016). Teacher Education: Ethical Issues and Social Responsibilities" in book entitled- Ethical and Social Responsibility in the context of Indian Higher Education and Research" P.p. 98-107. Published by Post Graduate Govt. College Chandigarh & National Association of Psychology Science-India.
7. Motilal, S., & Nanda, B. (2010). Human rights, gender and environment. Allied Publishers: New Delhi.
8. Nanda, R.T. (1997); Contemporary Approaches to value Education in India. New Delhi: Regency Publications.
9. M.G. Chitakra (2003). Education and Human Values, A.P.H. Publishing Corporation, New Delhi.
10. Singh, S. P., Kaul, A., & Chaudhary, S. (2013). Peace and human rights education. APH Publishing Corporation: New Delhi.



M.A Education

SEMESTER- 2

Course Title: ADVANCED SOCIOLOGY OF EDUCATION

Course ID: 241/MEDU/CC105

Course Credit-4

Course Code: CCA05

Maximum Marks:100

Theory:70

Internal Assessment: 30

Exam Time: 3hrs

Course Outcomes:

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

- Explain the concepts, relationships, and functions of Sociology of Education and Educational Sociology.
- Describe and differentiate between the historical and correlational approaches to studying society.
- Analyze the theoretical perspectives of Functionalism, Conflict Theory, and Symbolic Interactionism, and evaluate their significance to education.
- Define institutionalization and identify the types of social institutions, discuss the effects of education as an institution, particularly focusing on allocation theory and legitimation theory.
- Describe the concepts of social stratification and mobility, explain their types, and compare the functional and conflict theories of educational stratification.

UNIT-1

Fundamentals of Education & Sociology

- Sociology of Education and Educational Sociology- Concepts, relationship and functions
- Introduction to approaches to the study of society: i) Historical ii) Correlational
- Theoretical Perspectives to study society: i) Functional ii) Conflict iii) Symbolic interactionism and their significance to education
- Concept of institutionalization; Types of social institutions, Effects of Education as an institution- allocation theory and legitimation theory

UNIT-2

Role of Education in changing society

- Social stratification and social mobility – meaning and types
- Functional and conflict theories of Educational stratification
- Equality of opportunity: Meaning and Constitutional provisions: Compensatory education program
- Concept of modernization: Individual and societal modernity; Role of education in modernization



- Post modernism and its educational implications- views of Lyotard, Foucault and Derrida

UNIT-3

Gender and Education

- Gender ideology in society; Role of religion, constitution and law in gender ideology
- Gender differentiation, gender stereotyping and gender inequality in society
- Feminism- meaning; theories of feminism- Liberal feminism, Socialist feminism and Radical feminism
- Women empowerment- concept, aspects of empowerment, Role of education

UNIT-4

Social concerns related to education

- Multicultural education
- Peace education
- Human right education
- RTE, 2009
- Contribution of social reformers: Mahatma Phule, Maharishi Karve, Dr. Babasaheb Ambedkar

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

Suggested Readings:

1. Ballantine, J: Sociology of Education, 7th edition, Prentice Hall, 2011
2. Bhattacharya, S.: Sociological Foundation of Education, Atlantic Publisher & Distributor, New Delhi, 2003.
3. Chandra S. S. & Sharma, R.: Sociology of Education, Atlantic Publishers & Distributors, New Delhi, 2004
4. Meighan, R & Harber C.: A Sociology of Educating, Continuum International Publishing group: Newyork, 2007
5. Sadovnik, A: Sociology of Education, Tylor & Francis Group, 2010
6. Saha, L.(ed.), International Encyclopedia of Sociology of Education, Elsevier Science Inc.: Newyork,1997
7. Sharma, Yogendra: Sociological Philosophy of Education, Kanishka Publishers & Distributors, New Delhi, 2003.

M.A Education

SEMESTER- 2

Course Code: CCA06

Course Title: EDUCATIONAL MANAGEMENT AND LEADERSHIP

Course Code: 241/MEDU/CC106

Course Credit-4

Maximum Marks:100

Theory:70

Internal Assessment: 30

Exam Time: 3hrs

Course Outcomes:

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

- Explain the concept and significance of administration, management, and leadership at various levels of education.
- Describe and outline the managerial functions of an educational administrator.
- Design and formulate effective personnel management strategies for recruiting and retaining staff.
- Critically analyze and evaluate recent trends and challenges in human resource management.
- Develop and implement institutional policies and practices consistent with emerging trends in higher education.
- Apply change management principles to lead and manage change in educational settings, and examine and assess deficiencies in the current leadership system.

UNIT-1

- Educational management: meaning, nature and scope and principles
- Functions of Educational management: Planning, organizing, staffing, controlling and directing, role and skills of teachers in educational management.
- Concept of Quality and Quantity in Education: Indian and International perspective, Evolution of Quality: Quality Control, Quality Assurance, Total Quality Management and SWOT analysis.

UNIT-2

- Recent Trends in Educational management: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy.
- Means of Ensuring Accountability in Educational management. Qualities of an Effective Educational manager



- Educational Management and Administration: Scientific management Theory (F.W. Taylor), Classical Theory, Bureaucratic Theory (Max Weber) and their implications for Education.

UNIT-3

- Human Relations Approach to Administration, Meeting the Psychological needs of employees Systems approach and specific trends in Educational Administration such as (a) decision making (b) Organizational Compliance (c) Organizational development (d) PERT (e) Modern Trends in Educational Administration

UNIT-4

- Leadership: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based and Charismatic
- Theories of Leadership: Mc Gregor X and Y theory, Trait Theory, Leader Member Exchange Theory, Reddin's-3D model, Fiedler's Contingency Model.
- Leadership Styles: Democratic, Authoritative and Laissez- Faire

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

Suggested Readings

1. Bush, Tony & Les, Bell (2002):The principles & Practice of educational management. London: Paul Chapman Publishing.
2. Bush, Tony. (2010). Theories of Educational Leadership and Management, 4th ed., New Delhi: Sage Publications, Davies, Brent and Burnham,
3. Craigs, M.W. (1995). *Dynamics of Leadership. Bombay.* Jaico Publishing House: Bombay. • DeCenzo D.A., Robbins, S.P., &Verhulst, S.L. (2017).*Human Resource*
4. *Management* (11th Ed.). Greater Noida: Magic International Pvt. Ltd.
5. Fullan, M. (2001). *Leading in a culture of change.* San Francisco, CA: Jossey-Bass.
6. Gandhi, M., & Fischer, L. (1983). *The essential Gandhi: His life, work, and ideas an anthology.* New York: Vintage Books.
7. Hersey, P. & Blanchard, K. (1986). *Management of Organizational Behaviour: Utilizing Human Resources.* New Delhi :Prentice Hall of India Pvt.Ltd
8. Kochhar. S.K. (2011).*School Administration & Management* Sterling Publishers Pvt.Ltd; Revised & Enlarged edition.
9. Luthans, F. (1981). *Organizational Behaviour.* Tokyo: McGraw-Hill International Book
10. Mohanty, J. (2007)*Educational Administration, Supervision and School Management,* New Delhi:Deep and Deep Publications,
11. Mukhopadhyay, M. (2005). *Total quality management in education (2nd Ed.).* London: SAGE Publication.

12. Mukhopadhyay, M. (2012). *Leadership for Institution Building*. Delhi: Shipra Publications.
13. Preedy, M., Bennet, N & et. al. (2012). *Educational Leadership. Context, Strategy and Collaboration*. New Delhi: Sage Publications India Pvt. Ltd.
14. Robbin, S., Judge, T., & Vohra, N. (2012). *Organizational Behaviour*. Delhi: Pearson.
15. Sahu, R.K. (2010). *Group Dynamics and Team Building*. New Delhi: Excel Books.
16. Sandhu, I.S. (2012). *Educational administration and Management*. Dorling Kindersley(India) Pvt.Ltd: New Delhi
17. Shah, K. (2011) *Vinoba on Gandhi*. Varanasi: Sarva Seva Sangh Prakashan
18. Sharma, S. L. (2009) *Educational Management: A Unified Approach of Education*, New Delhi: Global India Publications Pvt. Ltd.



M.A Education

SEMESTER- 2

Course Code: CCA07

Course Title: CURRICULUM PLANNING, DESIGNING AND DEVELOPMENT

Course Code:241/MEDU/CC107

Course Credit-4

Maximum Marks:100

Theory:70

Internal Assessment: 30

Exam Time: 3hrs

Course Outcomes:

After completion of the course students shall be able to;

- **Explain the concept and bases of curriculum development.**
- **Analyze the principles and different models of curriculum development.**
- **Examine the processes involved in the curriculum development process.**
- **Differentiate different types of curriculum designing and its application.**

Unit-1

- Curriculum: Concept and Principles of curriculum development
- Foundations of Curriculum Planning: Philosophical, Social and Psychological
- Components of curriculum design, Sources of Curriculum design, Conceptual framework of curriculum design, Dimensions of curriculum design. Types of curriculum design: Subject centered, learner centered, experience centered, problem centered and core curriculum.

Unit-2

- Process of Curriculum development: Formulation of graduate attributes, course learning outcomes, content selection, organization of content and learning experiences, transaction process, evaluation and follow-up. Curriculum mapping with course learning outcomes and mapping of outcomes.
- Role of National Level Statutory Bodies – UGC and NCTE in Curriculum Development
 - Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation
 - Interdisciplinary, Crossdisciplinary, Multidisciplinary and Transdisciplinary approaches to curriculum

Unit-3

- Models of Curriculum Development: Scientific Technical Models: Administrative Model (Deductive Model), Hilda Taba Model (Inductive Model/ Grassroots Model), The Taylor Model, Non- Scientific/Non-Technical/Humanistic Models: The Glathorn's Naturalistic Model, Weinstein and Fantini Model

Unit-4

- Curriculum evaluation; Concept and purpose, Types of curriculum evaluation: Formative and Summative. CIPP models of Curriculum Evaluation
- Curriculum Change: Meaning, types and factors, Curriculum feedback process: Students, Alumnis, Parents and Employers; Analysis of curriculum feedback and its reflection in curriculum development process, Role of stakeholders in curriculum change.
- Scope of research in curriculum.

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

Suggested Readings

1. Allyn, Bacon, Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum planning and development*. Boston: Allyn & Bacon.
2. NCERT (1988). *National curriculum for elementary and secondary education*.
3. NCERT (2000). *National curriculum framework for school education*. NCERT.
4. NCERT (2005). *National curriculum framework-2005*. NCERT, Sri Aurobindo Marg, New Delhi.
5. Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
6. Ornstein, A.C. &Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*.
7. Rao, V. K. (2015). *Principles of curriculum*. New Delhi: APH publishing Corporation.
8. Tala, M. (2012). *Curriculum development: Perspectives, principles and issues*. Pearson
9. Wiles, J. W., & Bondi, J. C. (2015). *Curriculum development a guide to practice*. Pearson publication.



M.A Education

SEMESTER- 2

Course Code: CCA08

Course Title: CONTEMPORARY ISSUES OF INDIAN EDUCATION

Course Code: 241/MEDU/CC108

Credit-4

Maximum Marks:100

Theory:70

Internal Assessment: 30

Exam Time: 3hrs

Course Outcomes:

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

- Acquaint with the concept of universalization of elementary, secondary education and higher education in India.
- Analyze the impact of liberalization, privatization and globalization (LPG) on education,
- Examine issues related to language, medium of instruction and policy of inclusion in primary, secondary and higher education.
- Evaluate the status of primary, secondary and higher education in India
- Reflect upon the role and functions of different regulatory agencies in higher education.

Unit-1

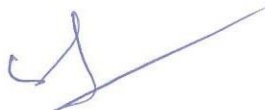
- Elementary Education: Its status and problems
- Related issues of universalization of elementary education: Provision, enrolment and retention/ completion rates in elementary education
- Programs for achieving the objectives of universalization of elementary education:
 - National Program of Nutritional Support to Primary Education (NPNSPE) or Mid-day Meals
 - National Program of Education of Girls at Elementary Level (NPEGEL)
 - Right to Education Act (2009)
 - Right to Persons with Disabilities Act (2016)

Unit-2

- Secondary Education: Status, problems and aims of universalization of secondary education with special reference to Punjab.
- Programs for achieving universalization of secondary education: Policies and Status.

Unit-3

- Higher Education: Status and problems with special reference to Punjab
- Issues of access, equity and excellence in higher education
- Efforts for upgrading the quality of Higher Education through RUSA
- Role and functions of different regulatory bodies in higher education: UGC, NCTE, RCI, NIEPA, ICSSR and AICTE



Unit-4

- Liberalization, Privatization and Globalization in education
- Language and medium of instructions: Multilingualism and Multiculturalism
- Policy of Inclusion: Women, Minorities, Differently Abled, SCs and STs
- PMMMNMTT: Scheme and implementation
- MOOCs and SWAYAM

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

Suggested Readings

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

M.A Education

SEMESTER- 2

The student has to opt one from the following two discipline specific courses

Course Code: DSE-02

Course Title: Fundamentals of Educational Measurement

Course Id: 241/MEDU/DS0205

Course Credit-3

Maximum Marks:75

Theory:50

Internal Assessment: 25

Exam Time: 3hrs

Course Outcomes:

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

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

Unit-1

- Educational measurement, assessment and evaluation: concept and nature; needs and uses of measurement, assessment and evaluation in behavioral sciences.
- Assessment of learning and Assessment for learning
- Norm-referenced and criterion-referenced measurement, formative, and summative assessment, diagnostic testing; and their application.

Unit-2

- Validity: Concept and nature of validity, major considerations of validity- content, criterion and construct, factors influencing validity.
- Reliability: Concept and nature of reliability, methods of estimating reliability- test-retest, equivalent forms, split-half, Kuder-Richardson and inter-rater method, standard error of measurement and factors influencing reliability measures
- Objectivity, Usability and Norms.

Unit-3

- Tests: types, principles of construction, preparation of questions based on instructional objectives
- Tools of Evaluation – Validity, Reliability and Standardization of a Tool, Types of Tools; Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory, Techniques of Evaluation; Observation, Interview and Projective Techniques
- Achievement tests: Standardized vs. informal classroom tests, principles of construction of achievement test.
- Concept & types of question banks.
- Reporting of assessment results and remediation



Unit-4

- Marks Vs Grade
- Semester system and annual system
- Systemic Reform with respect to examination: online, on-demand, open book examination
- Continuous and Comprehensive evaluation
- Classroom evaluation techniques
- Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources
- Reflection on the importance of different alternative assessment tools.

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

Suggested Books

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

OR

Course Title: EDUCATION FOR SUSTAINABLE DEVELOPMENT

Course Code: DSE-02

Course Title: Education for Sustainable Development

Course Id: 241/MEDU/DS0205

Course Credit-3

Maximum Marks:75

Theory:50

Internal Assessment: 25

Exam Time: 3hrs

Course Outcomes:

After completion of course the students will be able to:

- Analyze the relevance of Education for sustainable development.
- Identify the concepts that can be integrated in school curriculum and its transaction.
- Analyze the different methods for transacting concepts of sustainable development.
- Develop responsible behavior for living a healthy and happy life

UNIT-1

- Concept of sustainable development and Education for Sustainable development
- 17 Sustainable Development Goals (SDG) of UNESCO
- ESD & global citizenship

UNIT-2

- Integrating ESD into school curriculum
- Methods of transacting sustainability: Discussion, Seminar, Workshop, Problem Solving, Field Survey, Projects, Exhibition and Experimental Learning.
- 21st Century competencies for global & decent jobs and Sustainable entrepreneurship
- Technical & vocational skills for employability

UNIT-3

- Promoting mental health & wellbeing
- Inclusive education & social transformation
- Leveraging cultural diversity for SDGs
- Responsible consumption & production
- Sustainable cities & communities

UNIT-4

- Sustainable lifestyle
- Sustainable health practices & social wellbeing
- Human rights, Gender equality
- Promotion of peace & non-violence
-

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

Suggested Readings

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

OR



Course Title: INDIAN KNOWLEDGE SYSTEM

Course Code: DSE-02

Course Title: Indian Knowledge System

Course Id: 241/MEDU/DS0205

Course Credit-3

Maximum Marks:75

Theory:50

Internal Assessment: 25

Exam Time: 3hrs

Course Outcomes:

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

- **Analyze the concept and sources of Indian Knowledge System.**
- **Examine the contributions of Purushartha in one's life.**
- **Examine critically the purpose of knowledge and ancient Indian pedagogies.**
- **Reflect upon the concept, types and sources of values and their application in their life**

UNIT-1

- Indian Knowledge System: Concept, Origin, Sources and their implications on education. Preservation of culture, tradition and Dharma through education.

UNIT-2

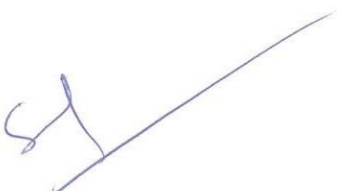
- Integration of Indian Knowledge System at different levels of education, Panchakoshas for holistic development: Annamaya Kosha (physical body), Pranamaya Kosha (Vital being), Manomaya Kosha (Mental), Vignanamaya Kosha (Wisdom) and Anandamaya Kosha (Bliss)
- Purushartha and its implications on education and society

UNIT-3

- The Purpose of Knowledge in India: Para Vidya and Aparavidya.
- Ancient Indian Pedagogical System: Sravan, Manana, Nidhidhyasana etc.
- Ancient Indian Gurus in educational and social transformations

UNIT-4

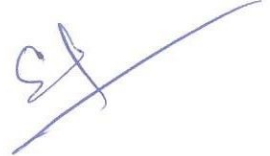
- Five Universal Values: Truth, Righteous conduct, peace, love and Non-Violence
- Sources of Values: Culture, Religion, Constitution
- Indian knowledge system in practice: Yoga, Meditation



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

Suggested Readings

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



M.A. Education

SEMESTER-3

Course Code: CCA09
Course Title: ICT in Education
Course ID:241/MEDU/CC301
Credit-4

Maximum Marks:100
Theory:70
Internal Assessment: 30
Exam Time: 3hrs

Course Outcomes:

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

- Explain the nature, scope and importance of educational technology and ICT.
- Develop basic skills in using the various models of teaching and development of Instructional material.
- Use e- learning tools in teaching learning, training and research.
- Share information and ideas through the Blogs and Chatting groups.
- Explore the research studies available on different on-line platforms.
- Analyze the social, ethical, and legal issues related to technology.

UNIT-1

- Concept of Educational Technology (ET) as a Discipline: Meaning, Nature and scope.
- Phases of Teaching and Levels of Learning
- Micro Teaching and Team- Teaching.

Unit -2

- Models of teaching: Families and Elements of Teaching model. Glaser's basic teaching model, Inquiry training model, Jurisprudential Inquiry Model, Inductive thinking model and Concept attainment model.
- Concepts of Pedagogy and Andragogy: Principles and Techniques of Andragogy. Knowles Adult learning theory.
- Development of instructional material: MOOC and e content.
- Systems Approach to Instructional Design, Models of Development of Instructional Design- ADDIE, ASSURE, Dick and Carey and Artificial Intelligence
- Artificial Intelligence: concept and Applications of Artificial Intelligence in education.

Unit-3

- e- Learning: Meaning, concept and applications in and out of the classroom.
- Blended Learning, Cooperative and Flipped Learning
- Emerging Trends in e- learning: Concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing and discussion forum, Open Education Resources.

Unit-4

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

Multidisciplinary Course from the department of Education for pool of the Courses in the University

(These courses are to be offered to students of different discipline/Subject by Department of Education)

M.A. Education

Semester- I

MDC-1 Teaching Proficiency (241/MEDU/MD 101)

Credits: 3 (Hrs./week:3)

Maximum Marks:75

Theory Examination: 35

Internal Assessment: 15

Practical Examination: 20

Practical Assessment: 05

Time: 3 hrs.

Course Outcomes

After completion of the course students will be able to:

- Explore the different techniques of classroom management.
- Explain phases of teaching and maxims of teaching.
- Illustrate concept of 5E model in teaching.
- Demonstrate different skills of teaching.
- Analyze different pedagogical skills and assessment techniques.
- Differentiate among Pedagogy, Andragogy, Heutagogy and Peeragogy.

Unit-I

- Teaching: Meaning, principles and maxims of teaching. Strategies of teaching: Teacher-centered, and learner-centered, Levels of Teaching and Phases of Teaching, Characteristics of effective teaching
- Classroom Management: Meaning, principles, Techniques of classroom management.
- Motivation: Meaning, nature and types, Factors affecting motivation

Unit-II

- Engagement: Concept, types and techniques of engaging the learners.
- Exploration: Concept and need, techniques of exploration in the class.
- Explanation Skill: Techniques of an effective explanation.
- Elaboration skill
- Evaluation as a skill: Classroom evaluation techniques, performance of learner and teacher, Questioning skill: Types of questions, framing and asking a good question

Unit-III



- Information and Communication Technology: Meaning, Scope, Importance, Sources, Application of ICT in teaching learning process.
- Flipped and Blended learning
- Web based teaching and learning, social networking sites, Virtual Laboratories and Digital Libraries.

Unit-IV

- Pedagogy, Andragogy, Heutagogy and Peeragogy: Meaning and concept types, use of various pedagogies in teaching
- Integrated Approach to Evaluation Grading system, meaning and types, mechanism of grading system, Problems of grading system, Interpretation of Grades
- Continuous assessment, portfolio assessment, question bank
- Choice Based Credit System

Transaction mode

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

Suggested Readings

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

M.A. Education
Semester- II

MDC-2 Andragogy and Education (241/MEDU/MD 201)
Credits: 3

Maximum Marks:75
Theory Examination: 35
Internal Assessment: 15
Practical Examination: 20
Practical Assessment: 05
Time: 3 hrs.

Course Outcomes

After completion of the course students will be able to;

- Characterize the genesis and evolution of andragogy and its basic concepts;
- Discuss the specifics of the educational needs of adults;
- Characterize contemporary theories, methods and form of adult education;
- Recognize the educational needs of specific groups of the adults;
- Develop positive attitudes to the problems of adult education;
- Conducting guidance in the areas of adults

Unit-1

- Andragogy: Concepts, Assumptions and Principles
- Adults - life phase, Opportunities, skills and motivation for the development of an adult
- Teaching the adults - history of andragogy
- Elements of important forms of education in various phases of life

Unit-2

- The role and tasks of andragogy in modern education
- Self-directed learning in the modern times with dominating role of Information and Communication Technology (ICT)
- Human activities in work and beyond it – some important elements supporting



better existence of an adult

Unit-3

- The educational role of adults
- Preparation of an adult to perform professional and social functions in accordance with the principles of society and proactive behavior of an adult

Unit-4

- Organization of leisure time for people of working age; development of interests
- The activity of cultural and educational aspects of an adult, volunteering as a popular form of physical activity and the possibilities to help others

Transaction Mode

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

Suggested Readings

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

5/

Skill Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by Department of Education for students of other departments/same department and is designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work.)

Semester 2

e-Content Development-I

SEC-1

Course Title: e-Content Development-I (241/MEDU/SE 201)

Credits:2 (Hrs./Week: 2)

Maximum Marks: 50

Theory Examination: 20

Internal Assessment: 05

Practical Examination: 20

Practical Assessment: 05

Time: 2 hrs.

Course Outcomes:

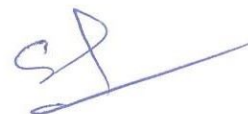
- After completion of the course students will be able to:
- Write e-content incorporating images, graphics etc.
- Include multimedia supplements in the e-contents
- Incorporate relevant supplementary study materials

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

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

Unit –II (Quadrant-III) (Learn More / Source for Further reading / Web Resources):

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

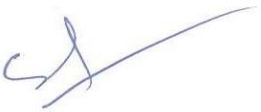


Suggested Readings:

1. Smith, J. (2022). *Understanding Digital Learning*. XYZ Publications.
2. Doe, J. (2021). *Educational Technology in the Modern Classroom*. ABC Press.
3. Johnson, E. (2020). *Theories and Practices of Online Education*. EduTech Books.

Web Resources:

1. Edutopia. (n.d.). *Technology Integration*. Retrieved from <https://www.edutopia.org>
2. Coursera. (n.d.). *Educational Technology Courses*. Retrieved from <https://www.coursera.org>
3. Educational Technology and Mobile Learning. (n.d.). *Tools and Resources*. Retrieved from <https://www.educatorstechnology.com>
4. OER Commons. (n.d.). *Open Educational Resources*. Retrieved from <https://www.oercommons.org>



OR

Educational Guidance and Counselling -I

SEC-1

Course Title: e-Content Development-I (241/MEDU/SE 201)

Credits:2 (Hrs./Week: 2)

20

Maximum Marks: 50
Theory Examination:

Internal Assessment: 05
Practical Examination: 20

Practical Assessment: 05
Time: 2 hrs.

Course Outcomes

After completion of the course, students will be able to

- **Identify the areas/situations that need guidance and counselling**
- **Identify the students with behavioural problems and design remedial measures**
- **Acquaint oneself with different types and approaches to counselling**

Unit-1

Meaning of Guidance and Counselling, Individual and Group guidance techniques: career talk, orientation talk, group discussion Nature and causes of behavioural problems among underachieving students, school discipline problems, bullying, drug abuse, truancy, and dropout

Practicum:

Prepare an Orientation programme schedule for the first semester students of our university Organise group discussions on any topic relevant to guidance and counseling Use different tools to assess behavioural problems in adolescents.

Prepare a documentary on any of the behavioural problems of adolescents Design remedial measures for children having behavioural problems

Unit-II

Types of counselling: Directive counselling, Non- directive counselling and Eclectic counselling Approaches to counselling: Cognitive- Behavioural by Albert Ellis – REBT & Humanistic, Person-centered Counselling by Carl Rogers



Practicum:

Conduct simulated situations to practice Directive counselling, Non- directive counselling and Eclectic counselling Identify various case studies where different areas of counselling are addressed

Transaction Mode

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

Suggested Readings

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



OR

COMMUNICATION SKILLS -I

SEC-1

Course Title: COMMUNICATION SKILLS -I (241/MEDU/SE 201)

50

Credits:2 (Hrs./Week: 2)

20

Maximum Marks:

Theory Examination:

Internal Assessment: 05
Practical Examination: 20
Practical Assessment: 05
Time: 2 hrs.

Course Outcomes

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

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

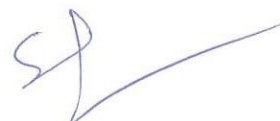
- Express the skills and dispositions needed to communicate effectively in real life situations.
- Develop listening and speaking skills by having them engage in a communicative task.
- Prepare for participation in group work through communicative skills and mutual goals.

Unit I

- Listening Skill: Active Listening and Empathetic Listening
- Audio and visual recorded lectures and talks will be used to develop the listening skills
- Pair and group activities to practice active listening techniques
- Applied Behavior Analysis (ABA)

Unit II

- Speaking Skills: Mock Exercises for Interview for job/ employment, Conducting and participating in mock meetings, Interacting orally in academic, professional and social situations



- Presentation of technical reports using audio-visual aids, Participation & communication in community work, participating in workshops& tutorials, participating in online forums, Participating in group work.

Transaction Mode

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

Suggested Readings

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