

MA Education
Academic Year wise Course Updating status from 2016-2021
2016-17

CURRICULAR ASPECTS		
Curriculum Design and Development		
Programmes for which syllabus revision was carried out during the Academic year		
Name of Programme	Programme Code	Dates of revision
Philosophy of Education	TTR 461	15.09.2016
Sociology of Education	TTR 462	15.09.2016
Psychology of Education	TTR 463	15.09.2016
ICT Applications in Education	TTR 464	15.09.2016
Open Educational Resources	TTR 465	15.09.2016
Public Speaking and Presentation Skills	TTR 455	15.09.2016
Education for being and Becoming	TTR 457	15.09.2016
Mental Health : Issues and Concerns	TTR 458	15.09.2016
Life Skills	TTR 459	15.09.2016
Indian Constitution and Citizenship	TTR 460	15.09.2016
Educational Planning and Administration	TTR 448	15.09.2016
Culture, Cognition and Education	TTR 452	15.09.2016

2017-18

CURRICULAR ASPECTS		
Curriculum Design and Development		
Programmes for which syllabus revision was carried out during the Academic year		
Name of Programme	Programme Code	Dates of revision
History of Education	TTR 466	21.02.2017
Research Methodology in Education	TTR 467	21.02.2017
Pedagogy across curriculum	TTR 468	21.02.2017
Mental Measurement and Evaluation in Education	TTR 469	21.02.2017
Educational Theories: Philosophical and sociological perspectives	TTR 429	21.02.2017

2018-19

CURRICULAR ASPECTS		
Curriculum Design and Development		
Programmes for which syllabus revision was carried out during the Academic year		
Name of Programme	Programme Code	Dates of revision

Statistics in Educational Research	TTR 470	23.08. 2018
Life skills Education	TTR 471	23.08. 2018
Programmes/courses focused on employability/entrepreneurship/Skill development during the Academic year		

2019-20

CURRICULAR ASPECTS		
Curriculum Design and Development		
Programmes for which syllabus revision was carried out during the Academic year		
Name of Programme	Programme Code	Dates of revision
Teacher Education	TTR 422	14-10-2020
Environmental Education	TTR 415	14-10-2020
History of Indian Education(Colonial Period)	TTR 466	14-10-2020
Action Research In Education	TTR 413	14-10-2020
Educational Technology	TTR 408	14-10-2020
Research methodology in Education	TTR 467	14-10-2020
Measurement and Evaluation in Education	TTR 467	14-10-2020
Guidance & Counselling	TTR 440	14-10-2020
Curriculum development	TTR 478	14-10-2020
Mental Health: Issues & concerns	TTR 458	14-10-2020
Inclusive Education: Equity and diversity	TTR 427	14-10-2020
Elementary Education	TTR 449	14-10-2020
Early childhood and Education	TTR 425	14-10-2020
Psychology of Education	TTR 463	14-10-2020
Basics of Sociology	TTR 403	14-10-2020
Sociological foundations of Education	TTR 404	14-10-2020
Development & Standardisation of Research Tools	TTR 602	14-10-2020
Quantitative Research in Education	TTR 606	14-10-2020
Qualitative Research in Education	TTR 605	14-10-2020
Research Methods and Techniques in Education	TTR 620	14-10-2020
Social Science Perspectives in Educational Research	TTR 619	14-10-2020
Research and Publication Ethics	RPE	14-10-2020
Pedagogy of Teaching-Learning process	TTR 622	14-10-2020
Educational measurement and Evaluations: Tools, Techniques and Trends	TTR 621	14-10-2020

2020-21

Teacher Education	TTR 422
Environmental Education	TTR 415
History of Indian Education(Colonial Period)	TTR 466
Action Research In Education	TTR 413
Educational Technology	TTR 408
Research methodology in Education	TTR 467
Measurement and Evaluation in Education	TTR 467
Guidance & Counselling	TTR 440

Curriculum development	TTR 478
Mental Health: Issues & concerns	TTR 458
Inclusive Education: Equity and diversity	TTR 427
Elementary Education	TTR 449
Early childhood and Education	TTR 425
Psychology of Education	TTR 463
Basics of Sociology	TTR 403
Sociological foundations of Education	TTR 404
Development & Standardisation of Research Tools	TTR 602
Quantitative Research in Education	TTR 606
Qualitative Research in Education	TTR 605
Research Methods and Techniques in Education	TTR 620
Social Science Perspectives in Educational Research	TTR 619
Research and Publication Ethics	RPE
Pedagogy of Teaching-Learning process	TTR 622
Educational measurement and Evaluations: Tools, Techniques and Trends	TTR 621



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Course Code: TTR 403 (Level 4)

Course name: Basics of Sociology

Course Credit: 2

Credit Equivalent:

One credit is equivalent to

- 10 hours of lecture/ organized classroom activity/ contact hours
- 5 hours of practical/ tutorial/ teacher led activity
- 15 hours of other workload such as independent individual / group work. Literature survey, library work, data collection, field work, writing of papers, projects, dissertation, thesis etc.

Course Objectives:

- The course will develop the understanding of various sociological concepts underlying the sociology of education with the help of theoretical perspective and empirical studies.
- The course will engage in understanding the relationship between school and society. Schools are the complex social organizations which are influenced by, and themselves shapes broader society.
- The course will look into the underlying theoretical perspective for understanding the external and internal forces that shapes the teaching-learning process in school.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation 5 marks
 - Seminar: 10 marks
 - Assignments: 15 mark

Course outline

Unit 1: Introduction to Sociology (4hrs)

- Meaning, nature and scope of sociology
- Sociological approaches to education
- Theories and Concepts in sociology of education- Functionalist perspective, Liberal perspective and Marxist perspective
- Difference between educational sociology and sociology of education

Unit 2: Education and socialization (4 hrs)

- Culture-concept, processes and implications for education
- Value-based Education and its Implications for society and socialization
- Agents of socialization- Family, peer-group, community, institutions of formal education

Unit 3: Theories on social stratification (4 hrs)

- Meaning and importance of social stratification
- Factors of social stratification
- Social stratification and Education

Unit 4: Education and Social Processes (4 hrs)

- Social change- factors and theories of social change
- Education and Social Mobility
- Education and social reproduction

Unit 5: Education and Indian Society

- Education and social inequalities
- Schedule caste, scheduled tribes and women and their struggle for education, Gender-based inequities and inequalities in education, Issues and problems of socially disadvantaged sections of Indian society, Provisions for educational upliftment of socially disadvantaged sections in India

Essential Readings:

- Blackledge, D. & Hunt, Barry. 1985. Sociological Interpretation of Education, London, Croom Helm.
- Stephen, Ball. 2004. The Routledge Falmer Reader in the Sociology of Education, London and New York, Routledge Falmer.
- Shukla & Kumar. 1985. Sociological Perspective in Education: A Reader, New Delhi: Chanakya Publication.
- Valmiki, Omprakash Jhudhan
- Tulsiram Manikanika मणिकर्णिका
- Tulsiram Muddhiya मुर्दहिया
- Cook, L.A. & Cook, E. 1970. Sociological Approach to Education, New York, McGraw Hill.
- Kamat, A.R. 1985, Education and Social Change, Bombay, Popular Prakashan.
- Shipman, M.D. 1975. The Sociology of the School, Second Edition, London, Longman Orient.
- Haralambos M. & Heald, R.M. 2012. Sociology Theories and Perspective, New Delhi, Oxford University Press.



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Course Code: TTR 404 (Level 4)

Course name: Sociological Foundation of Education

Course Credit: 4

Credit Equivalent:

One credit is equivalent to

- 10 hours of lecture/ organized classroom activity/ contact hours
- 5 hours of practical/ tutorial/ teacher led activity
- 15 hours of other workload such as independent individual / group work. Literature survey, library work, data collection, field work, writing of papers, projects, dissertation, thesis etc.

Course Objectives:

- The course will develop the understanding of various sociological concepts underlying the sociology of education with the help of theoretical perspective and empirical studies.
- The course will engage in understanding the relationship between school and society. Schools are the complex social organizations which are influenced by, and themselves shapes broader society.
- The course will look into the underlying theoretical perspective for understanding the external and internal forces that shapes the teaching-learning process in school.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation 5 marks
 - Seminar: 10 marks
 - Assignments: 15 mark

Course outline

Unit 1: Sociological Theories I

Structural Functionalism Talcott Parsons and Robert K. Merton

Social Interactionism

Critical Theory and Education: Theoder Adorno, Max Horkheimer and Herbert Marcuse.

Ivan Illich and Jurgan Habermas on Education

Unit 2: Education, the State and the Logic of Reproduction

Pierre Bourdieu and Social reproduction

Postmodernism and education

Unit 3: Introduction to Indian society

Caste: Characteristics of Indian caste system, Socio-economic inequalities and caste

Tribe: Tribe as a constitutional category and its social underpinning, Tribes of Himachal Pradesh, their distinguishing characteristics and their specific issues

Gender: Defining the term 'gender', Gender and social discrimination

Unit 4: Education and Inequality in the society

Socio-historical context of education for Schedule Caste and Schedule Tribe.

Issues and challenges in providing access and quality education to Schedule Caste and Schedule Tribe

Unit 5: Education and Indian Women

Indian women's struggle for education

Issues and Challenges for Indian women in education: access, discrimination and opportunities

Essential Readings:

- Allan, Julie and Catts, Ralph. 2012. Social Capital Children and Young People Implication for Practice, Policy and Research. Policy press at the University of Bristol
- Blackledge, D. & Hunt, Barry. 1985. Sociological Interpretation of Education, London, Croom Helm.
- Chanana, Karuna. 1988. Socialization, Education and Women: Exploration in Gender Identify (Perspective in indian Development)
- Chanana, karuna. 2001. Interrogating Women's Education: Bounded Visions, Expanding Horizons
- Haralambos, M. & Heald R.M. 2015. Sociology Theories and Perspectives, New Delhi, OUP.
- Jayaram, N. 2015. Sociology of Education in India, New Delhi, Rawat Publication
- Jackson, Stevi. 1998. Theorizing Gender and Sexuality in Stevi Jackson and Jackie Jones (ed.) Contemporary Feminist Theory. Jaipur Rawat Publication.

- Misra, P.K., Basa, K.K. and Bhatt, H.K. 2007. M.N. Srinivas The Man and his Work. New Delhi Rawat Publization
- Morrow, Raymond Allen and Carlos Alberto Torres. 1995. Social Theory and Education A Critique of Social and Cultural Reproduction. State University of New York Press
- Sadvonik, Alan R. 2011. Sociology of Education: A Critical Reader. Routledge
- Satyanarayana, A. 2014. Dalit and Upper Caste Essays in Social History. Delhi, Kanishka.
- Shukla & Kumar. 1985. Sociological Perspective in Education: A Reader, New Delhi: Chanakya Publication.
- Sleeter, Christine et.al. (ed.). 2012. School Education Pluralism and Marginality Comparative Perspective. New Delhi, Orient Blackswan
- Stephen, Ball. 2004. The Routledge Falmer Reader in the Sociology of Education, London and New York, Routledge Falmer.



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Course Code: TTR408

Credit: 4 (Level 4)

Course Name: Educational Technology

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:

- Describe meaning and need of Educational Technology.
- Understand various approaches of Educational Technology.
- Explain principles of Classroom Communication.
- Define various levels of teaching.
- Develop competency in using Flanders' Interaction Analysis.
- Discuss Programmed Instruction Material
- Use of Social Media in Education.
- Discuss E-Learning and its types.
- Understand recent trends in Educational Technology.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

Mid Term Examination: 25%

End Term Examination: 50%

Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Seminar: 10 marks
- Assignments: 15 marks

Course Contents:

UNIT I:

- Educational Technology- Its Meaning, Nature and Scope
- Evolution of Educational Technology: Continuum from audio-visuals to educational technology to information and communication technologies.
- Approaches of Educational Technology- Hardware approach, Software approach and System approach.

UNIT II:

- Communication: Concept, Nature, Process, Components and its Types
- Factors affecting classroom communication, How to improve classroom communication
- Communication Continuum from teaching to learning in the light of face to face and virtual communication.

UNIT III:

- Levels and Phases of teaching,
- Micro teaching, Simulated teaching and Team Teaching
- Flanders' Interaction Analysis

UNIT IV:

- Origin and Basic Principles of Programmed Instruction
- Types: Linear, Branching and Mathematics Model
- Steps in the Development of Programmed Instructional Materials, Content Analysis, Writing frames, Tryout, Editing and Validation

UNIT V:

- Recent Trends in Educational Technology: Open Educational Resources, MOOCs, Flipped classroom, cybercrime, cyber ethics.
- E-Learning and its various types, Online education
- Use of Social Media in Education

Suggested Readings:

- Adam, D.M. (1985). *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
- Behera, S.C. (1991). *Educational Television Programmes*, Deep and Deep Publications, New Delhi.
- Coburn, P. et al. (1985). *Practical Guide to Computers in Education*, Addison – Wesley Publishing Company, Inc.
- Das, R.C. (1993). *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
- Evaut, M. *The International Encyclopedia of Educational Technology*.
- Graeme, K. (1969). *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
- Haas, K.B. & Packer, H.Q. (1990). *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.
- Kumar, N. & Chandiram, J. (1967). *Educational Television in India*, New Delhi: Arya Book Depot.
- Kumar, K.L. (2008). *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mukhopadhyay, M. (1990). *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.

Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.

Sampathet. al. (1981). *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

Sharma, B.M. (1994). *Media and Education*, New Delhi: Commonwealth Publishers.

Venkataiah, N. (1996). *Educational technology*, New Delhi: APH Publishing Corporation.

AnandRao, B. & Ravishankar: *Readings in Educational Technology*, Himalaya Publishing House, Ramdoot Dr. Bhalerao Marg, Bombay – 04.

Chauhan S. S. *A Text Book of Programmed Instruction*. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.

Dharma, O.P & Bhatnagar O.O. *Educational and Communication for Development*, Oxford and IBG, New Delhi.

Goldberg, Alvin & Carl, E. *Group Communication*, Prentice Hall, Inc. New Jersey.

H.Keith. *Introducing CAL – Practical guide to writing CAL Programmes*, Chapman and Hall, London.

Patel I.J et al., *A Hand Book of Programmed Learning*, CASE, Baroda.

Ronald H Anderson: *Selecting and Developing Media for Instruction*, Van Nostrand Reinhold, New York.

Ruhela S. P. (2001): *Some Aspects of Educational Technology*.

Sharma R.A. *Programmed Instruction – An Instructional Technology*, Loyal Bank Depot, Meerut (UP).



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Course Code: TTR 413 (Level 4)

Course Name: Action Research in Education

Credits Equivalent: 2 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of this course, the students will be able to:

- Explain the fundamental concepts of Action Research
- Apply various methods for collecting Data Action Research
- Develop the skill of analysis and interpretation of action research data
- Understand the different process of evaluation of action research
- Able to conduct independent action research in required situation.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Course Content

Unit I- Action Research: An Introduction (4 Hours)

Nature and principles of Educational Research; Types of Research: Basic, Applied and Action; Quantitative Versus Qualitative Research; Action Research: Concept, elements and principles; Characteristics and descriptors of Action Research; Action research cycle (spiral); Collaborative action research; Teacher action research; Doing literature search and review; Statement of the problem in action research (Initial Diagnosis)

Unit II- Data Collection Techniques and Tools in Action Research (5 Hours)

The Nature of Data Collection: The 3Es of data collection; Techniques of data collection: Observing, Interviewing, Surveying, Assessing; Different Data Collection Tools: Tests, Interview Protocol Form, Checklist for an Interview, Individual Event Sampling Form, Group Event Sampling Form, Group Skills Checklist, Individual Skills Checklist, Field Notes, Professional Journal and Log, Anecdotal Notes Form, Sociogram, Forced Choice Checklist, Likert-Type Scale, Ranking Form, Close and Open-Ended Questions, Narratives and FGDs; Other data sources: Official records and documents

Unit III- Data Analysis and Interpretation in Action Research (4 Hours)

Analyzing interview and observation based data; Analyzing data based on narratives, discourses and FGDs; Content analysis including logical and inductive analysis, Triangulation of data; Using Descriptive Statistics, Tests of Significance and Graphs and Diagrams in action researches; Threats to validity of action research findings, How to improve the validity of action researches?

Unit IV- Executing Action Research Studies (4 Hours)

Developing an action research proposal; Data-driven Decision Making (DDDM) in action research; Developing an action plan; Planning and Initiating Action; Using action research findings for understanding and solving problems and improving teacher reflective practices; Barriers to problem solving and initiating change; Writing action research reports

Unit V- Evaluating Action Research Studies (3 Hours)

Ways of improving quality of action research studies; Parameters / basis for evaluating action research studies; Methodology for evaluating action researches; Sample action research study analysis; Improving action research methodology on the basis of evaluation; Issues, ethical and legal considerations in action researches.

Essential Readings

- Daniel R. Tomal (2010). *Action Research for Educators (2nd Edition)*. Plymouth , United Kingdom: Rowman & Littlefield Education.
- Lin S. Norton (2009). *Action Research in teaching and learning*. New York, NY: Routledge.
- Sandra M. Alber (2011). *A toolkit for Action Research*. Plymouth, United Kingdom: Rowman & Littlefield Publishers, Inc.

Suggested Reading

- Arhar, J., Holly, J., & Kasten, W. (2001). *Action research for teachers: Traveling the yellow brick road*. Upper Saddle River, NJ: Merrill.
- Mills, G. (2000). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Prentice-Hall.
- Keemis, S., & McTaggart, R. (Eds.). (1998). *The action research planner (3rd ed.)*. Geelong, Victoria, Australia: Deakin University Press.
- Hoffke, S. E., & Stevenson, R. B. (Eds.). (1995). *Educational action research: Becoming practically critical*. New York: Teacher College Press.



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Course Code: TTR 415 (Level 4)

Course Name: Environmental Education

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:

- Develop an understanding of processes and components of environment
- Understand various environmental issues and their impact.
- Understand the role of environmental education in sustainable development.
- Apply the knowledge of environmental ethics in inculcating environmental values.
- Aware people for the preservation and conservation of environment.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Unit I Environmental Education (6 hrs)

- Concept, importance, and scope of environmental education
- Aims and objectives of environmental education
- Guiding principles and foundations of environmental education

Unit II. Environmental Issues and its conservation (10hrs)

- Environmental processes and systems
- Conservation of Biological Diversity, management of biological resources and biodiversity.
- Global Environment issues: climate change, pollution, waste management, sanitation; Forest and Wildlife Conservation

Unit III. Sustainable Development (7hrs)

- Sustainable Development- concept, dimensions & principles
- Sustainable development goals(SDG)
- Education for sustainable Development and living: linking environmental and economic issues.
- Learning from nature and Indian cultural practices.

Unit IV. Environmental Ethics (7hrs)

- Environmental ethics: concept, need and scope.
- Values related to environmental conservation.
- Strategies for inculcating environmental values among the students at various levels of education.
- Recommendations of NEP 2020 for environmental conservation

Unit V International Efforts and Environmental Movements in India (10 hrs)

- The Stockholm conference 1972, Nairobi Conference 1982 , Brundtland commission 1983, The Rio Summit 1992 – the Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration – Kyoto Conference 1997
- Environmental movements in India: Silent valley movement, Chipko movement, Narmada bachao andolan, National Test Range at Baliapal, Orissa, Swachchh Bharat Abhiyaan, Clean Ganga project

Essential Readings

1. Hilgenkamp Kathryn (2006). *Environmental Health –Ecological Perspectives* London :Jones & Bartlett Publishers.
2. Iyer, Gopal (1996). *Sustainable Development Ecological & Socio-cultural dimension*. New Delhi : Vikas Publishing House Ltd.
3. Dayani, S. N., (1993). *Management of Environmental Hazards*. New Delhi : 110 014. Vikas Publishing House, Pvt. Ltd.

Suggested readings

1. Ashthana Vandanna, (1992). *The Politics of Environment*. New Delhi : Ashish Publishing, Houses, Punjabi Bagh.
2. James, George (1999). *Ethical Perspectives on Environmental Issues in India*. New Delhi- 100002: APH Publishing.
3. <http://www.unenvironment.org/>
4. <http://www.envfor.nic.in/>



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Course Code: TTR 422 (Level 4)

Credits: 04

Course Name: Teacher Education

Credits Equivalent: Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of this course, the students will be able to:

- Gain insight into the need and objectives of secondary and senior secondary teacher education,
- Understand the development of secondary and senior secondary teacher education in post-independent India,
- Gain insight into the existing pre-service teacher education programmers and their organizational aspects,
- Develop understanding of the needs, importance and existing practices of in- service education of teachers and functionaries associated with secondary and senior secondary education,
- Develop understanding of status of secondary and senior secondary teachers and the problems and issues related to professional growth.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Course Content

Unit I

Teaching as a Profession

- Teaching skills and competencies required of secondary and senior secondary school teacher, the need for education and training of teachers; code of ethics.
- Expectations of NCF 2005 from teacher as a professional practitioner; Academic and professional qualification of a secondary and senior secondary school teacher–analysis of status; Teaching as profession, analysis of present status and types of personnel recruited as teachers.
- Expectations of NEP 2020 from teacher as a professional practitioner; Academic and professional qualification of a primary, secondary and senior secondary school teacher–analysis of status; Teaching as profession, analysis of present status and types of personnel recruited as teachers.

Unit II

Pre-service Teacher Education and Teacher Education Curriculum at Elementary level

- Rationale for pre-service teacher education, review of existing practices in different stages–structure and components, weightage, duration, eligibility requirements
- Orientation, objectives, curriculum components, weightages and organizations
- Theoretical inputs in teacher education, foundation courses and teaching methods of different school subjects – content, rationale, objectives and organization
- Rationale and objectives for different inputs in practical and field experiences – developing skills – instructional skills, communication skills, managerial skills, organizational skills and contextual skills (multi grade, large class etc.)
- Organizing learning skills – awareness, observation, practice in simulated and practice in real conditions, internship, laboratory, school attachment
- Supervising student teaching – objectives, tools and techniques
- Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques
- Recommendations of NEP 2020 for pre-service teacher education programmes

Unit III

In-service Teacher Training

- Complementary nature of pre and in-service teacher education – need for in- service training, objectives of in-service training, planning in in-service training, identifying training needs, determining objectives, content and methodology; monitoring, evaluation, reporting and follow-up of in-service training programme
- Different formats – workshops, seminars, institutes, courses and their features; Cascade model of in-service teacher education
- Enhancing effectiveness of in-service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills),
- Recommendations of NEP 2020 for in-service CPD programmes for teachers

Unit IV

Teacher Training Methods and Techniques

- Making training participatory – methods and techniques, delivery of training – modes, methods and techniques; democratisation, lecture-cum discussion, work sessions, skills practice sessions, micro teaching, simulations, role-play, peer teaching, projects, modular and mini course
- Using ET resources in training – Computer, projector, films, studios and videos

Unit V

Resource Institutions for Teachers and Trainers

- Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes
- NCTE – objectives, functions and roles in quality control of teacher education
- Professional associations of teachers/trainers – roles and functions
- Recommendations of NEP 2020 regarding structural changes in teacher education sector

Transactional Mode

Group discussion, Lecture-cum–discussion, Panel discussion, Symposium, Reports, Research Journals, Schools/pre-service TEIs/DIETs visits and sharing of experiences

Sessional work

- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organized by any one of the resource institutions

Essential Readings

- ME (2020): National Education Policy – 2020, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

References

- Dunkin, M.J. (Ed.) (1987): The International Encyclopedia of Teacher and Training Education, Pergamon Press, N.Y.
- Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.
- Kauchak, D.P. & Paul, D. Eggen (1998): Learning and Teaching. Allen & Bacon. Sydney.
- Kundu, C.L (1988): Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- ME (2020) - New Education Policy- 2020, New Delhi.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi.
- MHRD (1966): Report of the Education Commission, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi.
- NCTE, (2004): Teacher Education Curriculum, New Delhi.
- Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.
- Wragg, E.C. (1984): Classroom Teaching Skills, Croom Helm, London.



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HIMACHAL PRADESH

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Course title: **Early Childhood Education**

Course code: **TTR 425 (Level 4)**

Course credit: **2**

Course Objective

On completion of this course the students will be able to:

- understand the need and significance of Early Childhood Education (ECE)
- understand the policy perspectives on ECE in India and world
- understand social and personal development of children (3-6 years)
- understand the quality dimensions i.e. curriculum, programmes and work force for ECE
- develop knowledge and skills for research and evaluation in ECE and training of personnel.

Course Content

Unit I- ECE: Policy Perspectives (4 hours)

Concept, significance and objectives of ECE; ECE in India: Recommendations in National Policy on Education (NPE, 1986) and PoA (1992), National Plan of Action for Children, 1992 and 2005; National Curriculum Framework (2005) and National Education Policy 2020; ECE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989)

Unit II–Psycho – Social Context of ECE (4 hours)

Physical, cognitive, language, socio-emotional developmental characteristics of children during early childhood stage; Transition from home to school – issues and concerns; Socio-cultural context in schools and home and child-rearing practices at home in construction of knowledge.

Unit III – Curriculum and Role of Stakeholders in ECE (4 hours)

Physical, cognitive, socio-emotional dimensions of Curriculum for School Readiness; Characteristics of learning experiences and approaches; Different types of preschool curriculum like Montessori, Kindergarten, Balwadi / Anganwadi; Role and functions of Teachers' helpers, parents, community and local panchayat in functioning of ECE centers

Unit IV– Strategies/ Approaches and Resources (4 hours)

General principles to curricular approaches: Activity based, play-way, child-centred, theme-based, holistic, joyful, inclusive education; Strategies: story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips; Resource room and TLM in pre-school centers: Types, importance and materials required

Unit V – Training, Research & Evaluation in ECE (4 hours)

Need and significance of training of personnel involved in ECE programme; Status & nature of pre-service & in-service training programmes of ECE, Areas of research studies in ECE; Evaluation of ECE programmes: methodology and implications; Evaluation of children in ECE: Concept, nature and methods.

Essential Readings

- Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.
- UNESCO (2007): Strong Foundations: Early Childhood Care and education. Paris.

References:

- Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (1st Ed.). Shipra Publications, New Delhi.
- Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children's Bureau, London.
- Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio.
- Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.
- UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.
- UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.
- World Bank (2004). Reaching out to the Child: An Integrated Approach to Child Development, New Delhi, Oxford University Press.



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Course Code: TTR 427 (Level 4)

Course Name: Inclusive Education: Equity and Diversity

Credits Equivalent: 2 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:

- Understand concept, meaning and significance of inclusive education.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
- Identify and explore existing practices.
- Understand the nature of difficulties encountered by children with special needs.
- Analyze special education, integrated education, mainstream and inclusive education practices.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Unit I- Introduction to Inclusive Education (3hrs)

- Inclusion: Rationale & Rights.
- Scope and advantages of inclusive education.
- Barriers to learning and participation: Review of culture, policies and practices.

Unit II- National and International Initiatives (5hrs)

- UN Convention on the Rights of Person with Disabilities.
- The World Conference on Special needs Education, Salamanca Statement and its framework for action on Special Needs Education.
- Current Laws and Policy perspectives supporting inclusive education for children with diverse needs in India.

Unit III- Children with Diverse Needs (5hrs)

- Characteristics of children with sensory, intellectual, developmental disabilities, learning disability, Educational and rehabilitation strategies for such children
- Children belonging to socially disadvantaged sections, conflict zones, economically weaker section, transgender.
- How to deal with and satisfy needs of all types of above children

Unit IV-Preparation for Inclusive Education (4hrs)

- Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children.
- Educational approaches: Individualized Education Plan.
- Universal design for learning

Unit V- Teacher Preparation and support services (3hrs)

- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- Types of services: approaches, strategies, personnel involved and their specific roles and responsibilities.
- Infrastructural and curricular requirements for inclusive schools, Resource room for providing inclusive education.

Essential 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. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R.T Publication.
3. Mitchell, D. (2014) *What really works in Special and Inclusive Education: Using Evidence Based Teaching Strategies*: Routledge
4. NCERT (2006): *Position Paper National Focus Group on Education of Children with special Needs*.

Suggested Reading:

1. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.*

2. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
3. The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
4. UNICEF: World Summit for Children, (1990)
5. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
6. NCERT (2006). National Focus Group Report on Education of SCs and Sts, New Delhi.
7. NCERT (2006) National Focus Group Report on Gender Issues in Education, New Delhi.



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Course Code: TTR 440

Level: 4

Course Name: Guidance and Counseling

Credits Equivalent: 2 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives:

On completion of this course the students will be able to:

- Understand the significance of guidance and counseling in education
- Understand the different approaches in counseling and the process of counseling
- Understand the procedures in organizing a sound guidance programme in schools
- Develop competencies to deal with children having special needs
- Develop the skills and qualities required for a school counselor.
- Familiarize the modern practices of Guidance & counselling

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Course Contents:

Unit I- Guidance and Counseling in Education (4 hrs)

Guidance: Aims, Objectives and principles of guidance; Counseling: Aims, Objectives and principles of counseling; Need and significance of guidance services in schools; Types of guidance: Educational, Vocational, Career and Personal guidance.

Unit II- Guidance in schools (3 hrs)

Educational guidance: Need and significance of educational guidance in schools; Process of educational guidance; Vocational guidance & Career guidance in schools; Individual and Group guidance; Tools and techniques used for guidance

Unit III- Counseling in Schools (4 hrs)

Counseling in schools; Types of counseling: Directive Counseling, Non-Directive counseling and Eclectic Counseling; Approaches in counseling: Behaviouristic, Gestalt, Psycho-Analytic and Humanistic; Transactional Analysis; Individual and Group Counseling: Techniques and Methods of counseling

Unit IV-Skills Needed for Providing Guidance & Counseling (5 hrs)

Qualities of guidance worker, Qualities of a counsellor, Skills Needed: Creative and Critical Thinking; Decision making and Problem solving skills; Communication skills; Empathy and Interpersonal Skills; Emotional and stress management skills

Unit V- Trends in Guidance & Counseling (3 hrs)

Role of teacher as a mentor: Coaching Sessions, Action Research practices; Cognitive methods: Neuro-Linguistic Programming (NLP); Promotion of Mental Health and Hygiene.

Essential Readings

- Crowell, B. (1963). *Guidance and Counseling in Group*, New York: Mac Graw Hills.
- Asha, B. (1999). *Guidance and Counseling: Theoretical Perspective*, Vol. 1, New Delhi: Vikas Publishing House.
- Rao, S. N. (2002). *Counselling and Guidance Second Edition* – Tata Mc Graw Hill Publishing Company.

Suggested Readings

- Ball, B. (1984). *Career Counselling Practice*, London: Palmer Press.
- Bernard, H.W. & Fullyness, D.F. (1977). *Principles of Guidance*, New York.
- Cornes, L.S. & Hacheery, H. (1987). *The Professional Counsellor*, New Jersey: Prentice Hall Cliffs Englewood.
- Nayak, A.K. (2004). *Guidance and Counselling*, New Delhi: APH publishing corporation.
- Peterson, J.A. (1970). *Counselling and Values*. Scranton: International Textbook.
- Tyler, L. (1969). *The work of the counsellor* (3rd ed.). New York: Appleton – Century – Crofts.
- Burgun, T., & Anderson, S. (1975). *The counsellor and the Washington, D.C: American Personnel and Guidance Association Press.*
- Hasan, J. C., Richard, R. S. & Richard, W. W. (1986). *Counselling Theory and process* (IV Ed). Boston: Allen and Bacon, Inc.



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Course Code: TTR 449 (Level 4)

Course Name: Elementary Education

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Objectives:

On completion of this course the students will be able to:

- Understand the context of elementary education
- Analyze organizational structure of Elementary Education and role of various organizations, institutions and agencies in Elementary Education
- Discuss the development of elementary education in India since independence
- Provide opportunity to develop critical understanding about significance of transitions in elementary education

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks

Assignments: 15 marks

U nit I- Introduction (8hrs)

- Concept, nature and importance of Elementary Education in the context of teaching through mother tongue, multilingualism.
- Teaching foundations to heterogeneous socio-cultural backgrounds.
- Developmental tasks. Influence of home, school and community related factors on child's development.
- Conceptual analysis of learner and learning, learner centred approach, activity centred approach, freedom and discipline
- Reflection on current practices in Elementary Education

Unit II- Development of Elementary Education (08hrs)

- Nature and focus of Elementary Education after independence: Reflections on policies
- Understanding elementary education via National Education Policy 2020
- Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education.
- Constitutional provisions for education and Directive Principles related to elementary education, RTE Act and their implications.

Unit III Programmes and Implementation Strategies at Elementary Education (8hrs)

- Centrally sponsored schemes – assumptions, implementation strategies and impact (IEDC, SOPT, PMOST, OBB, MLL, DPEP, EGS and AIE, KGBV).
- State projects –assumptions, implementation strategies and impact (BEP, APEP, UP BEP, Lok Jumbhish, ABL, Mahila Samakhya, Shiksha Karmi, AIEP, Learning Enhancement).
- Sarva Shiksha Abhiyan (SSA) –objectives, focus areas, implementation strategies and impact on quality enhancement.
- Mid Day Meal scheme (MDM) – objectives, implementation and impact on quality enhancement.

Unit IV Concerns, Issues and Challenges in Elementary Education (10 hrs)

- Achieving Universalization of Elementary Education - Universal access, retention and success
- Quality concerns in elementary education – classroom processes, addressing diverse needs.
- Language formula and its implementation - medium of instruction, multilingual approach at primary level
- Utilising family and community resource
- Implementation of Right of Children to Free and Compulsory Education Act 2009: Reflection.
- Co-ordination among different ministries for ensuring effective inclusive elementary education

Unit V Teacher at Elementary level (06 hrs)

- Teacher as professional practitioner-Expectations from NCF 2005
- Teaching in government schools versus private school
- Teacher and society
- Teacher's concerns

Essential Readings

- MHRD (2001): Convention on the Right of the child. New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.



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Course Code: TTR 458 (Level 4)

Credits: 2

Course Name: Mental Health: Issues and Concerns

Credits Equivalent: (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:

- Understand the concept of Mental Health and hygiene.
- Develop awareness of good mental health.
- Explain the interrelationship among adjustment and mental health.
- Understand processes of various psychotherapies.
- Develop the understanding of the role of home, society and institution in mental health.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25
2. End Term Examination: 50
3. Continuous Internal Assessment: 25
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Course Contents:

UNIT I Introduction (3hrs)

- Concept of Mental Health (WHO Perspective) and mental illness
- Importance of Mental Health
- Factors affecting Mental Health
- Normality and Abnormality.

Unit II Mental Health: Understanding Issues (4 hrs)

- Psychology of deprivation: Consequences on mental wellbeing.
 - Consumerism and materialism
 - Gender based violence
 - Inequality of inclusion in economic 'development': gender, class, caste.

UNIT III Psychological disorders (5 hrs)

- Psychosis: Nature, types, symptoms and causes.
- Neurosis: nature, types, symptoms and causes.
- Adjustment: Causes of Maladjustment, Adjustment Mechanism

UNIT IV Psycho- Therapies (4 hrs)

- Carl Roger's Humanistic Therapy
- Existential Psychotherapy
- Kelly's cognitive Psychotherapy
- Group therapy and family therapy

UNIT V Mental Health: Positive Psychology (4 hrs)

- Happiness and Subjective well-being: Living a pleasurable life
- Complete Mental Health: Emotional, Social and Psychological Well-being
- Maintaining good Mental Health (Through Yoga)
- Different Yogic Exercises, Aasans and Pranayaams, Its Impact on Physical, Physiological, Emotional and Spiritual well-being
- Role of home, society and institution in maintaining good mental health.
- Promotion of Mental Health through building resilience in the community.

Essential Reading:

1. Carroll, H.A. Mental Hygiene, New York, Prentice Hall, 1979.
2. Rayan W. Carson Mental Health through Education, New Delhi, Common wealth, 1970
3. WHO, Advocacy of Mental Health, 2003
4. Lopez, S. J., Pedrotti, J.T. & Snyder, C. R. (2015). Positive Psychology: The Scientific and Practical Explorations of Human Strengths (3rd Edition). New Delhi: Sage Publications.

Suggested Reading:

1. Brown J.F. The Psychodynamics and Abnormal Behaviour, New York, Mc Graw Hill Book Co. 1940
 2. Dollard J and Miller N.E Personality and psychotherapy, Chicago, Aldine, 1970
 3. Page, J.P. Abnormal Psychology, New Delhi, Tata Mc Graw Hill Publishers, Indian Edition, 1970
- Pomerants, A. M. (2008). Clinical Psychology: Science, practice and culture, New Delhi: Sage publications



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Course Code: TTR 463

Level: 4

Course Name: Psychology of Education

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:

- Understand the Nature, Scope and Methods of Educational Psychology
- Differentiate the impact of different schools of Psychology on Education
- Develop the knowledge of the various theories related with the child development
- Critically analyze the process of learning.
- Understand the concept of thinking, reasoning and problem solving.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25%. This 25% will distribute as
 - Attendance/Participation: 20%
 - Seminar: 40%
 - Assignments: 40%

Course Contents

UNIT I Psychology and various paradigms (7 hrs)

- Psychology- Basics
- Educational Psychology: Meaning, Nature & Scope.
- Methods of Educational Psychology: Introspection, Experimental, Observation, Clinical.

- Schools of Psychology and their impact on Education: Structuralism, Functionalism, Behaviourism
- What is Indian psychology; relevance and scope; historical developments; distinction from western psychology. Science and spirituality as two distinct forms of knowing in Indian Psychology, Indian Methods of studying individual psychology

UNIT II Developmental Process and Individual Differences (9 hrs)

Growth and Development: Concepts and Principles of development

Development of Concept Formation, Logical Reasoning, Problem-Solving and Creative Thinking, Language Development

Developmental issues and Developmental tasks

Individual Differences and How to Deal with Individual Differences

UNIT III Theories of development (8hrs)

Theories- Physical, Social, Emotional and Intellectual-

Cognitive and Language development theory: Jean Piaget and LS Vygotsky

Ecological theory: Bronfenbrenner

Theory of Psycho-social development: Erikson

Theory of Moral development: Kohlberg

UNIT IV Learning (8hrs)

Learning: Nature and Theories-Theories of learning: Classical Conditioning, Trial and Error, Operant Conditioning, Insightful learning- Hull's systematic behaviour theory- Lewin's Field Theory- Tolman's Sign Theory- Gagne's Theory of Learning- Bandura's Social learning theory- Carl Roger's theory of Experiential learning- Transfer of learning and its theories.

UNIT V Thinking, Reasoning and Problem-solving (8 hrs)

Thinking- Theories of Thinking -Types of Thinking -Development of Thinking; Reasoning – Types of Reasoning - Problem Solving- Factors affecting Problem Solving- Strategies for Effective Problem solving

Essential Reading:

1. Woolfolk, A. et.al. (2012). *Fundamentals of educational psychology*. New Delhi: Pearson Education
2. Hurlock, E.B. (2008). *Developmental psychology* (5th ed.). New Delhi: Tata McGraw Hill
3. Mangal, S.K. (2004). *Advanced educational psychology*. New Delhi: Prentice hall of India Pvt Ltd.
4. Santrock, John. W. (2006). *Educational Psychology*, Tata McGraw Hill Publishing Company Limited, New Delhi.
5. Baron, R.A. (2001) *Psychology*, Pearson Education Inc., New Delhi.
6. Indigenous Psychology by Girishwar Misra & Ajit.K. Mohanty

Suggested Reading:

1. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
2. Piaget, J. (1957). *Construction of reality in the child*. London: Routledge & Kegan Paul.
3. Piaget, J. (1958). The growth of logical thinking from childhood to adolescence. *AMC*, 10, 12.
4. Dandapani, S. (2001). *Advanced educational psychology*, (2nd edition), New Delhi, Anmol publications pvt Ltd.
5. Handbook of Indian Psychology by K.Ramakrishna Rao, Anand Paranjpe & Ajit K Dalal



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Course title: History of Indian Education (Colonial Period)

Course code: TTR 466 (Level 4)

Course credit: 4

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective

The course will accomplish following objectives:

- To introduce the ideological debates on colonial education in India.
- To critically examine the development of colonial education in the early nineteenth century through colonial policy documents.
- To understand the impact of swadeshi movement on Indian education.
- To know the impact of First World War on colonial policy regarding science, technology and industrialization.
- To understand the new development in Indian education with the ongoing freedom struggle.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%

3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
- Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Course Outline

Unit 1 Themes Concern and Approaches towards Modern Education in Nineteenth Century

Indian Knowledge Tradition, Cultural Heritage and Value System
Missionary enterprise in education
Anglicist- Orientalist discourse
Medium of instruction
Liberal-utilitarian education
Education and colonialism

Unit 2 Education and State

Bentinck, Macaulay and the introduction of English Education in India
Dalhousie, Charles Wood and the Education Dispatch of 1854
The Hunter Commission
Resolution of Govt. of India on Education Policy 1904

Unit 3 Education and Swadeshi Movement

Swadeshi movement and its impact on education.
Curzon' university reform.
The discourse on national education movement. Gokhale's Bill for Compulsory Primary education 1910-12

Unit 4 First World War and its aftermath

Indian industrial commission and its impact on science and technology
Establishment of new universities: Banaras, Aligarh, Lucknow, Dacca and Osmania.
Education under diarchy
Govt. of India Act 1935, Sargent Report 1944,
Abbot-Wood Report (1936-37) on Vocational Education in India

Unit 5 Education and National Movement

Institutionalization of national schools, Vidyapithas, Azad Schools and Jamia Milia Islamia
Zakir Husain Committee's Report
The period (1935-50) of big science- M.N. Saha, Homi Bhabha and S.S. Bhatnagar contribution to Indian science.

Suggested Readings

- Basu, Aparna. 1974. The Growth of Education and Political Development in India 1898-1920, Delhi.
- Ghosh, S.C. 2001, Birth of a New India, Delhi, Originals.
- Kumar Krishna. 1987. Political Agenda of Education, New Delhi.
- Mukerji S.N. 1974. History of Education in India Modern India, Gandhi Nagar, Acharya Book Depot.
- Mukherjee Haridas & Mukherjee Uma, A Phase of the Swadeshi Movement (National Education 1905-10), Calcutta.
- Nurullah & Naik 1962 A Students' History of Education in India (1800-1961), Bombay, Macmillan and Co. Ltd.
- Raina & Habib, 2004. Domesticating Modern Science A Social History of Science and Culture in Colonial India, New Delhi.



School of Education

Central University of Himachal Pradesh

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Course Code: TTR 467 (Level 4)

Course Name: Research Methodology in Education

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives:

To enable the learners to -

- Explain the concept, scope, types and importance of educational research
- Understand the importance of ethical issues in conducting educational research
- Describe the importance of review of related literature
- Understand the meaning, criteria and sources for identifying the research problems
- Formulate research objectives and hypotheses
- Understand the terms used in educational research process
- Prepare the research proposal.
- Define population, sample and describe the different techniques of sampling
- Explain the types, tools and techniques of data collection
- Describe the various methods of research
- Explain the different approaches to analyze the qualitative as well as quantitative data.
- Prepare the research Report.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Course Content

Unit 1 Basics of Educational Research (8 Hours)

Concept, Scope and Importance of educational research

Review of Related Literature: Purpose, importance and Sources of Related Literature.

Research Problem: Selection, Formulation and Delimitation of the Research Problem and Characteristics of Good Research Problem

Research Objectives; Hypotheses: Formulation, Significance and Types. Preparation of Research proposal; Major research issues in education

Unit 2 Methods of Research (8 Hours)

Historical Research: Meaning, nature, importance and steps; Primary and Secondary Sources of Data, External and Internal Criticism of the data sources.

Descriptive Research Method: Meaning, Importance, Steps and Types of Descriptive Research Studies (Survey Studies, Developmental Studies and Case Study)

Experimental Research Method: Meaning, Importance, Steps and Components of Experimental research, Methods of Controlling of Extraneous Variables

Unit 3 Sampling (7 Hours)

Concept of Population, Sampling, Sampling Unit, Sampling Frame, Sample Size, Techniques of Sampling and its advantages and limitations, Characteristics of Good Sample, Sampling Errors and How to reduce them.

Unit 4 Tools and Techniques of Data Collection (9 Hours)

Types of data: Quantitative and qualitative; Meaning and Characteristics of Good Research Tools.

Types, Uses and Preliminary Construction of Research Tools (Questionnaire, Rating Scales, Attitude Scales, Observation Schedule and Interview Schedule).

Unit 5 Data Analysis and Preparation of Research Report

Tabulating Data, Graphical representation of Data (Histogram, frequency curve, pie chart), Analysis of Observation Based and Interview based Data: Content Analysis including Logical & Inductive Analysis; Documentary Analysis.

Steps in preparation of Research Report

Writing Bibliography and References

Essential Readings

Best, J.W. & Kahn J.V.(2005). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd., 9th Edition.

Cohen, Louis, Manion, Lawrence & Morrison, Keith (2011). Research Methods in Education, 7th Edition. India: Cambridge University Press, Private Limited.

Suggested Readings

Aggarwal, L.P.(2007). Modern Educational Research. New Delhi: Dominant Publishers and Distributors.

Bhandarkar, P.L., Wilkinson, T.S.& Laldas, D.K. (2004). Methodology and Techniques of Social Research. Mumbai: Himalayan Publishing House.

Creswell, John W.(2014) Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition. Delhi: PHI Learning Private Limited.

Koul, Lokesh, (2013) Methodology of Educational Research (4th Edition). New Delhi: Vikas Publishing House Pvt. Ltd.

Keeves, John. P, (1998). Educational Research Methodology and Measurement. An International Hand Book, Oxford: Pergamon Press.

Kerlinger, C.R.(1986). Foundations of Behavioural Research 3rd Edition, New York: Holt, Rinehart and Winston.

Kothari, C.R.(1998). Quantitative Techniques. New Delhi: Vikas Publishing House.

Radha Mohan(2006). Research Methods in Education. Hydrabad: Neelkamal Publications Pvt. Ltd.

Sidhu, K.S. (2002). Methodology of Research in Education. New Delhi: Sterling Publications.

Singh, R, (2014) Research Methodology: A Step by Step Guide for Beginners, New Delhi: Sage Publication.



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Course Code: TTR - 469

Credit: 4

Level: 4 (PG)

Course Name: Measurement & Evaluation in Education

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the students will be able to:

- Understand the basic concept in Measurement & Evaluation
- Understand the concept of taxonomy of educational objectives
- Explore the different types of Instruments used in Measurement & Evaluation
- Explain the concepts of reliability, validity and norms.
- Understand the Achievement Test, Diagnostic Test & Intelligence testing
- Familiarize the measures of Interest, Aptitude, Attitude & Skill
- Explore the Emerging Trends in Measurement and Evaluation

Attendance Requirements:

Students are expected to attend all lectures in order to be fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Seminar: 10 marks
 - Assignments: 10 marks
 - Attendance: 5 marks

Course Contents:

Unit 1: Fundamentals of Measurement & Evaluation (6 Hours)

Concept, Functions, Principles, Objectives, Outcomes, Importance, Difference between Measurement, Evaluation and Assessment; Learning Outcomes: Expected Learning Outcomes, Real Learning Outcomes

Unit 2: Instruments used in Measurement and Evaluation (10 Hours)

Evaluation Tools: Questionnaire, Interview, Observation, Rating scales, Inventories, Tests, Qualities of measurement and evaluation tools

Unit 3: Different Types of Tests (8 Hours)

Achievement Test; Diagnostic test: Their Construction and Validation, Teacher made tests and standardized tests

Unit 4: Measurement of Interest, Attitude, Aptitude & Skills (8 Hours)

Measurement of Aptitude, Attitude, Interest, Skills: Concepts, Development and Standardization

Unit 5: Trends in Educational Measurement and Evaluation (8 Hours)

Marking system Vs Grading System; Fixing criteria for Grading, Credit & Semester system, Continuous and Comprehensive Evaluation (CCE); Choice Based Credit System (CBCS); Cumulative Grade Point Average (CGPA), Question Banks, Rubrics

Suggested Readings:

- Anastasi, A (1982), Psychological Testing, Mac Millan, New York.
- Cronbach, L.J. (1964), Essentials of Psychological Testing, Harper and Row, New York.
- Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, Prentice Hall, New Delhi.
- Mohan, Radha (2016). Measurement, Evaluation and assessment in Education, PHI Learning Pvt Ltd, New Delhi.
- Singh, Pritam (2005). Handbook of Measurement and Evaluation, Doaba House, New Delhi.
- Sivaraman, K. (2005). Trends and developments in modern educational practices, Calicut University Central co-operative stores, Calicut.



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Course Code: TTR 472 (Level 4)

Course Name: Quantitative Research Methods and Techniques in Education

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation; seminars, etc.)

Course Objectives:

To enable the learners to -

- Understand the nature and scope of quantitative research in education
- Understand the concept of experimental research and its different aspects
- Understand various types of experimental research designs
- Understand the process of meta-analysis in education
- Acquire the fundamental knowledge about inferential statistical techniques.
- Apply correlation and regression analysis techniques.
- Apply various inferential statistical techniques.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

COURSE CONTENT

UNIT-I: Basics about Quantitative Research

Meaning, Characteristics and Types of Quantitative Research (Positivist Research Paradigm), Difference between Quantitative and Qualitative Research, Meaning and Types of Variables, Usefulness and Limitations of Quantitative Research.

UNIT-II: Experimental Research Method

Characteristics and Importance of Experimental Research, Experimental Research Designs: Meaning, Importance and One example each of true experimental design and factorial design, Threats to Validity of Experimental Findings and Ways of Improving them, Steps in Experimental Research

UNIT-III: Correlation and Regression Analysis

Meaning of Correlation, Types of Correlation, Correlation Methods: Product Moment, Rank Difference Method, Simple Linear Regression Analysis and Making Predictions.

UNIT-IV: Basics about Inferential Statistical Methods

Difference between Descriptive and Inferential Statistics, Meaning and Assumptions of Inferential Statistical Methods, Population Parameter and Sample Statistic, Difference between Parametric and Non-Parametric Statistical Techniques, Concept of Level of Significance and Degrees of Freedom, Meaning of Statistical Significance, How to choose Appropriate Statistical Technique?

UNIT-V: Inferential Statistical Techniques

Confidence Intervals / Limits, Test of Significance of Difference between Means (t-test) for Large and Small samples (One Sample, Independent Samples, Correlated Samples), One-tailed and Two-tailed Tests of Significance, Analysis of Variance (F-Test upto Two Way), Non-Parametric Test: Chi-Square Test, Type I and Type II Errors.

Essential Readings

1. Best, John W. and Kahn, James V. (1993). Research in Education, 7th Edition, New Delhi: Prentice Hall of India.
2. Cohen, Louis, Manion, Lawrence and Morrison, Keith (2013). Research Methods in Education, 7th Special Indian Edition, Oxon: Routledge.
3. Creswell, John W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition, New Jersey: Pearson Prentice Hall Inc.
4. Garrett, Henry E. (1992). Statistics in Psychology and Education, Bombay/Mumbai: Vakils, Feffer and Simons Ltd.

5. George, Darren and Mallery, Paul (2013). SPSS for Windows-Step by Step: A Simple Guide and Reference 17.0 Update, 10th Edition, Pearson
6. Kerlinger, Fred N. (2014). Foundations of Behavioural Research, 2nd Edition, New Delhi: Surjeet Publications.
7. Koul, Lokesh (2013). Methodology of Educational Research, 4th Edition, New Delhi: Vikas Publishing House.



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Course Code: TTR 473 (Level 4)

Course Name: Fundamentals of Psychometry

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the students will be able to:

- Understand the basic concepts related to Psychometry.
- Explain advantages and limitations of psychometry.
- Explore the different types of Instruments and techniques used in measuring cognitive behaviour and related characteristics.
- Explore the different types of Instruments and techniques used in measuring affective behaviour and related characteristics.
- Explore the different types of Instruments and techniques used in measuring psychomotor behaviour and related characteristics.
- Explore the different types of Instruments and techniques used in measuring social skills.
- Explore the different types of Instruments and techniques used in assessment of human personality.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Seminar: 10 marks
 - Assignments: 15 marks

Unit 1: Basics about Psychometrics (10 Hours)

Dimensions of Human Behaviour: Cognitive, Affective and Psychomotor; Different means of Measuring/assessing Human Behaviour including psychometry; Psychometry: Origin, Meaning, Nature and Application; Advantages and Limitations of Psychometric assessment

Unit 2: Measurement of Cognitive Characteristics (8 Hours)

Measurement of Cognitive behaviour: Measurement of Achievement, Intelligence, Abilities and Aptitude; Achievement Test: Types, Construction and Validation; Intelligence Testing: Concept of IQ, Measurement of Intelligence, Types of IQ tests; Abilities: Concept, Nature and Ability testing; Aptitude Measurement: Concept, Importance, Aptitude Tests

Unit 3: Measurement of Affective Characteristics (8 Hours)

Measurement of Attitude, Emotions and Interest; Attitude measurement: Meaning, Nature and types of attitude scales, Measurements of interests through inventories, Measurement of Emotional intelligence: Meaning and importance of EI, Emotional intelligences tests; Assessment of personality: Concept, dimensions and types of personality; Personality assessment tests and techniques: TAT, Verbal Tests, Situational tests

Unit 4: Measurement of Social abilities and Skills (7 Hours)

Concept and Importance of Social abilities and Skills; Measurement of social skills: Socio-metric techniques, Construction of Sociogram, Social distance scale, Q-sort technique, Guess who technique; Social skills rating scales and questionnaires

Unit 5: Measurement of Psychomotor Skills (7 Hours)

Measurement of skills through Observation, Interview (Viva-Voce), Measurement of Skills: Performance Tests: Purpose & Types, How to construct and validate performance and skill-based tests; Portfolio Assessment: Concept, Types and Application of portfolio

Suggested Readings:

- Anastasi, A (1982), Psychological Testing, Mac Millan, New York.
- Cronbach, L.J. (1964), Essentials of Psychological Testing, Harper and Row, New York.
- Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, Prentice Hall, New Delhi.

- Mohan, Radha (2016). Measurement, Evaluation and assessment in Education, PHI Learning Pvt Ltd, New Delhi.
- Singh, Pritam (2005). Handbook of Measurement and Evaluation, Doaba House, New Delhi.
- Sivarajan, K. (2005). Trends and developments in modern educational practices, Calicut University Central co-operative stores, Calicut.



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Course Code: TTR 474 (Level 4)

Course Name: Contemporary Educational Policies and Programmes

Credits Equivalent: 2 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives:

To enable the learners to -

- Understand the objectives, significance and provisions of different policies and programmes at school level.
- Describe the objectives, significance and provisions of different policies and programmes at higher education level.
- Explain the objectives, significance, provisions and mechanism of different policies and programmes related to technical and professional education.
- Discuss the objectives, significance and mechanism of various technological interventions initiated for educational development in India.
- Understand the vision and basic thought behind National Education Policy 2020.
- Explain main features and recommendations of NEP 2020.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Contemporary Educational Policies and Programmes

COURSE CONTENT

UNIT-I: Educational Policies and Programmes at School Level

Sarva Shiksha Abhiyan: Vision, Objectives, Policy Framework, Provisions, Targets Achieved, Challenges in realization of programme objectives; RTE Act 2009.

National Elementary Education Mission (NEEM), National Programme for Providing Nutritional Support at Elementary Level (Mid Day Meals programme), Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Vision, objectives, provisions, targets achieved and challenges faced; Samgra Shiksha Abhiyan

UNIT-II: Educational Policies and Programmes at Higher Education Level

Rashtriya Uchchatar Shiksha Abhiyan (RUSA): Vision, objectives, provisions, targets achieved and challenges faced; PMMMNMTT: Vision, objectives, provisions and functioning, Promoting research and development: National Research Foundation, ICSSR-IMPRESS, UGC-STRIDE and other research-related fellowships, Its Objectives and targeted audiences.

UNIT-III: Technological Interventions in Education

Swayam Courses: Objectives and Operational Mechanism, SwayamPrabha Channels: Objectives, Variety of channels, Target Population, Operational Mechanism; MOOCs: Concept, Nature, Objectives, Significance; Other Interventions and their Objectives: INFLIBNET, NKN, Shodhganga, NME-ICT, National Digital Library of India, Information and Communication Technology in Schools (ICT@Schools)

UNIT-IV: Policies and Programmes for Technical Education

Concept, Objectives and Mechanism of Different Policies and Programmes viz. national Policy on Skill Development, IMPacting Research INnovation and Technology (IMPRINT), Technical Education Quality Improvement programme (TEQIP), Pradhanmantri Kaushal Vikas Yojana, Atal Ranking of Institutions on Innovation Achievements (ARIIA), Unnat Bharat Abhiyaan, National Scheme of Apprenticeship Training, National Programme for Technology Enhanced Learning (NPTEL), e-shodhsindhu,

UNIT-V: National Education Policy 2020

Need and Significance of National Education Policy 2020, Basic idea and thought behind NEP 2020, Main features of NEP 2020, Recommendations of NEP 2020 for various sectors of education (including pre-school, school, higher, teacher education, technical and professional, open and distance education) and their potential contribution and implications.

Web References

Official Website of Ministry of Education, Govt. of India

Official Website of NCERT, Govt. of India, New Delhi

Official Website of UGC, Govt. of India, New Delhi

Official Website of AICTE, Govt. of India, New Delhi

Official Website of ICSSR, Govt. of India, New Delhi

Official Website of MSME, Govt. of India, New Delhi

Swayam.gov.in

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Course Code: TTR 475 (Level 4)

Course Name: Synopsis Preparation and Presentation (Practicum)

Credits Equivalent: 2 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives:

To enable the learners to -

- Review the literature for identification of research problem.
- Prepare a synopsis for carrying out research work.
- Present research synopsis and discuss its strengths and limitations
- Carry out research work in an appropriate manner.
- Develop critical and creative thinking.
- Understand the terms used in educational research process

COURSE CONTENT

1. Students will review the journal articles, reference books and other relevant literature and identify a problem for investigation in consultation with allotted research supervisor and other faculty members.
2. Students will prepare a rough draft of research proposal and discuss it with his peers and research supervisor and bring modifications / revisions based on suggestions given.
3. Students will prepare a modified preliminary draft of research proposal and present in an open seminar in front of all faculty members, RD scholars and peer PG students.
4. Students will prepare a final synopsis after incorporating all the relevant suggestions given by faculty members, RD scholars and peer PG students and submit the same to the office of Department of Education for evaluation and record purpose.



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Course Code: TTR 476 (Level 4)

Course Name: Education for Skill and Entrepreneurship Development

Credits Equivalent: 2 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives:

To enable the learners to –

- Understand the concept of different skills and skill development process
- Familiarize with the concept of vocational education and its different aspects
- Understand about different aspects of entrepreneurship and role of education in skill and entrepreneurship development
- Understand about the curriculum and pedagogy needed for skill and entrepreneurship development
- Familiarize with different policy interventions for skill and entrepreneurship development

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Education for Skill and Entrepreneurship Development

COURSE CONTENT

UNIT-I: Skills and Skill Development

Difference between knowledge and skills; Difference between life skills, employment skills and entrepreneurship skills; Concept, Objectives and Importance of skill development, Relation between skill development and employment, Role of teachers in skill development.

UNIT-II: Vocational Education

Vocational education: Concept, importance and objectives; Concept of Lok Vidya, Preservation, transmission and advancement of Indian traditional crafts and related skills through vocational education courses; National Vocational Education Qualification Framework (NVEQF); Current status and challenges of vocational education in India.

UNIT-III: Entrepreneurship

Perspective and importance of entrepreneurship, Reasons for developing entrepreneurship in a country like India, Difference between entrepreneur and businessman, Characteristics of entrepreneur, Difference between entrepreneurship and self-employment, Role of educational institutions and teachers in developing entrepreneurship skills among youth

UNIT-IV: Curriculum and Pedagogy for Skill and Entrepreneurship Development

Significance and features of curriculum of skill-based and entrepreneurship-oriented courses, Importance of institute-industry partnership; Training methods and strategies: Demonstration, Hands-on activities, Internship; Qualities of effective skill development instructors, Issues and challenges of skill-based and entrepreneurship-oriented courses; Assuring its quality and standards.

UNIT-V: Policy Interventions for Skill and Entrepreneurship Development

National Skill Development Policy; National Skill Qualification Framework (NSQF), Skill India Mission (Kushal Bharat-Kaushal Bharat Abhiyan): Vision, objectives and provisions; Objectives of Pradhanmantri Kaushal Vikas Yojna (PMKVY), Entrepreneurship and skill development programmes of Ministry of Micro, Small and Medium Enterprises, Vision and Objectives of Make in India Mission, Vision enshrined in Aatmnirbhar Bharat Abhiyaan.

References

Donald, F, K. (2014). Entrepreneurship – Theory, Process and Practice. 9th Edition, Cengage Learning

Hisrich, R. D. and Peters M. P. (2013). Entrepreneurship. 8th Edition, Tata McGraw-Hill

Khanka. S.S. (2013). Entrepreneurial Development. New Delhi: S. Chand & Co. Ltd.

Pandya, R. (2019). Skill Development & Entrepreneurship in India, New Century Publications, New Delhi

Ramaswamy, B., Sasikala P., Gururaj, M.B. (2019). Skill Development in India, Prabhat Prakashan, New Delhi.

WEB References:

msde.gov.in

nsdcindia.org

mhrd.gov.in

aicte-india.org

msme.gov.in

pmindia.gov.in

nsda.gov.in

nationalskillsnetwork.in

pmkvyofficial.org



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Course Code: TTR 477 (Level 4)

Course Name: Indian Education Thought and Experiments

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives:

To enable the learners to –

- Explore and Familiarize about education, its features and system during Ancient Period.
- Understand the philosophy of various Indian Educational Thinkers
- Familiarize with the Integral Humanism philosophy of Pandit Deen Dayal Upadhyay.
- Discuss the contribution of various Indian Scholars towards Knowledge Tradition
- Understand the vision and contribution made by various social reformers, social organizations and government through different experiments in the field of education.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Indian Educational Thought and Experiments

COURSE CONTENT

UNIT-I: Education during Ancient Period

Concept, Aims and Objectives of education during Vedic times, Educational elements in Vedas, Educational philosophy enshrined in Upanishads, Teachings from Shrimad Bhagvad Gita and its implications for education in contemporary India and world, Concept of Jnan (knowledge), Pragyaa (wisdom) and Satya (truth) as highest human goals in ancient Indian education, Gurukul system of Education and its characteristics

UNIT-II: Indian Educational Thinkers

Swami Vivekananda's philosophy of man-making education, Sri Aurobindo's concept of integral education, its basic premises and concept of knowledge, Gandhiji's philosophy of basic education, Educational philosophy and contribution of Pandit Madan Mohan Malviya, Ambedkar's Educational and Social thoughts, Educational philosophy and contribution of Gurudev RN Tagore, Educational thoughts of Sir Syed Ahmad Khan

UNIT-III: Integral Humanism of Pandit Deen Dayal Upadhyay

Historical, cultural, economic, political and educational vision of Pandit Deen Dayal Upadhyay, Vision of Pt. Deen Dayal Upadhyay on nationalism, Concept and features of Integral Humanism, Vision of Pandit Deen Dayal Upadhyay about integral humanism, Basic inherent philosophical components of integral humanism, Relevance and significance of philosophy of integral humanism in current educational and social scenario

UNIT-IV: Contribution of Indian Scholars towards Knowledge Tradition

Indian knowledge traditions and its Significance, Contribution of Indian Scholars towards Knowledge, Literature, Science, Mathematics and Spiritualism: Aryabhata, Bhaskaracharya, Maharishi Kanaad, Maharishi Panini, Maharishi Patanjali, Chankaya, Charaka, Sushrut, Gargi and Maitreyi

UNIT-V: Indian Experiments in Education

Role of Arya Samaj towards Educational Development in India, Wardha scheme of basic education and Nai Taleem, Educational philosophy of Vidya Bharti and its contribution towards educational development, Vanvaasi Kalyaan Ashrams and its contribution towards tribal education development, Contribution of Navodaya Vidyalayas, Ashram Schools and Kasturba Gandhi Balika Vidyalayas towards educational development

Books Recommended

- Golwalkar, M. S. (2017). Bunch of thoughts. Bengaluru: Sahitya Sindhu Prakashan.
- Pandey R. S.(2005). Indian Educational System, Adhyayan Publishers & Distributors, New Delhi
- Pandey, R. S. (2002). Teacher in developing Indian society. Agra: Vinod Pustak Mandir
- Mukherjee, H. B. (2016). Education for Fullness: A Study of the Educational Thought and Experiment of Rabindranath Tagore, Routledge India ,
- Parashar, M. & Deepa S. (2014). Bharatheeyh Siksha Ka Ethihis evam Vikas, SBPD Publisher., Agra, UP
- Safaya, R. N. and Shaida, B. D. (2005). Modern theory and principles of education. New Delhi: Dhanpat Rai Publishing Company.
- Sharma, Mahesh Chandra (2017). पंडित दीन दयाल उपाध्याय: कृतत्व एवं विचार, New Delhi: Prabhat Paperbacks.
- Taneja, V.R. (2010). Educational Thinkers, Atlanta Published Distribution, Pvt. Ltd. New Delhi
- Taneja, V. R. (1998). Educational theory and practice. New Delhi: Sterling Publishers.
- Chand, J. (2009). Great Indian Thinkers on Education, Shilpa Publications. New Delhi
- Jayanta, M. (2019). Great Education and their Educational Thoughts, Norton Press
- Zaidi, Sabira K. (1971). Education and Humanism. Shimla: Indian Institute of Advanced Studies



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Course Code: TTR 478 (Level 4)

Course Name: Curriculum Development

Credits Equivalent: 2 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives:

On completion of this course the students will be able to:

- Understand the meaning, nature and determinants of curriculum
- Explain and compare various types of curriculum
- Comprehend various approaches and models of curriculum development
- Conceptualize the meaning and various methods/media for curriculum Transaction.
- Describe various guiding principles for selection and organization of learning experiences.
- Define process of curriculum evaluation
- Describe issues in curriculum evaluation

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Course Contents:

Unit I. Concept, Bases and Determinants of curriculum

Meaning and nature of curriculum; Perspectives on Curriculum; Traditionalists; Conceptual-Empiricists; Reconceptualists, and Constructivists; Facets of curriculum: Core curriculum, Hidden curriculum, Spiral curriculum, Activity based curriculum, Interdisciplinary curriculum, Integrated curriculum; Standard Based Curriculum and Issue Based Curriculum. Determinants of curriculum: Relevance, flexibility, quality, contextuality and plurality.

Unit II: Curriculum Development Models and Policy Perspectives:

Principles of Curriculum planning and development: Issues of Curriculum Planning and development; Models of Curriculum Development: Hilda Taba 1962 model, Willes and Bondi-1989 model, Need assessment model and Futuristic model, 3D model; Recommendations of NCF 2005; NCFTE 2009 and NSQF for different sectors of education

Unit III: Implementation of Curriculum in School.

Creating context for curriculum development and Implementation in schools: Available infrastructure; Curriculum sites; curricular resources (text book, teacher's hand book, library, laboratory, school playground, neighborhood etc.); Teacher's Role in Curriculum construction, and Transaction (cooperative leaning approach and collaborative learning approach), Role of external agencies in providing curriculum and pedagogical support to teachers within schools-local, regional, national.

Unit IV: Selection and Organization of learning experiences

Principles and criteria for developing and providing varied learning experiences; Integration of learning experiences related to work experience, sensitivity to gender parity, peace oriented values, environmental sensitivity, health and hygiene, needs of children with disabilities and India's heritage of arts and crafts

Unit V: Curriculum Evaluation

Meaning, importance, principles and approaches of curriculum evaluation, Tools and Techniques of Curriculum Evaluation; Issues in Curriculum evaluation

Essential Readings

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.

- Bob Moon and Patricia Murphy (Ed) (1999). *Curriculum in Context*. Paul Chapman Publishing, London.
- Dewey, J. (1966). *The Child and the Curriculum*. The University of Chicago Press.
- Wiles, J.W. & Joseph, B. (2006). *Curriculum development: A guide to practice*. Pearson's Publication.
- NCERT (1984). *Curriculum and Evaluation*, NCERT, New Delhi.
- NCTE (2009). *National Curriculum Framework for Teacher Education*.
- Taba Hilda (1962). *Curriculum Development: Theory and Practice*, New York, Harcourt Brace, Jovanovich Inc.



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Course Code: TTR 479 (Level 4)

Course Name: Research Report Writing

Credits Equivalent: 2

Course Objectives: After completing this course the students will be able to:

1. Understand the significance of research report writing and identify the trends of presentation of writing a research paper
2. Write references in various styles.
3. Prepare manuscripts and format papers
4. Learn how to solve various questions such as value of publishing, key elements of publishing, structure and components of paper, writing abstracts and cite references etc.
5. Know how and where to submit articles, research papers (online submissions) to get it published

Attendance Requirements: Students are expected to attend all the lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25%
 - a. Presentation 5%
 - b. Assignment 10%
 - c. Project Work 10%

Course Contents

Unit -1 Introduction (4 hours):

Research report writing: An Introduction, What, why, how, and for whom; Hierarchy of Manuscript: Assignment, Report, Dissertation and Thesis; General Sections of a Manuscript: Preliminary section, The Main Body and the reference Section of the report

Unit -2 Framing the Writing Task (4 hours)

The nature of Research Writing; Purpose, planning and presentation; Different forms of writing: Narration, Description, Expository and Persuasion in Research Report Writing; Organisation of Content; Steps in writing a manuscript; Preparation of Research abstracts, Monographs

Unit-3 Listing and Editing the Data and Text (3 hours):

Presentation of data analysed and interpreted through Quantitative and Qualitative Approaches; How to write narrative reports and discourses, Writing critical research, Types of Editing: Copy Editing and Substantive Editing

Unit -4 Referencing in Research Reports (5 hours): Varieties of referencing styles: APA; MLA; Chicago style; Details about APA style

Unit -5 Evaluation of Research Reports (4 hours): Reporting findings of review of Manuscript; Reviewing Printed Articles; Reviewing Articles in few journals (reputed national as well as foreign journals.); Criterion for evaluating manuscript/ research articles

- Clare, J & Hamilton, H (2003) “Writing research transforming Data into Text”, Churchill Livingstone (ISBN 0443071829).
- Davis, Martha (2005) “Scientific Papers and Presentations”, 2nd Edition. Academic Press (ISBN 0-12-088424-0)
- Katz, Michael Jay (2009) From Research to Manuscript: A Guide to Scientific Writing. Springer Verlag
- Grossman, Michael (2004) “Writing and Presenting Scientific Papers”, 2nd edition, Nottingham University Press, (ISBN 1-897676-12-3).
- APA manual 6th Edition of American Psychological Corporation



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Course Code: RPE (Level 6)

Course Name: Research and Publication Ethics

Credits Equivalent: 2 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:

- Provide students with the fundamental knowledge of philosophy of science and ethics, research integrity, publication ethics.
- Describe and apply methods in ethics and research ethics.
- Acquire an overview of important issues in research ethics, like responsibility for research and scientific misconduct.
- Acquire skills of presenting arguments and results of ethical inquiries.
- Guide and mentor students in using plagiarism tools for a valid and ethical research report.
- Have hands-on sessions to identify research misconduct and predatory publications.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Unit I- Philosophy and Ethics (3hrs)

- Introduction to philosophy: definition, nature and scope, concept and branches.
- Ethics: definition, moral philosophy, nature of moral Judgement and reactions.
- Scientific and research ethics; Cyber ethics and preventing cyber crime in academics

Unit II- Scientific conduct (5hrs)

- Intellectual honesty and research integrity; Acknowledging other works while reporting research findings.
- Referencing styles in Education, Psychology and Social sciences (APA and MLA style)
- Scientific misconducts: Falsification, fabrication and Plagiarism
- Redundant publications: duplicate and overlapping publications, salami slicing.
- Selective reporting and misrepresentation of data.

Unit III- Publication Ethics (5hrs)

- Publication ethics: introduction and importance
- Conflicts of interest.
- Publication misconduct: concept and types.
- Violation of publication ethics, authorship and contributorship.
- Identification of publication misconduct, Complaints and appeals, Copyright Act.

Unit IV Open access publishing (3 hrs)

- Predatory journals and software tool to identify predatory publications

- Open access publications and initiatives
- Software tools to identify predatory publications.
- Journal finder/ journal suggestion tools: Elsevier journal finder, Springer journal suggester

Unit V Database and Research Metrics (4 hrs)

- Software tools to check plagiarism: Turnitin, urkund and open software tools
- Databases: Indexing databases, citation databases (web of science, scopus).
- Concept of impact factor of journals as per journal citation report and cite score
- Research metrics: h-index and g-index.

Essential Readings

- Bird, A. (2006). *Philosophy of Science*. Routledge
- MacIntyre, Alasdair (1967) *A Short History of Ethics*. London.
- P. Chaddah, (2018) *ethics in Competitive Research: Donot get scooped; do not get plagiarised*, ISBN:978-9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On being a Scientist: A Guide to responsible conduct in Research: Third Edition*. National Academy Press.
- Resnik, D.B. (2011). What is Ethics in Research and why is it important. National Institute of Environmental Health Sciences, 1-10. Retrived from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489(7415), 179-179.
- Indian National Science Academy (INSA), *Ethics in Science Education, Research and Governance* (2019), ISBN: 978-81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics_Book.pdf



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Course Code: TTR 602 (Level 6)

Course Name: Development and Standardization of Research Tools

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the students will be able to:

- Describe meaning and need of research tools.
- Understand various types of research tools.
- Explain principles of tool construction.
- Select the appropriate type of research tools for their respective study.
- Develop competency in writing the items for research tool.
- Edit the items of the research tool.
- Standardize the research tool.
- Prepare the manual for research tool

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Seminar: 10 marks
 - Assignments: 15 marks

Course Contents:

UNIT-I: Research Tools: An Introduction (10 hours)

Meaning of Research tools, Characteristics of good measuring research tools, Factors Influencing Test Scores, Types of Tools - Essay type and different forms of objective type test items

UNIT-II: Types of Research Tools (08 hrs):

Different types of tools, Basis of classifying research tools, Types of tools: Tests, Inventories, Questionnaires, Schedules, Checklists, Rating Scales, Opinionnaire; Their nature, characteristics and importance

UNIT-III: Research Tools: Preparation & Validation (08 hrs)

Writing objective type test items, scrutinizing and editing, Reliability and Validity, their meaning, different methods of establishing reliability and validity, Factors affecting Reliability and Validity, Content validity index (CVI) and its computation

UNIT-IV: Research Tools: Development & Standardization Procedures (08 hrs)

Items Analysis Procedure, Item Difficulty, Discrimination index, sensitivity to instructional effects (for mastery tests), Criteria for selection of valid items, Distractor analysis, Finalization of items

UNIT-V: Research Tools: Norm Establishment & Manual Preparation (06 hrs)

Test Norms: Meaning, Different types, their characteristics and computation, Preparation of Manual including Administration, scoring and interpretation procedure

Suggested Readings:

1. Garrett, H.E. (1981). *Statistics in Psychology and Education (Tenth Indian Reprint)*, Vails, Feffer& Simmons Ltd.
2. Kaul, L. (2011). *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd., Noida
3. Best, J. W. and Kahn, J. (1997) *Research in Education*. (7th ed.) New Delhi: Prentice - Hall of India Ltd.
4. Ansari, M.S. (2007). *Essentials of Measurement and Evaluation*, International Publishing House, Meerut



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Course Code: TTR 605 (Level 6)

Course Name: Qualitative Research in Education

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the student will be able to:

- To be aware of process of Knowing and Knowledge construction.
- To appreciate and critique positivist approach for Knowledge generation and Research.
- To understand Qualitative Research, Methods and Design
- To know how to think, write, critique and argue social science research.
- To perceive how research can contribute by interventions in evolution of egalitarian society

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Seminar: 10 marks
 - Assignments: 15 marks

Course Contents:

Unit 1 Knowledge and Knowing

Epistemology and Knowledge

- Origin; Production and Re-Production of Knowledge

Philosophy of Research

- Why; What and How to Research

Legitimacy, Validity and Dissemination of Knowledge

Unit 2 Science and its method for Research

Differentiating Science and Social Science

- Science; Scientific Method and Social Science

Positivist method and Positivism

Issues and concerns for Quantitative Research Methods

Qualitative Research

- Difference and Similarity between Qualitative and Quantitative Research

Unit 3 Theoretical Perspective

Philosophy of Social Science

- Social Science and Social Studies

Methods and Design for qualitative research

- Discourse Analysis and Narrative Analysis

Analysis of Qualitative Data: Content analysis including inductive and logical analysis

Unit 4 Alternative Approaches

Ethnography

- What; When and How to do ethnography; Ethics; Entry in field; Real-life observation; ethno-methodology and Writing reflective researchers' diary

Phenomenology

- What; When and How to use; Ethics and Individual experience writing

Case study Approach

Grounded Theory Research Approach

Mixed Methods Research Approach

Postmodernism

- What; Characteristics of Postmodernism; Difference between Modernism and Postmodernism and Critique of Postmodernism

Unit 5 Writing Research and Reliability and Validity Issues in Qualitative Research

Thinking Research

Search for Research Question

Synopsis, Draft and Final Thesis

Validity and Reliability Issues in Qualitative Research

Computer and ICT Applications in Qualitative Research

Prescribed Texts

Cohen, Manion and Morrison (2007) *Research Methods in Education*, 6th edition New York: Routledge Taylor and Francis

Lakatos and Musgrave (1970) *Criticism and Growth of Knowledge*, London: Routledge

Winch, P. (2006) *The Idea of Social Science and its relation to Philosophy*, London: Routledge

Suggested Readings

Kumar, R. (2005) *Research Methodology: A Step-by-Step Guide for Beginners*, 2nd edition. London: Sage.

Creswell, John W., (2013) *Qualitative Inquiry and Research Design*, Lincoln: Sage



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Course Code: TTR 606 (Level 6)

Course Name: Quantitative Research in Education

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives:

To enable the learners to -

- Understand the nature and scope of quantitative research in education
- Understand the concept of experimental research and its different aspects
- Understand various types of experimental research designs
- Understand the process of meta-analysis in education
- Acquire the fundamental knowledge about inferential statistical techniques.
- Apply correlation and regression analysis techniques.
- Apply various inferential statistical techniques.
- Apply SPSS for analyzing data.
- Apply MS-Excel for analyzing data.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

COURSE CONTENT

UNIT-I: Quantitative Research

Meaning, Characteristics and Types of Quantitative Research (Positivist Research Paradigm), Meaning and Types of Variables, Usefulness and Limitations of Quantitative Research, Interpreting and Reporting Findings of a Quantitative Research Study

UNIT-II: Experimental Research in Education

Characteristics and Importance of Experimental Research, Experimental Research Designs: Meaning, Importance and Types (True Experimental Designs, Quasi-Experimental Designs, Factorial Designs with Advantages and Limitations of Each), Validity and Threats to Validity of Experimental Findings, Ways of Improving Validity of Experimental Findings, Statistical Technique for Analyzing Experimental Data (Analysis of Covariance), Steps in Experimental Research

UNIT-III: Meta-Analysis and Correlational Analysis

Meta-Analysis in Educational Research: Concept and Characteristics, Steps/Stages of Carrying out Meta-Analysis, Utility and Criticism of Meta-Analysis, Correlational and Regression Analysis: Product Moment, Rank Difference Method, Partial Correlation, Simple Linear Regression Analysis and Making Predictions.

UNIT-IV: Inferential Statistics in Educational Research

Meaning and Assumptions of Inferential Statistical Techniques, Difference between Parametric and Non-Parametric Statistical Techniques, Concept of Level of Significance and Degrees of Freedom, Test of Significance of Difference between Means for Large and Small samples (One Sample, Independent Samples, Correlated Samples), One-tailed and Two-tailed Tests of Significance, Computing Effect Size (Cohen 'd' and Eta-squared / Partial Eta-squared), Computing Confidence Intervals, Type I and Type II Errors, Analysis of Variance (upto Two Way), Non-Parametric Tests: Chi-Square Test and Contingency Coefficient, Basis of Selecting Appropriate Statistical Test

UNIT-V: Using SPSS for Quantitative Data Analysis

Features and Usefulness of SPSS for Analyzing Quantitative Data, Data Entry in SPSS, Steps of Computing Descriptive Statistics, t-test, ANOVA, Chi-Square, Correlation and Regression through SPSS, Interpreting Findings from Output Tables in SPSS, Using MS-

**Excel for Data Analysis and Pictorial Representation, Uses of ICT in Educational Research,
Drawbacks of Using Computer Software and ICT for Educational Research Purpose**

Essential Readings

1. Best, John W. and Kahn, James V. (1993). Research in Education, 7th Edition, New Delhi: Prentice Hall of India.
2. Cohen, Louis, Manion, Lawrence and Morrison, Keith (2013). Research Methods in Education, 7th Special Indian Edition, Oxon: Routledge.
3. Creswell, John W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition, New Jersey: Pearson Prentice Hall Inc.
4. Garrett, Henry E. (1992). Statistics in Psychology and Education, Bombay/Mumbai: Vakils, Feffer and Simons Ltd.
5. George, Darren and Mallery, Paul (2013). SPSS for Windows-Step by Step: A Simple Guide and Reference 17.0 Update, 10th Edition, Pearson
6. Kerlinger, Fred N. (2014). Foundations of Behavioural Research, 2nd Edition, New Delhi: Surjeet Publications.
7. Koul, Lokesh (2013). Methodology of Educational Research, 4th Edition, New Delhi: Vikas Publishing House.



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Course title: Social Science Perspective in Educational Research

Course code TTR 619 (Level 6)

Course credit 4

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Specific Objectives

- To orient the learner with social-history of education in modern India.
- To develop the social science perspective for understanding the process of education.
- To equip the learner with theoretical approaches to understand the relation between state and education policy.
- To critically view the expansion and access of education across social classes.
- To understand the challenges for education in contemporary times.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 15 marks

Course outline

Unit 1: Social history of Education in modern India

Perspectives on education in colonial India: colonialism, utilitarianism, modernity, nationalism.
Historiography and sources in history writing.

Schooling in British India

The evolution of University system in British India

Unit 2: Sociological understanding of educational process

The state and education policy

Critical modernist perspective towards education: Caste and their struggle for education, gender

Feminism and education

Social and cultural reproduction in society

Unit 3: Curriculum and pedagogy: Approaches and practices

Curriculum frameworks and policy perspectives, Bernstein's class, code and control

Critical pedagogy in present times: Michael Apple and Henry Giroux

Unit 4: Policy and planning in India

The struggle for free and compulsory education: Education as Directive principle of state policy to fundamental right, Flagship programmes for educational development in independent India.

Language policy and medium of instruction in post-independence India, Privatization of

education in India: Neo-liberal economy and role of state in education with special reference to school education

Essential Readings

Basu, Aparna. 1974. *The Growth of Education and Political Development in India 1898-1920*, Delhi.

Bernstein, Basil. *Class, Code and Control Volume III Towards a Theory of Educational Transmission*

Bettile, Andre. 1991. *Society and Politics in India*. New Delhi: OUP.

Blackledge, D. & Hunt, Barry. 1985. *Sociological Interpretation of Education*, London, Croom Helm.

Carr E.H. 1961. *What is History?*

Chapman, Thandeka K. & Nikola Hobbel (2010) *Social Justice Pedagogy Across the Curriculum The Practice of Freedom*. Routledge. London

Chitnis, Soma. 1987. *Education and Social Stratification An Illustration from the Metropolitan City in Ghosh and Zachariah (eds) Education and the Process of Change New Delhi Sage pp. 80-102*

Dewey, J. (1897). *My Pedagogic Creed*. *School Journal*, Vol. 54.

Dreze, Jean and Amartya Sen. 1995. *India Economic Development and Social Opportunity*. OUP

Ghosh S.C. (ed.) 1977. *Educational Strategies in Developing Countries*. New Delhi

Ghosh S.C. 1975. *Dalhousie in India 1848-56*

Ghosh, S.C. 2001, *Birth of a New India*, Delhi, Originals.

Government of India. 2009. *Right to Education Act 2009*

Halsey, A.H. 1979 *Social Mobility and Education in David Robenstein (ed.) Education and Equality*. London Harper and Row Publisher

Haralambos, M. & Heald R.M. 2015. Sociology Theories and Perspectives, New Delhi, OUP.

Holt, J. (1990). *Learning All the Time*. New York: Addison-Wesley Publishing Co.

Jayaram, N. 2015. Sociology of Education in India, New Delhi, Rawat Publication

Kumar, Krishna. 1987. Political Agenda of Education. New Delhi.

Kumar, Krishna. 1987. 'Reproduction or Change' Education and Elites in India in Ghosh and Zachariah (ed.) pp. 27-41

Mohanty, Ajit K., Panda, Minati, Philipson, Robert and Skutnabb Kangas Tove (ed.) 2009. Multilingual Education for Social Justice. New Delhi Orient Blackswan

Morrow, Raymond Allen and Carlos Alberto Torres. 1995. Social Theory and Education A Critique of Social and Cultural Reproduction. State University of New York Press

Nambissan Geetha B. 1994. Language and Schooling of Tribal Children Issues Related to the Medium of Instruction EPW Oct 15, 1994

Nambissan, Geetha B.. 1996. Equity in Education: Schooling of Dalit Children in India EPW31(16) April 1996

NCERT. 1970. Education and National Development, Report of the Education Commission 1964-66.

Nurullah & Naik 1962 A Students' History of Education in India (1800-1961), Bombay, Macmillan and Co. Ltd.

Sadovnik, Alan R. 2011. Sociology of Education: A Critical Reader. Routledge

Saraswati, T.S. (ed.) Culture, Socialization and Human Development Theory Research and Application in India. New Delhi: Sage



School of Education

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(Established under Central Universities Act 2009)

PO BOX: 21, DHARAMSHALA, DISTRICT KANGRA – 176215,
HIMACHAL PRADESH

www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Code: TTR 620 (Level 6)

Course Name: Research Methods and Techniques in Education

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives:

To enable the learners to -

- Explain the concept, scope, types and importance of educational research
- Describe the types and importance of literature review in educational research.
- Understand the meaning, criteria and sources for identifying the research problems
- Formulate research objectives and hypotheses
- Understand the terms used in educational research process
- Understand the concept and types of research designs
- Define population, sample and describe the different techniques of sampling
- Prepare the research proposal.
- Prepare the research Report.
- Apply descriptive statistical techniques for data analysis

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

COURSE CONTENT

UNIT-I: Research: Concept, Importance and Types

Meaning, Importance and Scope of Research in Education, Selection and Significance of Research Problem, Writing Purpose Statement in Research, Research Questions and Research Objectives, Types of Research: Descriptive, Historical and Experimental; Basic, Applied and Action Research; Qualitative and Quantitative Research, Limitations of Educational Research.

UNIT-II: Review of Literature and Research Hypotheses

Review of Literature, Types of Literature Review, Sources of Literature, Steps and Importance of Literature Review in Educational Research, Meaning and Importance of Hypothesis, Type of Hypotheses: Directional, Non-Directional; Null and Question Form of Hypotheses, Criteria of Usable Hypothesis

UNIT-III: Sampling and Data Collection

Meaning of Population and Sampling, Characteristics of a Sample, Types of Sampling: Probability and Non-Probability Sampling Techniques, Its Advantages and Limitations, Sampling and Non-Sampling Errors and How to Reduce them, Primary and Secondary Sources of Data, Use of Internet and Latest Technologies in Data Collection, How to Choose Appropriate Data Collection Instrument

UNIT-IV: Research Design, Research Proposal and Research Report

Meaning and Importance of Research Design, Types of Research Design, Meaning and Importance of Research Proposal, Types of Research Proposal, Steps of Writing a Research Proposal, Meaning and Importance of Research Report, Different Approaches of Writing a Research Report, Steps of Writing a Research Report

UNIT-V: Basic Statistics in Educational Research

Nature and Types of Data in Educational Research, Frequency Distribution of Numerical Data, Graphical Representation of Data: Histogram, Frequency Curve, Cumulative Frequency Curve, Pie-Chart; Meaning of Descriptive Statistics, Computing Measures of Central Tendency: Mean, Median Mode; Computing Measures of Variability: Range, Standard Deviation and Quartile Deviation; Percentiles; Properties and Application of Normal Probability / Distribution Curve (NPC), Skewness and Kurtosis

Essential Readings

1. Best, John W. and Kahn, James V. (1993). *Research in Education*, 7th Edition, New Delhi: Prentice Hall of India.
2. Cohen, Louis, Manion, Lawrence and Morrison, Keith (2013). *Research Methods in Education*, 7th Special Indian Edition, Oxon: Routledge.
3. Creswell, John W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Edition, New Jersey: Pearson Prentice Hall Inc.
4. Garrett, Henry E. (1992). *Statistics in Psychology and Education*, Bombay/Mumbai: Vakils, Feffer and Simons Ltd.
5. George, Darren and Mallery, Paul (2013). *SPSS for Windows-Step by Step: A Simple Guide and Reference 17.0 Update*, 10th Edition, Pearson
6. Kerlinger, Fred N. (2014). *Foundations of Behavioural Research*, 2nd Edition, New Delhi: Surjeet Publications.
7. Koul, Lokesh (2013). *Methodology of Educational Research*, 4th Edition, New Delhi: Vikas Publishing House.



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Course Code: TTR - 621

Credit: 4

Level: 6

Course Name: Educational Measurement & Evaluation: Tools, Techniques & Trends

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the students will be able to:

- Understand the basic concept in Measurement & Evaluation
- Understand the concept of taxonomy of educational objectives
- Explore the different types of Instruments used in Measurement & Evaluation
- Explain the concepts of reliability, validity and norms.
- Understand the Achievement Test, Diagnostic Test & Intelligence testing & Sociometry
- Familiarize the measures of Interest, Aptitude, Attitude & Skill
- Explore the Emerging Trends in Measurement and Evaluation

Attendance Requirements:

Students are expected to attend all lectures in order to be fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Seminar: 10 marks
 - Assignments: 10 marks
 - Attendance: 5 marks

Course Contents:

Unit 1: Basic Concepts in Measurement & Evaluation (6 Hours)

Educational Measurement and Evaluation: Concept, Functions, Principles, Objectives and Importance; Taxonomy of Educational Objectives; Difference between Measurement, Assessment and Evaluation.

Unit 2: Measurement and Evaluation Tools (10 Hours)

Questionnaire, Rating Scale, Interview, Observation, Norm referenced and Criterion referenced tests, Teacher made and standardized tests, No-detention Policy (NDP) under RTE act; Continuous and Comprehensive Evaluation (CCE), Marking system Vs Grading System; Fixing criteria for Grading.

Unit 3: Testing in Education-I (8 Hours)

Achievement Test: Types, Construction, Validation and Standardization; Diagnostic test: Meaning, Construction and Validation; Intelligence Testing: Concept of IQ, Measurement of Intelligence, Emotional Intelligence (EQ) test, Comparative study of IQ and EQ, Socio-metric techniques- Sociogram, Social distance scale, Q-sort technique, Guess who technique, social skills rating scales

Unit 4: Testing in Education-II (8 Hours)

Measure of Interest: Interest Inventory; Aptitude testing: Types of Aptitude tests; Differential Aptitude Tests (DAT), Measurement of Teaching Aptitude, Measurement of Research Aptitude, Attitude Measurement: Definition, Different scales for Measuring attitude: Likert, Thurstone, Semantic differential scale; Measurement of Skills: Development of Performance Test: Purpose & Types

Unit 5: Emerging Trends in Measurement and Evaluation (8 Hours)

Choice Based Credit System (CBCS); Cumulative Grade Point Average (CGPA), Portfolio Assessment: Concept of Portfolio, Types of Portfolio, Its Application, Online Tools: Online Quizzes, Rubrics and e-rubrics, Google forms, Question Banks; Online test development tools.

Suggested Readings:

- Anastasi, A (1982), Psychological Testing, Mac Millan, New York.
- Cronbach, L.J. (1964), Essentials of Psychological Testing, Harper and Row, New York.
- Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, Prentice Hall, New Delhi.
- Mohan, Radha (2016). Measurement, Evaluation and assessment in Education, PHI Learning Pvt Ltd, New Delhi.
- Singh, Pritam (2005). Handbook of Measurement and Evaluation, Doaba House, New Delhi.
- Sivaranjan, K. (2005). Trends and developments in modern educational practices, Calicut University Central co-operative stores, Calicut.



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Course Code: TTR 622 (Level 6)

Course Name: Pedagogy of Teaching-Learning Process

Nature of Course: University- wide Course

Credits Equivalent: 2 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives:

To enable the learners to -

- Understand about teaching-learning process, its various aspects.
- Understand about content analysis and instructional objectives.
- Explain the meaning of curriculum, and discuss principles as well as approaches of curriculum development.
- Understand and practice various teaching skills in concerned subjects.
- Understand and practice different teaching methods and strategies in concerned subjects.
- Understand the concept and types of assessment.
- Develop classroom tests for evaluating students' performance in concerned subjects.
- Understand various latest developments in teaching-learning and assessment processes.
- Explain the meaning of pedagogical analysis and its different components.
- Perform pedagogical analysis in concerned subject areas.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Pedagogy of Teaching-Learning Process

COURSE CONTENT

UNIT-I: Basics about Teaching-Learning

Concept and Nature of Teaching and Learning, Objectives of teaching-learning at higher education level, Stages of teaching, Qualities of an Effective Teacher at Higher Level; Understanding psychology of youth and individual differences in classroom; How to tackle individual differences effectively?

UNIT-II: Content Analysis, Instructional Objectives and Classroom Communication

Concept and Process of Content Analysis, Meaning and importance of instructional objectives in behavioural terms, Bloom's Taxonomy of Instructional Objectives; How to write Instructional Objectives in Behavioural Terms? (*Discipline-specific*), How to make classroom communication effective?; How to use online/virtual platforms for effective teaching-learning?

UNIT-III: Curriculum Development and Teaching-Learning Material

Meaning, components and types of curriculum, Principles and approaches of curriculum development; How to select content and activities for curriculum of a particular course? (*Discipline-specific*), Examining effectiveness and efficacy of existing curriculum; How to make effective use of TLM and laboratories for improving TL process? (*Discipline-specific*)

UNIT-IV: Pedagogical Analysis, Teaching Skills and Methods

Concept and process of pedagogical analysis (*Discipline-specific*); Practicing Different Teaching Skills: Skill of introducing the lesson, explaining, illustrating, questioning, stimulus variation, writing on board and achieving closure; Applying Different Teaching Methods and Strategies: Lecture, Lecture-cum-Demonstration, Group & Panel Discussion, Seminars, Tutorials, Team Teaching, etc. (*Other Discipline-specific Teaching Strategies and Approaches can be included by concerned subject teacher by replacing above*).

UNIT-V: Assessment Tools and Techniques

Concept and Types of Assessment: Placement, Formative, Diagnostic and Summative; Applying assessment Tools: Tests, Rating Scales, Rubrics, Quizzes (*Discipline-specific*);

Applying assessment techniques: Observation, Interview (viva-voce); How to develop objective type and essay type tests (**Discipline-specific**); Marking scheme and assessment of practical skills (**Discipline-specific**); Latest developments in evaluation: Grading system and CBCS; CCA; Internal, midterm and end-term evaluation (**Discipline-specific**).

****NOTE:** *Even though this is a university-wide course, each department is supposed to depute a teacher for cooperative teaching / team teaching to provide discipline-specific support and inputs to the course instructor from the School of Education, CUHP. The question papers for mid-term and end-term examinations will be set by the course instructor from Department of Education in consultation with the concerned faculty member from respective department/center.*

Books Recommended

- Das, R.C. (1993). *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
- Graeme, K. (1969). *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
- Dandapani, S. (2001). *Advanced educational psychology*, (2nd edition), New Delhi, Anmol publications pvt Ltd.
- Haas, K.B. & Packer, H.Q. (1990). *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.
- Kumar, K.L. (2008). *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mukhopadhyay, M. (1990). *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.
- Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- Sampathet. al. (1981). *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.
- Sharma, B.M. (1994). *Media and Education*, New Delhi: Commonwealth Publishers.
- Venkataiah, N. (1996). *Educational technology*, New Delhi: APH Publishing Corporation.
- Dharma, O.P & Bhatnagar O.O. *Educational and Communication for Development*, Oxford and IBG, New Delhi.
- Goldberg, Alvin & Carl, E. *Group Communication*, Prentice Hall, Inc. New Jersey.
- Mangal, S.K. (2004). *Advanced educational psychology*. New Delhi: Prentice hall of India Pvt Ltd.
- Santrock, John. W. (2006). *Educational Psychology*, Tata McGraw Hill Publishing Company Limited, New Delhi.
- Baron, R.A. (2001) *Psychology*, Pearson Education Inc., New Delhi.
- Woolfolk, A. et.al. (2012). *Fundamentals of educational psychology*. New Delhi: Pearson Education

List of courses Employability Focused

Programmes/courses focused on employability/entrepreneurship/Skill development during the Academic year			
Programme with Code	Date of Introduction	Course with Code	Date of Introduction
PG Programme in Education (MA Education)	2013	TTR 458: Mental Health : Issues and Concerns	01-01-2016
		TTR 459: Life Skills	01-01-2016 01-01-2016
		TTR 455: Public Speaking and Presentation Skills	01-01-2016
		TTR 457: Education for being and Becoming	01-01-2016
		TTR 465: Open Educational Resources	

2017-18

Programmes/courses focused on employability/entrepreneurship/Skill development during the Academic year			
Programme with Code	Date of Introduction	Course with Code	Date of Introduction
PG Programme in Education (MA Education)	2013	TTR 408: Educational Technology	01-01-2017
		TTR 459: Life Skills	01-01-2017

2018-19

Programmes/courses focused on employability/entrepreneurship/Skill development during the Academic year			
Programme with Code	Date of Introduction	Course with Code	Date of Introduction
PG Programme in Education (MA Education)	2013	TTR 411: Education of children's with special needs	01-07-2018
		TTR 459: Life Skills	01-07-2018
		TTR 458: Mental Health Issues and concerns	01-07-2018

2019-20

Programmes/courses focused on employability/entrepreneurship/Skill development during the Academic year			
Programme with Code	Date of Introduction	Course with Code	Date of Introduction

PG Programme in Education (MA Education)	2013	TTR 458: Mental Health : issues & concerns	01-07-2020
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2020-21

Programme with Code	Date of Introduction	Course with Code	Date of Introduction
PG Programme in Education (MA Education)	2013	TTR 602: Development & Standardisation of Research Tools TTR 610: Values & Ethics in Education	01-01-2021 01-01-2021

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Course Code: TTR 610

Course Name: Values, Ethics and Education

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the student will be able to:

- Understand universal and realistic Norms, Values and Ethics.
- Gauge the nature of Cultural, Regional, Religious and Ideological values.
- Analyse Moral Code of Conduct and Utopian Vision.
- Understand Political Economy and its impact on formulation of Values.
- Understand Education as a Human Act and Process.
- Understand the interface Ethics, Society and Education

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Seminar: 10 marks
 - Assignments: 15 marks

Course Contents:

UNIT-I: (08hrs)

Norms, Values and Ethics

- a. Concepts and Meaning
- b. Functionality: Individual or Societal
- c. Mores and Manners
- d. Customs and the New

UNIT-II (06hrs)

Universalism and Relativism

- a. Form(s) of Ethical Value(s)
- b. Universalism in Ethics
- c. Relativism in Ethics
- d. Kant and Rorty (Selected Readings)

Unit – III (12hrs)

Ethical Variation(s)

- a. Women Studies and Values
- b. Dalit emancipation and Hindu values
- c. Peace, Justice, Egalitarianism as Ideal(s)
- d. Emerging value(s) (Language, Region, Sexuality and other issues)

UNIT-IV (08hrs)

Education and the World

- a. Ethics in Education
- b. Education and Schooling: The Status Quo
- c. Education and the Change
- d. The danger of Schooling

UNIT-V (06 hrs)

Education and the Utopia

- a. The Quality in Education
- b. Equality and Inequalities in Education
- c. Marginalisation in Education
- d. Postmodern challenge to Ethics and Education

Essential Readings:

Encyclopedia of Ethics. Lawrence C. Becker and Charlotte B. Becker, editors. Second edition in three volumes. New York: Routledge, 2002.

Blackburn, S. (2001). Being good: A short introduction to ethics. Oxford: Oxford University Press.

Perle, Stephen (March 11, 2004). "Morality and Ethics: An Introduction".

Suggested Readings:

Paul, Richard; Elder, Linda (2006). The Miniature Guide to Understanding the Foundations of Ethical Reasoning. United States: Foundation for Critical Thinking Free Press.

Mackie, J. L. (1990). Ethics: Inventing Right and Wrong. London: Penguin.

Rokeach, M. (1973). The Nature of Human Values. New York: The Free Press.

Universalist, relativist, and constructivist approaches to intercultural ethics Richard J. Evanoff <http://dx.doi.org/10.1016/j.ijintrel.2004.08.002>

Blackburn, Simon (2008). "Morality". Oxford Dictionary of Philosophy (Second edition revised ed.)

Wood, Allen (1999). Kant's Ethical Thought. Cambridge University Press

Richard Rorty: education, philosophy, and politics / Michael Peters., 2001



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Course Code: TTR408 **Credit: 4**

Course Name: Educational Technology

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:

- Describe meaning and need of Educational Technology.
- Understand various approaches of Educational Technology.
- Explain principles of Classroom Communication.
- Define various levels of teaching.
- Develop competency in using Flanders' Interaction Analysis.
- Discuss Programmed Instruction Material
- Use Multimedia in Education.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Seminar: 10 marks
 - Assignments: 15 marks

Course Contents:

UNIT I:

Educational Technology- Its Meaning, Nature and Scope, Significance , Approaches of Educational Technology- Hardware approach, Software approach and System approach.

UNIT II:

Communication: Concept, Nature, Process, Components, Types, Classroom Communication, Factors affecting classroom communication, Mass Media approach in Educational Technology.

UNIT III:

Levels of teaching, Phases of teaching, Micro teaching, Flanders' Interaction Analysis, Simulation, Team Teaching

UNIT IV:

Basic Principles of Programmed Instruction, Origin and Types : Linear, Branching and Mathematics Model, Steps in the Development of Programmed Instructional Materials, Content Analysis, Writing frames, Tryout, Editing and Validation

UNIT V:

Multimedia – Concept, Use, Role of Teachers in Using Multimedia, Importance of Multimedia in Education

Suggested Readings:

- ❖ Adam, D.M. (1985). *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
- ❖ Behera, S.C. (1991). *Educational Television Programmes*, Deep and Deep Publications, New Delhi.
- ❖ Coburn, P. et al. (1985). *Practical Guide to Computers in Education*, Addison – Wesley Publishing Company, Inc.
- ❖ Das, R.C. (1993). *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
- ❖ Evaut, M. *The International Encyclopedia of Educational Technology*.

- ❖ Graeme, K. (1969). *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
- ❖ Haas, K.B. & Packer, H.Q. (1990). *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.
- ❖ Kumar, N. & Chandiram, J. (1967). *Educational Television in India*, New Delhi: Arya Book Depot.
- ❖ Kumar, K.L. (2008). *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- ❖ Mukhopadhyay, M. (1990). *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.
- ❖ Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- ❖ Sampathet. al. (1981). *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.
- ❖ Sharma, B.M. (1994). *Media and Education*, New Delhi: Commonwealth Publishers.
- ❖ Venkataiah, N. (1996). *Educational technology*, New Delhi: APH Publishing Corporation.
- ❖ AnandRao, B. & Ravishankar: *Readings in Educational Technology*, Himalay Publishing House, Ramdoot Dr. Bhalerao Marg, Bombay – 04.
- ❖ Chauhan S. S. A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
- ❖ Dharma, O.P & Bhatnagar O.O. *Educational and Communication for Development*, Oxford and IBG, New Delhi.
- ❖ Goldberg, Alvin & Carl, E. *Group Communication*, Prentice Hall, Inc. New Jersey.

- ❖ H.Keith. Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.
- ❖ Patel I.J et al., A Hand Book of Programmed Learning, CASE, Baroda.
- ❖ Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.
- ❖ Ruhela S. P. (2001): Some Aspects of Educational Technology.
- ❖ Sharma R.A. Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).
- ❖ Sharma R.A. Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.
- ❖ Walter A.W.& Charles F.S. Instructional Technology - its nature and use of A.V. Materials (5th Ed), Harper and Row Publishers, New York.



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Course Code: TTR 411

Course Name: Education of Children with Special Needs

Course Instructor: Renu Bhandari

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:

- Understand concept, meaning and significance of inclusive education.
- Develop critical understanding of the recommendations of various commissions and committees.
- Understand the nature of difficulties encountered by children with special needs.
- Identify and explore existing resources.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Unit I Historical Progression (5hrs)

- Shifting models of disability.
- Concept and meaning of Learner with special educational needs (SEN).

Unit II National and Integrated Initiatives (10hrs)

- The Convention on the Rights of the Child.
- The World Declaration on the Survival, Protection and Development of Children and the plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education.
- Current laws and policy perspectives supporting IE for children with diverse needs.

Unit III Preparation for Inclusive Education (10hrs)

- Educational approaches and measures for meeting the diverse needs- concept of special education, integrated education and inclusive education.
- Brief account of existing special, integrated and inclusive education services in India.
- Overcoming barriers for inclusion.
- Creating and sustaining inclusive practices.

Unit IV - Children with special needs (10 hrs)

- Definition and characteristics of children with sensory, intellectual , developmental disabilities, social and emotional problems, scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- Role of technology for meeting diverse needs of learners.

Unit V Utilizing resources (5hrs)

- Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual and learning disability.
- Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.

Essential 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. Examples of inclusive education in India, UNICEF 2003
3. NCERT (2006): Position Paper National Focus Group on Education of Children with special Needs.
4. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

Suggested Readings

- National curriculum framework, 2005.
- Rehabilitation Council of India Act, 1992
- The Persons with Disabilities Act (PWD Act, 1995).
- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- UNICEF (1990) World Summit for Children.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma P.L. (1990) *Teachers handbook on IED- Helping children with special needs*. N.C.E.R.T Publication

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Course Code: TTR - 455

Course Name: Public Speaking and presentation Skills

Credits Equivalent: 02 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the student will be able to:

- To appreciate speaking and presentation skills
- To develop evolved speaking and presentation skills
- To know to perform.
- To grow comfortable with stage, stage mannerisms and evolving a dialogue with a mass

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Debate and Dialogue Workshops: 10 marks
 - Assignments: 15 marks

Course Contents:**Unit 1 Overcoming Fear:**

Fear, Anxiety and Public Speaking

Unit 2 Spoken Language:

Language, Culture and Stage

Unit 3 Language in Action:

Participation in inter-university and intra-university co-curricular activities

Unit 4 Making a Presentation:

Presentability and the Content

Unit 5 Equality and School:

Organizing and coordinating an event

Prescribed Texts

["Going up there": Challenges and opportunities for language minority students during a mainstream classroom speech event"](#). Retrieved 23 April 2015

Mark Lewis (2010-02-16). ["Podium Dreams"](#) *Forbes.com*. Retrieved 3 December 2010.

Zakahi, Walter (1988). "Communication Education" West Virginia: Speech Communication Press.



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PRADESH

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Course Code: TTR – 457

Course Name: Education for Being and Becoming

Credits Equivalent: 02 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the student will be able to:

- To critically examine the conceptions of inequalities emerging from caste, class, gender, sexuality, nationality, language and religion.
- To understand the difference between being and becoming an identity.
- To map stereotyping in the process being and becoming human.
- To develop and visualize for intervention for becoming an egalitarian and an empowered being and society.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Seminar: 10 marks
 - Assignments: 15 marks

Course Contents:**Unit 1 Understanding (In) Equality:**

Caste, Class,
Gender, Sexuality,
Nationality, Language
Religion, Region

Unit 2 Identity and Society:

Ideology
Indoctrination
Education and Schooling

Unit 3 Being Human:

Borders and Boundaries
Education and Aims

Unit 4 Individual and the World:

Individualism
Universalism
Nature, Nurture and Culture

Unit 5 Equality and School:

Social Construction of Inequalities
Inequality in Schooling
Interventions and Possibilities

Prescribed Texts

Bhasin, Kamala, (1986), What is Patriarchy? Kali for Woman, New Delhi
Chanana, Karuna (1988), Socialization, Education and Woman, Orient Longman, New Delhi.
Deshpande, S., (2004), India: A Sociological View, Penguin, New Delhi.
Friere, Paulo, (1970), Pedagogy of the Oppressed, Penguin Books, England
Hargopal, G., (2002), Rights of Dalits: An Inquiry into Human Rights Discourse in India, Indian Journal of Human Rights.
Illich, Ivan, De – Schooling Society
<http://www.preservenet.com/theory/Illich/Deschooling/intro.html>
Reddy, Gayatri, (2006), With respect to Sex, Yoda Press, New Delhi.

Suggested Readings

Kumar, Krishna, (1986), Growing up Male, Seminar, No. 387, Feb, PP 53-55.
Roy, Rahul, (2007), A little book on Men, Yoda Press, New Delhi.



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HIMACHAL PRADESH

www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Code: TTR 458 (Level 4)

Credits: 2

Course Name: Mental Health: Issues and Concerns

Credits Equivalent: (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:

- Understand the concept of Mental Health and hygiene.
- Develop awareness of good mental health.
- Explain the interrelationship among adjustment and mental health.
- Understand processes of various psychotherapies.
- Develop the understanding of the role of home, society and institution in mental health.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25
2. End Term Examination: 50
3. Continuous Internal Assessment: 25

Course Contents:

UNIT I Introduction (3hrs)

- Concept of Mental Health (WHO Perspective) and mental illness
- Importance of Mental Health
- Factors affecting Mental Health
- Normality and Abnormality.

Unit II Mental Health: Understanding Issues (4 hrs)

- Psychology of deprivation: Consequences on mental wellbeing.
 - Consumerism and materialism
 - Gender based violence
 - Inequality of inclusion in economic 'development': gender, class, caste.

UNIT III Psychological disorders (5 hrs)

- Psychosis: Nature, types, symptoms and causes.
- Neurosis: nature, types, symptoms and causes.
- Adjustment: Causes of Maladjustment, Adjustment Mechanism

UNIT IV Psycho- Therapies (4 hrs)

- Carl Roger's Humanistic Therapy
- Existential Psychotherapy
- Kelly's cognitive Psychotherapy
- Group therapy and family therapy

UNIT V Mental Health: Positive Psychology (4 hrs)

- Happiness and Subjective well-being: Living a pleasurable life
- Complete Mental Health: Emotional, Social and Psychological Well-being
- Maintaining good Mental Health (Through Yoga)
- Different Yogic Exercises, Aasans and Pranayaams, Its Impact on Physical, Physiological, Emotional and Spiritual well-being
- Role of home, society and institution in maintaining good mental health.
- Promotion of Mental Health through building resilience in the community.

General Practicum:

- i. Class Room Presentation
- ii. Assignment
- iii. Book/Journals Review
- iv. Tutorials/PBL
- v. Model/Chart/PowerPoint based presentations
- vi. Assessment of Portfolio and Reflective Journal

Essential Reading:

1. Caroll, H.A. Mental Hygiene, New York, Prentice Hall, 1979.
2. Rayan W. Carson Mental Health through Education, New Delhi, Common wealth, 1970
3. WHO, Advocacy of Mental Health, 2003
4. Lopez, S. J., Pedrotti, J.T. & Snyder, C. R. (2015). Positive Psychology: The Scientific and Practical Explorations of Human Strengths (3rd Edition). New Delhi: Sage Publications.

Suggested Reading:

1. Brown J.F. The Psychodynamics and Abnormal Behaviour, New York, Mc Graw Hill Book Co. 1940
 2. Dollard J and Miller N.E Personality and psychotherapy, Chicago, Aldine, 1970
 3. Page, J.P. Abnormal Psychology, New Delhi, Tata Mc Graw Hill Publishers, Indian Edition, 1970
- Pomerants, A. M. (2008). Clinical Psychology: Science, practice and culture, New Delhi: Sage publications



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Course Code: TTR – 459

Credits:2

Course Name: Life Skills

Course Instructor: Dr. Anu G. S.

Credits Equivalent: (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: The objectives of the course are to familiarize students in:

- Theoretical foundation in life skills education
- Train the various life skill related with cognitive, psycho-social and coping skills
- Evaluate each life skill by self assessment and appreciate the skills
- Enable students to apply life skills in various spheres
- Enhance the ability to contribute in the area of life skills education.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Course Content

Unit I- An Introduction to Life Skills (5 Hours)

Definition and Importance of Life Skills- Life Skills Development- Life Skills Education- Life Skills Approaches- Scope of Life skill education

Unit II- Cognitive Life Skills (4 Hours)

Critical thinking- Creative thinking- Decision making- Problem solving- Training & Self- assessment of Critical thinking, Creative thinking, Decision making & Problem solving

Unit III- Psycho- Social Life Skills (3 Hours)

Self Awareness- Empathy- Interpersonal relationships- Effective Communication- Training & Self- assessment of Self Awareness, Empathy, Interpersonal relationships, Effective Communication

Unit IV- Coping Life Skills (3 Hours)

Managing Emotions- Coping with stress- Training & Self- assessment of Managing Emotions & Coping with stress

Unit V- Practical Applications of Life skills (5 Hours)

Practical application of life skill in personal and social life- Personal development- Health Management- Career Management- Financial management- Research and innovations in Life skill education

Essential Reading

- Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Santrock W.John (2006). *Educational Psychology*. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- UNESCO (2005). *Quality Education and Life Skills: Darkar Goals*, UNESCO, Paris.

Suggested Reading:

- WHO (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*, WHO, Geneva.
- UNESCO and Indian National Commission for Co-operation with UNESCO(2001). *Life Skills in Non-formal Education: A Review*
- *Life Skills Resource Manual, Schools Total Health Program*, (2006). Health Education and Promotion International Inc., Chennai.

Web Sites:

1. UNESCO – <http://www.unesco.org/>
2. UNFPA - <http://www.unfpa.org/>
3. UNICEF - <http://www.unicef.org/>
4. United Nations - <http://www.un.org/>
5. WHO - <http://www.who.int/en/>
6. India Portal - www.indiaportal.gov.in



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Course Code: TTR 602

Course Name: Development and Standardization of Research Tools

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the students will be able to:

- Describe meaning and need of research tools.
- Understand various types of research tools.
- Explain principles of tool construction.
- Select the appropriate type of research tools for their respective study.
- Develop competency in writing the items for research tool.
- Edit the items of the research tool.
- Standardize the research tool.
- Prepare the manual for research tool

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Seminar: 10 marks
 - Assignments: 15 marks

Course Contents:

UNIT-I: (10 hrs)

Meaning of Research tools, Characteristics of good measuring research tools, Factors Influencing Test Scores Types of Tools - Essay type and different forms of objective type test items

UNIT-II (10 hrs)

Questionnaires, Schedules, Check-lists, Rating Scales, Opinionnaire,

UNIT-III (12 hrs)

Writing objective type test items, scrutinizing and editing, Reliability and Validity, their meaning, different methods of establishing reliability and validity, Factors affecting Reliability and Validity

UNIT-IV (4 hrs)

Items Analysis

UNIT-V (4 hrs)

Norms, their types and characteristics, Preparation of Manual and Administration procedure

Suggested Readings:

1. Garrett, H.E. (1981). *Statistics in Psychology and Education (Tenth Indian Reprint)*, Vails, Feffer & Simmons Ltd.
2. Kaul, L. (2011). *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd., Noida
3. Best, J. W. and Kahn, J. (1997) *Research in Education*. (7th ed.) New Delhi: Prentice - Hall of India Ltd.
4. Ansari, M.S. (2007). *Essentials of Measurement and Evaluation*, International Publishing House, Meerut