

Cluster University of Srinagar

Course Structure of 2-year PG programme in Education (2nd Semester)

Batch -2025

Department: Education

Faculty: Dean Teacher Education

Intake Capacity:

Semester II

Course Code	Course Title	Course Type	Credits	Examination Scheme		Total Marks	Fee Structure Skill
				Internal Assessment	External Assessment		
✓MEDUCAM225	Educational Administration and Management	C	3 + 1	40	60	100	Yes
✓MEDUCSE225	Statistics in Education	C	3 + 1	40	60	100	Yes
✓MEDUCSP225	Sociological Perspectives of Education	C	3 + 1	40	60	100	Yes
✓MEDUDGS225	Gender School and Society	DSE	3 + 1	40	60	100	Yes
✓MEDUDMS225	Mental Health and Stress Management	DSE	3 + 1	40	60	100	Yes
✓MEDUDSE225	Special Education	DSE	3 + 1	40	60	100	Yes
MEDUSIT225	ICT in Education	SEEC	2	20	30	50	Yes

Dean Teacher Education

Dean Academic Affairs



CLUSTER UNIVERSITY SRINAGAR

Core Course

Course Title: Educational Administration & Management

Credit Score: 04 (03+01)

Course Code: MEDUCAM225

Max. Marks: 100 (60+40)

Course Learning Outcomes (CLOs):

By the end of this course, learners will be able to:

- Understand and apply foundational concepts of educational management and administration by defining its principles, functions, and processes, and employing key techniques such as POSDCORB, CPM, and PERT for effective planning and organization.
- Analyze educational institutions as dynamic systems through tools like SWOT analysis, Taylor's scientific management, and systematic evaluation of organizational structure and processes.
- Interpret and critically assess leadership in educational contexts by understanding its nature, evaluating models such as Blake and Mouton's Managerial Grid, Hersey and Blanchard's Situational Leadership, and Fiedler's Contingency Theory, and explaining the principles of educational supervision.
- Evaluate and enhance quality in education from Indian and international perspectives by applying Total Quality Management (TQM) principles and Six Sigma methodologies to institutional improvement.
- Manage and implement educational change effectively by explaining the need for change, applying Lewin's Three-Step Model, and integrating Japanese strategies like Just-in-Time and Poka Yoke to achieve transformative outcomes.

UNIT-I: EDUCATIONAL MANAGEMENT AND ADMINISTRATION

- i. Educational Management and Administration- Meaning, principles and functions
- ii. POSDCORB, CPM and PERT
- iii. Management as a system, SWOT analysis and Taylorism
- iv. Administration as a process and bureaucracy.

UNIT-II: LEADERSHIP IN EDUCATIONAL ADMINISTRATION

- i. Leadership : Meaning and Nature
- ii. Models of Leadership : Blake and Mouton's Managerial Grid Model, Hersey and Blanchard's Model and Fiedler's Contingency Model
- iii. Educational Supervision: Concept and Principles

UNIT-III: QUALITY IN EDUCATION AND CHANGE MANAGEMENT IN

- i. Concept of Quality in education, Indian and International perspective
- ii. Total Quality Management (TQM), Six Sigma
- iii. Meaning and need of change management
- iv. Three step model of change (Unfreezing, Moving, Refreezing), Japanese Models of Change: Just-in-Time and Poka Yoke.

UNIT IV: TUTORIAL COMPONENT (ANY TWO)

(01 Credit: 15 Hours)

- i. Divide students into groups. Give them a hypothetical school event (e.g., Annual Day) and ask them to create a POSDCORB plan.
- ii. Choose a local school/college. Groups create a SWOT table and suggest improvement strategies.
- iii. **Debate Topic:** "A good leader adapts to situations, not sticks to one style."
- iv. Book/Article Review: Related to educational leadership or administration

SUGGESTED READINGS:

- Agarwal, J. C. (2008). *Development and planning of modern education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Chaudhary, N. R. (2001). *Managements in education*. New Delhi: APH Publishing.
- Cruz, L. F., & Muhammad, A. (2019). *Time for change: Four essential skills for transformational school and district leaders*. Solution Tree.
- Deshmukh, A. V., & Naik, A. P. (2010). *Educational management*. Mumbai: Himalaya Publishing House.
- English, F. W. (2003). *The postmodern challenge to the theory and practice of educational administration*. Springfield, IL: Charles C. Thomas Publishers.
- English, F. W. (2007). *The art of educational leadership: Balancing performance and accountability*. Thousand Oaks, CA: SAGE Publishing.
- English, F. W. (2007). *Research and educational leadership: Navigating the new National Research Council guidelines*. Lanham, MD: Rowman & Littlefield Education.
- McKay, A., Thomson, P., & Blackmore, J. (Eds.). (2024). *Resistance in educational leadership, management, and administration*. Abingdon: Routledge.
- Muzopadhyay, M. (2005). *Total quality management in education* (2nd ed.). Thousand Oaks, CA: SAGE Publications Pvt. Ltd.
- Okumbe, J. A. (1998). *Educational management: Theory and practice*. Nairobi: University Press.



CLUSTER UNIVERSITY OF SRINAGAR

Core Course

Course Title: Statistics in Education

Credit Score: 04 (03+01)

Course Code: MEDUCSE225

Max. Marks: 100 (60+40)

Course Learning Outcomes (CLOs):

By the end of the course, the students will be able to:

- Construct, summarize, and interpret data using descriptive statistical measures and probability distributions.
- Analyze relationships between variables through correlation and regression techniques, and apply regression equations for prediction.
- Apply inferential statistical methods, including hypothesis testing, parametric (t-test, ANOVA) and non-parametric tests (Chi-square, Mann-Whitney U), to make valid inferences about populations.
- Evaluate assumptions, limitations, and applications of different statistical tests to ensure their appropriate use in research contexts.
- Use SPSS software to perform statistical analyses and interpret outputs for decision-making in research.

UNIT I: DESCRIPTIVE STATISTICS AND NORMAL DISTRIBUTION

- i. Frequency Distributions and their Graphs
- ii. Measures of Central Tendency: Mean, Median and Mode
- iii. Measures of Variability: Range, Quartile Deviation and Standard Deviation
- iv. Properties and Applications of Normal Probability Curve
- v. Skewness and Kurtosis: Types and Measures (Karl Pearson)

UNIT II: CORRELATION AND REGRESSION ANALYSIS

- i. Meaning and Types of Correlation
- ii. Methods of Studying Correlation: Scatter Diagram, Karl Pearson's Correlation Coefficient, Spearman's Rank Correlation Coefficient
- iii. Linear Regression, Lines of Regression, Regression Coefficients, Regression Equations

UNIT III: INFERENCE STATISTICS

- i. Central Limit Theorem and Confidence Interval for Estimating Population Mean (μ).
- ii. Basic Concepts concerning Hypothesis Testing, Procedure for Hypothesis Testing, Power of a Hypothesis Test
- iii. Assumptions of Parametric and Non-Parametric Statistics
- iv. Parametric tests: t-test (One-Sample, Independent Samples, Paired Samples) & ANOVA (One-way & Two-way)
- v. Non-Parametric tests: Chi Square test (Goodness of Fit & Independence) & Mann-Whitney U Test

Tutorial Component

(01 Credit: 15 Hours)

UNIT IV: STATISTICAL ANALYSIS USING SPSS

- i. Computation of Correlation using SPSS
- ii. Computation of t Test and ANOVA using SPSS
- iii. Computation of Chi Square and Mann-Whitney U Test using SPSS

SUGGESTED READINGS:

- Aron, A., Aron, E. N., & Coups, E. J. (2013). *Statistics for Psychology* (6th ed.). Pearson Education.
- Becker, L. A. (Ed.). (2018). *Statistics for the Behavioral Sciences*. Cengage Learning.
- Best, J. W., & Kahn, J. V. (2016). *Research in Education*. Pearson Education.
- Black, K. (2010). *Business Statistics*. John Wiley & Sons, Inc.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2013). *Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences* (3rd ed.). Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). Routledge.
- Elhance, D. N., Elhance, R., & Elhance, V. (2024). *Fundamentals of Statistics* (27th ed.). Kitab Mahal.
- Ferguson, G. A. (1981). *Statistical Analysis in Psychology and Education* (5th ed.). McGraw-Hill.
- Field, A. (2017). *Discovering Statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.
- Garrett, H. E. (2014). *Statistics in Psychology and Education*. Paragon International Publishers.
- Gravetter, F. J., & Wallnau, L. B. (2021). *Essentials of Statistics for the Behavioral Sciences* (10th ed.). Cengage Learning.

- Gupta, S. C., & Kapoor, V. K. (2020). *Fundamentals of Mathematical Statistics*. Sultan Chand & Sons.
- Howell, D. C. (2016). *Fundamental Statistics for the Behavioral Sciences* (9th ed.). Cengage Learning.
- Landau, S., & Everitt, B. S. (2004). *A Handbook of Statistical Analyses using SPSS*. Chapman and Hall.



CLUSTER UNIVERSITY OF SRINAGAR

Core Course

Course Title: Sociological Perspectives of Education

Credit Score: 04 (03+01)

Course Code: MEDUCSP225

Max. Marks: 100 (60+40)

Course Learning Outcomes (CLOs):

By the end of this course, learners will be able to:

- Analyse Emile Durkheim's theories of the Division of Labour and Suicide, and R.K. Merton's concepts of manifest and latent functions.
- Evaluate Karl Marx's theories of class conflict and alienation in the context of educational and social institutions, and apply Symbolic Interactionism and Goffman's dramaturgical approach to explore social behaviour and role performance.
- Analyse the features, types, and significance of social movements in driving social change, and critically evaluate key theoretical perspectives, including Relative Deprivation, Resource Mobilization, Political Process, and New Social Movement theories.
- Explain the concept of values and their relationship with education, highlighting their role in shaping social behaviour and educational practices.
- Explore the role of education in addressing environmental issues, linking sociology's response to contemporary global challenges.
- Analyse feminist perspectives on educational thought for social change, particularly from Mary Wollstonecraft, Nel Noddings, and Savitribai Phule.

UNIT-I: THEORETICAL PERSPECTIVES IN SOCIOLOGY

i. **Structural Functionalist Perspective**

(with special reference to Emile Durkheim's theories of the Division of Labour and Suicide, and R.K. Merton's concepts of manifest and latent functions)

ii. **Conflict Perspective**

(with special reference to Karl Marx's theory of Class Conflict and Alienation)

iii. **Symbolic Interactionist Perspective**

(with special reference to Blumer's Symbolic Interactionism and Erving Goffman's Dramaturgical Approach)

UNIT-II: THEORIES OF SOCIAL MOVEMENTS

- i. Concept, features and Types of Social Movements
- ii. Theories of Social Movements
 - a. Relative Deprivation Theory
 - b. Resource Mobilization Theory
 - c. Political Process Theory
 - d. New Social Movement Theory

UNIT-III: EDUCATION AND VALUES

- i. Values: Concept, Types and Relationship Between Education and Values
- ii. Pedagogical Concerns in Promoting Values through Education
- iii. National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education
- iv. Sociology's Response to Environmental Issues through Education

UNIT-IV: TUTORIAL COMPONENT

(01 CREDIT+= 15 Hours)

- i. Group discussion on social change and the factors affecting it.
- ii. PPT/Seminar Presentation on Feminist Perspectives on the Development of Educational Thought for Social Change
 - a. Mary Wollstonecraft
 - b. Nel Nodding's
 - c. Savitribai Phule

SUGGESTED READINGS:

- Berger, P. I. (1979). *Introduction to sociology*. Garden City Doubleday.
- Bhatt, B. D., & Sharma, S. R. (2006). *Sociology of education*. Kanishka Publishing House Pvt. Ltd.
- Chandra, S. S., & Sharma, R. K. (2004). *Principles of education*. Atlantic Publishers and Distributors.
- Champion, D. J., Kurth, S. B., & Harris, D. K. (1984). *Sociology*. Holt, Rinehart and Winston.
- Comte, A. (1954). *Positive philosophy*. Longmans Green and Co.
- Della Porta, D., & Diani, M. (2006). *Social movements: An introduction*. Blackwell Publishing.

- Giddens, A. (1987). *Sociology: An introduction*. John Wiley India Pvt. Ltd.
- Gupta, D. (2000). *The context of social movements in India*. Routledge.
- Hess, B. B., Markson, E. W., & Stein, P. J. (1991). *Sociology*. Macmillan Publishing Company.
- Kakkar, D. K. (n.d.). *Modern Indian education: Sociological and philosophical perspectives*. K. K. Publications.
- Khan, M. A., & Bhat, S. A. (2013). *Basics in education*. Dilpreet Publishing House.
- Marvin, H., et al. (1977). *The origin of culture*. Random House.
- Mishra, S. N. (n.d.). *Education and society in the development of India*. Anmol Publications.
- Naik, J. P. (1995). *Perspectives on education and society*. Sage Publications.
- Noddings, N. (2007). *The ethics of care: Personal, political, and global*. University of California Press.
- Phule, S. (1898). *The equal rights of women* (G. D. S. Swamy, Trans.). (Original work published 1898)
- Pruthi, R. K. (2000). *Sociology of education in India*. Atlantic Publishers & Distributors.
- Rao, N. S. K. S. R. (n.d.). *Sociology of education: An Indian perspective*. APH Publishing.
- Rao, S. C. N. (2007). *Sociology: Principles of sociology with an introduction to social thought*. S. Chand and Company.
- Saraswathi, T. S. (2003). *The social context of education*. National Book Trust.
- Sharma, R. N. (2003). *Education and social change in India*. Deep & Deep Publications.
- Sharma, Y. K. (2003). *Foundations in sociology of education*. Kanishka Publishers and Distributors.



CLUSTER UNIVERSITY OF SRINAGAR

Discipline Specific Elective (DSE)

Course Title: Gender School and Society

Credit Score: 04 (03+01)

Course Code: MEDUDGS225

Max. Marks: 100 (60+40)

Course Learning Outcomes (CLOs):

After successful completion of the course students will be able to: -

- Understanding familiarities with the concept of gender.
- Understanding the concept of gender with regard to school and family.
- Explain the gender identity and socialization process.
- To develop understanding about safety of girls and women at school, home and work places.
- Knowing the issues related to women /girl child.
- Acquainting the students with gender laws and legal aspect related to women.
- To understand the three new criminal laws and their procedure.
- To understand the cybercrimes and its consequences.
- To understand female infanticide and female feoticide and its consequences.

UNIT I: GENDER STUDIES

- i. Gender- Nature and Concept.
- ii. Difference between gender and sex.
- iii. Gender roles in society- family, caste, class, religion, culture and media.
- iv. Gender equity and gender equality.

UNIT II: GENDER IDENTITY AND SOCIALIZATION PROCESS

- i. Gender identity and socialization processes in family, school and organization.
- ii. Role of school-peers, teacher, curriculum and textbooks in challenging gender inequalities.
- iii. Gender roles and responsibilities of family.
- iv. Addressing Gender discriminations in Education.

UNIT III: GENDER AND SCHOOL CURRICULUM

- i. Role of school in nurturing young people as masculine and feminine selves.
- ii. Gender issues in diverse cultural constraints: Teacher's role developing positive attitude towards opposite genders in school.
- iii. Developing school curriculum for gender equality.
- iv. Gender just education outside school settings.

TUTORIAL COMPONENT

(01 CREDIT= 15 HOURS)

UNIT IV: GENDER AND LAW (Presentations & Group Discussions)

Laws related to Women

- a) Three New Criminal Laws
- b) Cybercrimes
- c) Female foeticide and female infanticide
- d) Sexual abuse and sexual harassment

SUGGESTED READINGS:

- Chakravarti, U. (2012). *Gendering caste: Through a feminist lens*. Calcutta: Street.
- Connell, R. W. (1995). *Masculinities*. Berkeley: University of California Press.
- Dutta, S. (2013). *Gender sociology*. New Delhi: Wisdom Press.
- Mukherjee, S. (2018). *Education, society, and development in India: Essays by N. V. Varghese*. New York: Oxford University Press.
- Rai, S. M. (2015). *Gender and the political economy of conflict in Africa: The persistence of violence*. London: Routledge.
- Rios, V. M. (2011). *Punished: Policing the lives of Black and Latino boys*. New York: NYU Press.
- Risman, B. J. (1998). *Gender vertigo: American families in transition*. New Haven: Yale University Press.
- Sadker, M., & Sadker, D. (2009). *Teachers, schools, and society*. New York: McGraw-Hill Education.
- Sen, A., & Batliwala, S. (2000). *Voiceless victims: The sexual harassment of women at workplaces*. Oxford: Oxford University Press.
- Srivaskar, S. (2005). *Women and globalization*. New Delhi: Commonwealth Publishers.
- Sinha, S. (2020). *Gender, education, and development: Conceptual frameworks and policy perspectives*. New Delhi: Sage Publications.
- Thorne, B. (1993). *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press.



CLUSTER UNIVERSITY OF SRINAGAR

Discipline Specific Elective (DSE)

Course Title: Mental Health & Stress Management

Credit Score: 04 (03+01)

Course Code: MEDUDMS225

Max. Marks: 100 (60+40)

Course Learning Outcomes (CLOs):

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

- Explain the concepts, principles, and factors influencing mental health, along with the nature of adjustment and maladjustment.
- Identify and analyze causes, signs, and consequences of maladjustment in personal, social, academic, and occupational areas.
- Apply stress assessment tools and demonstrate coping strategies to manage stress in modern life.
- Evaluate the role of teachers, schools, and society in fostering mental health and integrating it into the curriculum.
- Promote destigmatization of mental illness and encourage seeking professional help through counseling, therapy, and support groups.

UNIT I: MENTAL HEALTH AND ADJUSTMENT

- i. Concept and Principles of Mental Health
- ii. Factors Influencing Mental Health
- iii. Characteristics of a Mentally Healthy Individual
- iv. Concept of Adjustment and its Characteristics
- v. Maladjustment – Concept, Causes, Identification, Assessment, and Remedial Measures
- vi. Impact of Maladjustment on Personal, Social, Academic, and Occupational Well-being

UNIT II: STRESS MANAGEMENT

- i. Concept of stress & Stress Management.
- ii. Importance of Stress Management.
- iii. Stress assessment tools: Holmes and Rahe Stress Scale: An Overview
- iv. Stress and modern life (social media, workplace pressure, etc.)
- v. Coping Strategies: a) Emotional Focused Coping b) Problem Focused Coping

UNIT III: EDUCATION AND MENTAL HEALTH

- i. Destigmatizing Mental Illness in Educational Settings.
- ii. Role of Teacher, School and Society in Fostering Mental Health.
- iii. Importance of Mental Health in School Curriculum.
- iv. Seeking professional help: therapy, counseling, support groups.

UNIT IV: TUTORIAL COMPONENT (ANY TWO)

(01 Credit: 15 Hours)

- i. **Activity: Group Discussion**
Topic: “What does being mentally healthy mean for a student?”
- ii. **Method:** Students are divided into small groups (4–5 each) to discuss and note their views. A representative from each group presents the key points, and the teacher facilitates and summarizes.
- iii. **Activity: Role Play**
Scenario: Maladjustment problems like exam anxiety, peer conflict, or isolation.
- iv. **Method:** Groups are assigned scenarios followed by a class discussion on causes and remedies.
- v. **Activity: Brainstorming Exercise**
- vi. **Prompt:** “If I were a teacher, how would I support a child showing signs of distress?”
- vii. **Method:** Individual reflections → Write 2–3 strategies → Share and compile a class list of supportive teacher behaviors.
- viii. **Purpose/Outcome:** Learners recognize the teacher’s role in early identification and intervention.

SUGGESTED READINGS:

- Weiten, W., Lloyd, M. A., Dunn, D. S., & Hammer, E. Y. (2009). *Psychology applied to modern life: Adjustment in the 21st century* (9th ed.). Belmont, CA: Wadsworth.
- Kuppaswamy, B. (2004). *Mental health in Indian schools*. Delhi, India: Vikas Publishing House.
- Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York, NY: Free Press.
- Sharma, R. A. (2005). *Mental hygiene and adjustment*. Meerut, India: Surya Publications.
- Mohan, A. (2003). *Psychology of adjustment*. New Delhi, India: Commonwealth Publishers.
- Mohanraj, R., & Subbaiah, K. (2006). *Mental health promotion in schools: A manual*. Bangalore, India: National Institute of Mental Health and Neurosciences (NIMHANS).
- Pandey, R. (2004). *Mental health education*. New Delhi, India: Anmol Publications.
- Kapur, M. (2017). *Mental health in Indian schools*. Sage Publications.
- Nair, P. V. (2019). *Understanding stress and coping mechanisms*. Macmillan Education.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing Company.
- WHO. (2018). *Mental health: strengthening our response*. World Health Organization.
- Sehgal, M. (2020). *Yoga and mindfulness in education*. New Age International.
- NCERT. (2021). *Guidance and Counselling Guidelines for Schools*.



CLUSTER UNIVERSITY OF SRINAGAR

Discipline Specific Elective (DSE)

Course Title: Special Education

Credit Score: 04 (03+01)

Course Code: MEDUDSE225

Max. Marks: 100 (60+40)

Course Learning Outcomes (CLOs):

After successful completion of this course, the learners will be able to:

- Explain the concept of exceptionality and the historical background, need, and importance of special education in promoting inclusive practices.
- Classify and analyze the characteristics of children with diverse disabilities (visual, hearing, intellectual) in terms of physical, intellectual, emotional, and social aspects.
- Identify and evaluate the biological and environmental causes of different disabilities and the methods for early detection, identification, and classification of special needs.
- Apply appropriate educational strategies, assistive technologies, and ICT tools to facilitate effective learning for children with special needs.
- Interpret and critically assess national policies, legal frameworks, and acts (RCI Act, 1992; RPwD Act, 2016; NEP 2020) to understand their implications for inclusive and equitable education.
- Design Individualized Education Programs (IEPs) and recommend support services that cater to the unique learning needs, ethical considerations, and rights of children with special needs.

UNIT I: UNDERSTANDING SPECIAL EDUCATION

- i. Understanding Exceptionality
- ii. Concept & background of special education
- iii. Need & importance of special education
- iv. Classification of Special Children
- v. Ethical issues and considerations in special education

UNIT II: UNDERSTANDING HUMAN DIVERSITY: VISUAL, HEARING & INTELLECTUAL DISABILITIES

- i. Conceptual Framework
- ii. Characteristics: Physical, Intellectual, Emotional & Social
- iii. Causes: Biological & Environmental
- iv. Identification & Classification
- v. Educational Strategies & Assistive Technologies

UNIT III POLICIES, CURRICULUM PLANNING, AND SUPPORT SERVICES FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- i. Rehabilitation Council of India (RCI) Act, 1992
- ii. Rights of Persons with Disabilities (RPwD) Act, 2016
- iii. National Education Policy (NEP), 2020: Provisions related to inclusive and equitable education for CWSN, focus on flexibility, multidisciplinary support, and teacher preparation.
- iv. Individualized Education Program (IEP)
- v. ICT and Assistive Technology in Special Education

UNIT IV: TUTORIAL COMPONENT (ANY TWO)

(01 Credit: 15 Hours)

- i. Students will identify the type of exceptionality, discuss the ethical issues involved, and suggest appropriate educational strategies.
- ii. Students design an **Individualized Education Program (IEP)**, outlining goals, teaching strategies, assistive technology use, and support services.
- iii. Organize a debate on the effectiveness of *RPwD Act 2016* or the *NEP 2020 provisions* for CWSN.

SUGGESTED READINGS:

- Anderson, A. R., & Smith, J. T. (2018). *Foundations of special education: Theory and practice*. New York, NY: Routledge.
- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2012). *Exceptional learners: An introduction to special education* (12th ed.). Boston: Pearson.
- Gargiulo, R. M. (2014). *Special education in contemporary society: An introduction to exceptionality* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Heward, W. L. (2013). *Exceptional children: An introduction to special education* (10th ed.). Upper Saddle River, NJ: Pearson/Merrill.
- Smith, D. D., & Tyler, N. C. (2013). *Introduction to special education: Making a difference* (8th ed.). Boston: Pearson.
- Turnbull, A., Turnbull, R., Wehmeyer, M. L., & Shogren, K. A. (2016). *Exceptional lives: Special education in today's schools* (8th ed.). Boston: Pearson.
- Dash, M. (2005). *Education of exceptional children*. New Delhi: Atlantic Publishers and Distributors.
- Sharma, R. A. (2006). *Fundamentals of special education*. Meerut: R. Lall Book Depot.
- Jangira, N. K., & Mani, M. N. G. (1990). *Integrated education for visually handicapped: A management perspective*. New Delhi: National Council of Educational Research and Training (NCERT).
- Baquer, A., & Sharma, A. (1997). *Disability: Challenges vs. responses*. New Delhi: Concerned Action Now.
- Karanth, P., & Rozario, J. (2003). *Learning disability in India*. New Delhi: Sage Publications.



CLUSTER UNIVERSITY OF SRINAGAR

Skill Enhancement and Employability Course

Course Title: ICT in Education

Credit Score: 02

Course Code: MEDUSIT225

Max Marks = 50 (30+20)

Course Learning Outcomes (CLOs):

By the end of the course, students will be able to:-

- Explain the concept and significance of ICT in education
- Critically evaluate the present landscape and issues in ICT integration
- Identify and reflect on new ICT trends that are reshaping education
- Develop strategies to adopt ICT in diverse classroom settings
- Design and implement a digital lesson using blended models
- Evaluate digital tools for pedagogical suitability
- Encourage participatory learning through collaborative platforms

Unit I: Transforming Teaching and Learning through ICT

- i. Concept of ICT.
- ii. Need and Scope of ICT in the Teaching-Learning Process
- iii. Current Issues in ICT Integration: Digital Divide, Infrastructure, Teacher Readiness
- iv. ICT as envisioned by NEP 2020.

Unit II: Digital Pedagogy

- i. Concept of Digital Pedagogy
- ii. Blended Learning and e-learning, Advantages and Challenges
- iii. Virtual Teaching: Zoom, Google meet and WebEx.
- iv. Online Evaluation: google forms and Quizlet.

Suggested Readings:

- Saha, S., & Mete, J. (n.d.). *ICT in Education: A 21st Century Phenomenon*. A.P.H. Publishing Corporation.
- Thakur, G. R. (2015). *Recent trends in ICT in education*. Laxmi Publications & Lulu.com. ISBN 978-1329172814.

- Sharma, R. A. (2020). *Educational technology and ICT*. Meerut: R. Lall Book Depot.
- Selwyn, N. (2012). *Education in a digital world*. Routledge.
- Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence unleashed: An argument for AI in education*. Pearson Education.

- Mohanty, J. (2008). *Educational technology*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Skinner, B. F. (1968). *The technology of teaching*. New York: Appleton-Century-Crofts.
- Roy, P. K. S. (2006). *Technology of instructional design*. New Delhi: Dominant Publishers.
- Vashishta, S. R. (1997). *Research in educational technology*. Guwahati: Eastern Book House.
- Mangal, S. K. (2009). *Essentials of educational technology*. New Delhi: Prentice Hall India Learning Private Limited.
- Kulshreshtha, S. P., & Kulshreshtha, S. K. (2012). *Foundations of educational technology*. Meerut: Surya Publications.
- Aggarwal, J. C. (2014). *Essentials of educational technology*. New Delhi: Vikas Publishing House.
- Sharma, R. A., & Chaturvedi, S. (2016). *Essentials of educational technology*. Meerut: International Publishing House.