



राजस्थान केन्द्रीय विश्वविद्यालय
Central University of Rajasthan
(संसद के अधिनियम क्रमांक 25 वर्ष 2009 द्वारा स्थापित)
(Established under the Central Universities Act, 2009)

School of Education

COURSE STRUCTURE AND SYLLABUS

M. A. in EDUCATION/ Master of Education PROGRAM

Syllabi of the Education courses prepared on the basis of the UGC updated curricula in education a framework, new curriculum Framework for Education, NCFTE, 2009 and NCTE (Recognition Norms and Procedure) Regulation 2014 and National Education Policy 2020.

BACKGROUND

Considering the curricular reforms as instrumental for desired learning outcomes, all the academic departments of Central University of Rajasthan made an attempt to revise the curriculum of postgraduate programs in alignment with National Education Policy-2020 and UGC Quality Mandate for Higher Education Institutions 2021. The process of revising the curriculum could be prompted with the adoption of “Comprehensive Roadmap for Implementation of NEP-2020”. The Roadmap identified the key features of the Policy and elucidated the Action Plan with well-defined responsibilities and indicative timeline for major academic reforms. The process of revamping the curriculum embarked with series of webinars and discussions conducted by the University. The faculties were oriented about the key features of the Policy, enabling them to revise the curriculum in synchronization with the Policy. The whole exercise was conceptualized to make it easier for them to appreciate and incorporate the vital aspects of the Policy in the revised curriculum focused on „creating holistic, thoughtful, creative and well-rounded individuals equipped with the key 21st century skills“ for the „development of an enlightened, socially conscious, knowledgeable, and skill in education“. To ensure the implementation of curricular reforms envisioned in NEP-2020, the University decided to implement various provisions in a phased manner. Accordingly, the curriculum may be reviewed annually

School of Education

The School of Education was established in the year 2014. The vision of the school is to prepare individuals who will bring change through teaching, leadership, research and services in their professions and communities. The mission of the school is to develop professionally equipped and humane teachers and quality practitioners in the field of Yogic Sciences.

The School of Education has two departments:

- Department of Education and
- Department of Yoga

DEPARTMENT OF EDUCATION

Department of Education offers three programmes:

- Integrated M.Sc.B.Ed in four disciplines (Physics, Chemistry, Mathematics & Economics)
- Masters of Arts in Education (M.A Education)
- PhD in Education

MASTERS OF ARTS IN EDUCATION (M.A EDUCATION)

M.A Education is a postgraduate teaching and training course for two years (four semesters). This programme will help in developing basic understanding of the theories and Policies in Education. This course will enable the students to engage with core issues with education. It will equip students with foundational capabilities in teaching and learning, curriculum design, material development, teacher education, educational research, and policy development and analysis. The courses will be taught by eminent faculties through classroom lectures and discussions, workshops, games and simulations, guest lectures, colloquia, and field practice

EMPLOYMENT OPPORTUNITIES

The students can take up career in NGOs and schools.

They can take responsibilities such as : Programme Management, Curriculum designing, Curricular material development, Assessment planning, Content development, Research and advocacy etc.

Eligibility:

Bachelor Degree in Education or Bachelor degree in Arts with “Education” as one of the subject with 50% for Gen category and 45 % for SC/ST/OBC/PWD/EWS candidates

Up to 5% relaxation in the minimum requirement of marks is granted to SC/ST/OBC/PWD candidates.

Duration : 2 years

ADMISSION PROCEDURE

The admission to this programme shall be through Central universities entrance test (CUET) to be conducted on all-India basis

PROGRAMME OUTCOMES:

1. The students will gain knowledge and critical understanding in the subject matter.
2. The students will be able to critically engage themselves with current educational theory, research, policy and practice.
3. The students will develop an ability to identify, formulate and solve complex educational problems
4. The students will develop an ability to critically examine, educational theories, educational policies and also contribute in formulation of educational policies
5. The students will be able to serve as technology leaders, and use technology as an effective tool to support teaching and learning.
6. The students will be able to design and interpret research in different areas of education.
7. Students will be able to design appropriate and effective curricula and instructional strategies including meeting the needs of diverse learners.
8. Students will develop the entrepreneurial skills and will acquire knowledge of various avenues available to develop entrepreneurship.
9. The students will develop an ability to think independently and to examine critically the different issues so that they will grow to become competent policy makers in the field of education.

**CENTRAL UNIVERSITY OF RAJASTHAN DEPARTMENT
OF EDUCATION**
Masters of Arts in Education
CURRICULUM STRUCTURE

SEMESTER-I				
S. No	Course Code	Nature of Course	Course Title	Credits
1.	EDU-401	Core	Introduction to Educational Studies	4
2.	EDU-402	Core	History, Politics, & Economics of Education	4
3.	EDU-403	Core	Learners and Learning Process	4
4.	EDU-404	Core	Teachers Education	4
5.	EDU-405	Core	Introduction to Educational Research	4
6.	XXX		Open Elective I/MOOC	4
				24
SEMESTER-II				
1.	EDU-406	Core	Pedagogical Sciences	4
2.	EDU-407	Core	Educational Technology	4
3.	EDU-408	Core	Statistics in Education	4
(One discipline Elective/ MOOC would be offered)				
4.	EDU XXX	Elective	Discipline Elective I/MOOC	4
5.	EDU-409	Core	Dissertation-I	6
6.	EDU-451	AEC	Internship	2
Total Credits				24

SEMESTER-III				
S. No	Course Code		Course Title	Credits
1.	EDU-501	Core	Educational Leadership & Administration	4
2.	EDU-502	Core	Ethics and Value Education	4
3.	EDU-503	Core	Curriculum Studies	4
4.	EDU XXX	Elective	Discipline Elective II/MOOC	4
5.	EDU 551	AEC	Seminar & Colloquium	4
6.	EDU 552	AEC	Scientific Communication & Technical Writing	4
			Total Credits	24

SEMESTER-IV

1.	EDU XXX	Elective	Discipline Elective III/MOOC	4
2.	XXX	Elective	Open Elective- II/MOOC	4
3.	XXX	Open	Open Elective-III/MOOC	4
5.	EDU-504	Core	Dissertation-II	12
Total Credits				24
Overall Credits				96

Note:

- 1. The students can select MOOC course for their choice but they need to seek approval for the same from the Department.*
- 2. Some Non Graded courses will be offered as per the University Guidelines*

**CENTRAL UNIVERSITY OF RAJASTHAN DEPARTMENT
OF EDUCATION
MA in EDUCATION CURRICULUM
LIST OF DISCIPLINE ELECTIVE**

SEMESTER- II	COURSE CODE	DISCIPLINE ELECTIVE	Credits
First year	EDU-481	Human Resource Management in Education	4
	EDU-482	Gender Studies	4
	EDU-483	Assessment and Evaluation	4

SEMESTER- III & IV	COURSE CODE	DISCIPLINE ELECTIVE	Credits
Second Year	EDU-581	Early Childhood Care Education	4
	EDU-582	Guidance and Counseling	4
	EDU-583	Life Skill Education	4
	EDU-584	Entrepreneurship in Education	4

MULTIPLE ENTRIES AND MULTIPLE EXITS

Exit -1: After one year

The exit will be allowed only after completion of two semesters i.e one year of M.A (Education)

The degree to be awarded after one years will be Post graduate diploma in Education

Entry-1: After one year

After one year of PG Diploma in Education from a recognized institution can get themselves admitted for Master of Arts in Education.

EVALUATION

Continuous Internal assessment (CIA):

Internal assessment of 40 marks is done through CIA 1 (20 marks) and CIA 2 (20 Marks).

The mode of assessment can be written tests, assignments, presentations, group work , quiz etc depending on the nature and scope of course.

For some practical courses instead of CIA 1 & CIA 2 one Mid term assessment of 40 Marks can be done.

End Semester Examination (60 Marks)

The End semester examination for theory courses is done through written examination. For practical courses such as internships, dissertations etc it can be done through presentations , submissions of reports, practical records etc

SYLLABUS

SEM-I

COURSE CODE: EDU 401

COURSE TITLE: INTRODUCTION TO EDUCATIONAL STUDIES

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 60 Marks	04
3	1	0	Internal Assessment: 40 Marks	
Prerequisite <ul style="list-style-type: none">Any graduate student who enrolled in the M.A. (Education) and master degree programme can study this Course. They should also know the basics various aspects of national values, Indian constitution and society.				
Learning Outcomes: After completion of this course, the students will be able to;				
<ul style="list-style-type: none">Understand the nature, meaning, methods, epistemological perspectives, different theories and shifts in the process of knowledge in an educational context.Appreciate the fundamental and theoretical development perspectives of education.Critically understand the nature, modes & functions of education and its relationship with the disciplines.Analyze the past and contemporary concerns and issues related to the education system and that helps them to formulate their own viewpoints.Critically examine the concept, aims and the relevance of Indian & western schools of thoughts in education and also appreciate educational thoughts of eminent philosophers in individual, social, economic, spiritual context.Orient about institutions, systems and structures of education and also about the short coming related with the contemporary concerns of education policy and practices.Critically study the philosophical & sociological approaches of education and related issues in such a way that their linkages with methods, pedagogy, approaches and practices & profession can be established.Appreciate the emerging trends in education and related perspectives that help them to develop their interest in education; further this helps them to select their interesting area for educational research.				
Course Outcomes The student would be acquainted;				
<ol style="list-style-type: none">To explain the fundamental perspectives of methods, epistemological perspectives, different theories and shifts in the process of knowledge in an educational context.To analyse fundamental and theoretical development perspectives of education and also nature, modes & functions of education and its relationship with the disciplines.To help the student to understand the nature, modes & functions of education and its relationship with the disciplines.To analysis the past and contemporary concerns and issues related to the education system and that helps them to formulate t₁h₃eir own viewpoints.				

5. To comprehend the associated concepts of education for contemporary concerns and issues related to the education system and that helps them to formulate their own viewpoints. Moreover, the concept, aims and the relevance of Indian & western schools of thoughts in education and also appreciate educational thoughts of eminent philosophers in individual, social, economic, spiritual context.
6. To aware the students about institutions, systems and structures of education and also about the short coming related with the contemporary concerns of education policy and practices.
7. To orient the students with the philosophical & sociological approaches of education and related issues in such a way that their linkages with methods, pedagogy, approach and practices & profession can be established.
8. To make student familiar with emerging trends in education and related perspectives that help them to develop their interest in education, further this helps them to select their interesting area for educational research.

COURSE CONTENT

UNIT I	Knowledge & Education	(08 Hours)
	Nature of knowledge in Education, Epistemological perspectives of knowledge in Education, Methods of acquiring knowledge, Shifts in process of knowledge and pedagogy.	
UNIT II	Concept of Education	(08 Hours)
	Education as an evolving concept, Modes of Education and expansion in the modes of Education, Functions of Education, Education as a system, education as a disciplinary, inter disciplinary and multi-disciplinary in nature.	
UNIT III	Aims of Education	(10 Hours)
	Aims of Education, Sources of aims of Education, Educational aims as derived from the Constitution of India, Changing aims of education in the context of Liberalization, Privatization & Globalization, Aims of Education according to the eminent Indian & Western educational thinkers such as Gandhi, Vivekananda, Tagore, Aurobindo, Savitribai Phule, John Dewey, Krishnamurthy, Friere and Illich, Wollostone, Nel Noddings.	
UNIT IV	Contribution of Indian & Western Philosophy	(12 Hours)
	Education and Philosophy, Contribution of Indian (Vedic, Samkhya, Buddhistic, Muslim Education) & Westerns Schools of thoughts to education (Idealism, Naturalism, Pragmatism, Realism, Existentialism, Reconstructivism & Perrinialism).	
UNIT V	Indian Constitution & Education	(10 Hours)
	National values as enshrined in the Indian Constitution with special reference to education. Constructional provisions and policies, programmes and schemes for educational development of children from deprived section, RTE, 2009, NEP 2020.	
UNIT VI	Education & Society	(12 Hours)
	Education and Society, Relationship between Education & sociology, Approaches to Sociology of Education, Socialization and education, Role of Education in social change and social	

	stratification, Constraints of Social Change in India, Role of Education in Culture, Social institutions and their functions, Theories of Social Movements, Emerging concerns in education.	
Assessment		
CIA-I	Written Exam	20 marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/ Viva-Voce	20 marks
ESE	Written Exam	60 marks
Mode of transaction		
Learning by Expositions, presentations, projects, seminars, collaborative & cooperative strategies, critical pedagogy, paraphrasing, reflection and brainstorming session on educational studies related concepts, dialogue and open discussion, and blended learning approach.		
ASSIGNMENT		
<ul style="list-style-type: none"> Group discussions, debates and dialogue on the educational studies related themes. Individual and group presentations & open discussion on educational thoughts of various schools of thoughts & thinkers and other educational studies related concerns. Analyzing of the documentaries, movies, literature and texts from the perspective of educational aims, philosophical, sociological and cultural concerns and development interface and make presentations and preparation of reports. Comparative study of aims of education of different education commissions and aims of education from ancient times to modern times. Writing reflective papers, assignments and project work on the influence of education on social change and the socio-cultural influences on educational aims & other related concerns of educational studies. Projects work on the constitutional provision & policies, programmes and schemes for educational development of Children from deprived section. 		
SUGGESTED READINGS		
<ul style="list-style-type: none"> Aggarwal, J. C. (2020). Philosophical and Sociological Perspectives on Education, New Delhi: Shipra Publications. Bartlett, Steve & Burton, Diana M (2016). Introduction to Education Studies, California: Sage Publications. Saxena, N. R. Swaroop and Kumar, Sanjay (2016) Philosophical and Sociological Foundation of Education, Meerut: Lall Book Depot. Dhankar, Neerja (2010) Education in Emerging Indian Society. New Delhi: APH Publishing Corporation. Saxena, Vandana (2011). Contemporary Trends in Education, New Delhi: Pearson India. 		
<u>WEB-LINKS:</u>		
<ul style="list-style-type: none"> https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_1.pdf https://archive.mu.ac.in/myweb_test/ma%20edu/M.A.%20Edu.%20Philosophy.pdf http://sdeuoc.ac.in/sites/default/files/sde_videos/SLM-19510-Philo-Philosophy%20of%20Education.pdf 		

- http://www.wbnsou.ac.in/online_services/SLM/BED/SEM-01_A2.pdf

Periodicals

- Journal of Philosophy of Education
- Educational Studies
- Journal of Educational Studies
- Introduction to Education Studies

Mapping of Programme Objective with Course Outcomes

Sr. No.	PO1	PO2	PO3	PO4	P.O5	PO6	PO7	PO8	PO9
CO1	3	3				2			
CO2	3	3							
CO3				3					
CO4				3		2			3
CO5	2	3	1			2			
CO6						2			3
CO7				3		2			2
CO8	3	2	1		2	2			3

3= High level mapping , 2= Medium level mapping , 1=Low level mapping

COURSE CODE: EDU 402

COURSE TITLE: HISTORY, POLITICS & ECONOMICS OF EDUCATION

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 60 Marks	04
3	1	0	Internal Assessment: 40 Marks	
Prerequisite Students should have basic knowledge of history of education, economics and politics.				
Learning Outcomes <ol style="list-style-type: none">1. Students will be able to critically examine the status of education in different periods2. Students will be able to compare and contrast education system in pre independent Indiaand post independent India3. Students will be able to analyse the policy documents in the field of education4. Students will be able to examine the relationship between politics and education5. Students will be able to appreciate the p[rocess of policy formulation6. Students will be able design policy draft based on the steps of policy formulation				
Course Outcomes <ol style="list-style-type: none">1. Develop knowledge and understanding of the history of education2. Critically examine the education in different period3. Critically analyze the different educational documents such as the reports of different commissions and committees4. Understand the role of politics in education and its relationship.5. Acquaint with role of education in economic development6. Understand the process of policy formulation and contribute to the same in future7. Understand the importance of economics in education and manpower approaches to educational planning8. Create awareness related to different issues and concerns related to education				
UNIT I			Historical perspective of Education in pre-independence India	12 hours
			Education in Ancient India Vedic Education : Important features of Vedic Education, methods of teaching, role of teacher and Pupil Buddhist Education : Important features of Buddhist Education, Methods of Education, role of Teacher andPupil Education in Medieval India : Important features of Muslim education Education in British period	
UNIT II			Major Committees and Commissions post independence	12 hours
			Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1968, 1986,1992), NEP 2020 National Curriculum Framework	

	2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012)	
UNIT III	Political Aspects of Education:	10 hours
	Relationship between politics and Education, Relationship between policies and Education, Relationship between Educational policy and National development, Determinants of educational policy, Process of Policy Formulation, Implementation and Evaluation of Policy	
UNIT IV	Economics and Development	10 hours
	Education and Economic Development Education as an Investment Education as public good and private good Manpower Approach to Educational Planning	
UNIT V	Economics and Education	10 hours
	Human Capital Theory Expenditure on Education, Concept of Educational Finance, Determinants of Financing of Education, Sources of Finance Concept of Budgeting	
UNIT VI	Issues, Debates and Concerns of Education	6 hours
	Resource Constraints and Resource Mobilization Public-Private Partnership Marketization and Commodification of Education GATS and Education Autonomy, Accountability and Accreditation	
Internal Assessment		
CIA-I	Written Examination	20 marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/ Viva-Voce/ projects/ seminar	20 marks
ESE	Written Examination	60 marks
Mode of transaction		
Lecture, presentation, group discussion, document analysis		
ASSIGNMENT		
1. Prepare scrap book on education in ancient period and medieval period 2. Presentation on critical analysis of education system in ancient period and medieval period 3. Collect information regarding the education institutions in medieval period. 4. Critical analysis of different commissions and committees 5. Discussion on relationship between education and politics as well as relationship between education and economies 6. Justify education as an investment		
SUGGESTED READINGS		
Aggarwal, J.C. (2004). Development of Education System in India New Delhi: Shipra. Aggarwal, J.C. (2004). Modern Indian Education. New Delhi: Shipra. Blaug, M. (1970). Economics of Education. England: Penguin Books Limited. Geraint, J (1993). The economics of education. Palgrave Macmillan. New York		

Shrivastava, B.D. (1963). The Development of Modern Indian Education. Calcutta: Orient Longmans.

Desai, D.M. (1957). A Critical Study of Primary Education in India. Vadodara: The Maharaja Sayajirao University of Baroda.

Dongerker, S.R. (1955). Thoughts in University Education. Bombay: Popular Book Depot.

Kabir, H. (1959). Education in New India. London: Allen and Unwin Ltd.

Keay, F.F. (1973). A History of Education in India and Pakistan. Calcutta: Oxford University Press.

Ministry of Education and Social Welfare (1953). Report of the Secondary Education Commission. Ministry of Education and Social Welfare. New Delhi: Government of India.

Ministry of Education (1949). Report of the University Education Commission. New Delhi: Government of India.

Mukherjee, L. (1975). Comparative Education. Bombay: Allied Publishers.

Mukherjee, S.N. (1964). Education in India, Today and Tomorrow. Baroda: Acharya Book Depot.

Mukherjee, S.N. (1966). History of Education in India: Modern Period. Baroda: Acharya Book Depot.

Naik, J.P. (1965). Educational Planning in India. Bombay: Allied Publishers.

Naik, J.P. (1965). Elementary Education in India: The Unfinished Business. Bombay: Asia Publishing House.

NCERT (1966). Report of the Education Commission: Education and National Development. New Delhi: NCERT.

NCERT (1964). Indian Year Book on Education: Elementary Education. New Delhi: NCERT.

Mapping of Programme objective with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3								
CO2				3					
CO3				3					
CO4	3								
CO5	1	3							
CO6			3					2	
CO7		3							
CO8									3

3= High level mapping , 2= Medium level mapping , 1=Low level mapping

CODE: EDU 403

COURSE TITLE: LEARNERS AND LEARNING PROCESS

Teaching Scheme			Examination Scheme		Credits Allotted
L	T	P	ESE: 60 Marks		04
3	1	0	Internal Assessment: 40 Marks		
Prerequisite Any Graduate					
Learning Outcomes					
<p>The student will be able to</p> <ol style="list-style-type: none">1. identify the concept, principles and theories of development2. demonstrate the skills for using learning processes in real teaching3. identify constructivist perspective of cognitive development and social context of learning4. explain different types of intelligence and various theories of intelligence5. organize activities for enhancing cognitive processes in learning6. recognize different theories of theories of creativity and creative process and apply it in to identify creative potential in classroom7. identify different theories of personality and different methods for assessing personality8. locate the learning difficulties of students and identify learning disabled students					
Course Outcomes					
<ol style="list-style-type: none">1. Understand the concept about learners’ development, its principles, and the theories of development.2. Develop critical understanding about learning processes and skills to use them in real teaching –learning context.3. Develop conceptual understanding about the constructivist perspective of cognitive development and social context of learning, its theories and to apply these understanding in real life context and teaching-learning context.4. Equip with theoretical and conceptual understanding types of Intelligence and its various theories.5. Understand about cognition and apply cognitive processes in learning6. Identify different theories of creativity and creative process7. Identify creative potential in classroom8. Understanding the concept of personality and its personality9. Understand the learner in terms of learning disabilities					

COURSE CONTENT		
UNIT I	Learner's development	12 hours
	Learner's development: concept, stages, Principles and factors affecting the development. Learner as a developing adolescence, their problem of adjustment and the role of parents, teachers and society for promoting healthy and holistic development of adolescence. Theories of developments, its conceptual background, characteristics, stages and its educational implications: Freud's Psychoanalytical theory, Erickson's theory of psycho-social development, Cognitive development theory by Piaget, Moral development theory by Kohlberg.	
UNIT II	Learning and Learning Theories	12 hours
	Learning- Meaning, nature and concept of learning. Critically understand the different learning process (behavioristic, cognitive and social). Conceptual background and educational implication of learning theories: Trial and error theory, Classical conditioning, Operant conditioning, Gestalt theory. Constructivist Theory of Bruner, Vygotsky theory of social constructivism. Role of teacher in creating a conducive learning environment to facilitate learning process.	
UNIT III	Reflective Thinking and Intelligence	12 hours
	Understanding the process of reflective thinking, Problem Solving, Critical thinking and Metacognitive skills. Spearman's theory of intelligence, Guilford's theory of intelligence, Multiple Intelligence Theory by Gardner.	
UNIT IV	Creativity	06 hours
	Creativity-Definitions, Nature and Characteristics, Steps of creativity, Creative Process, Identification of Creative Potential in classroom, Techniques of development of Creativity, Creativity Tests	
UNIT V	Personality	10 hours
	Personality- Concept, nature, definitions and types of personality, Personality theories of Freud, Gordon Allport and Jung.	
UNIT VI	Learning Disabilities	08 hours

	Learning Disabilities- Meaning and Definitions, Nature and Characteristics of Learning Disabled, Types of learning disabilities, Causes of Learning Disabilities, Identification of Learning Disabled Children, Educational provisions for Learning Disabled, Remedial measures for some specific learning disabilities	
Assessment		
CIA-I	Written Examination	20 marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/ psychology testing/Viva-Voc	20 marks
ESE	Written Examination	60 marks
Mode of transaction		
Lectures, Seminars, Projects, Power Point Presentation, peer group discussion, Reading and reflection of text and online resources, Preparing reflective journals		
ASSIGNMENT		
<ol style="list-style-type: none"> 1. Psychological test can be conducted 2. The teacher educator/ students can critically examine /investigate/ analyze and prepare the report for the implementation of learning theories in real learning situations. 3. Observation and interaction with children from diverse background and discuss their lived experience regarding learning within school and beyond the school. 4. Case study about adjustment related problem of senior secondary students 5. Assessment of Personality: Sentence completion Tests/word –association test/ byusing Personality Inventory. 		
SUGGESTED READINGS		
<p>Suggested References:</p> <ol style="list-style-type: none"> 1. Aggarwal, J.C. (2009). Child Development and the Process of Learning. Delhi : Shipra Publication 2. Aggarwal.J.C. (2008) Essentials of Educational Psychology (2nd Edition). New Delhi: Vikas Publishing House Pvt. Ltd., 3. Baron A. Robert (2000) Psychology. New Delhi : Prentice-Hall of India 4. Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. New Jersey: Prentice Hall, Inc. Englewood Cliffs. 5. Chaube, S.P. (2007). Development Psychology. Hyderabad: Neelkamal Publications Pvt. Limited, 6. Chauhan. S. S. (2007) Advanced Educational Psychology (7th Edition). New Delhi: Vikas Publishing House Pvt. Ltd. 7. Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill. 8. Hergenhahn, B.R. & Mathew H. Olson (2007). Theories of Learning: An Introduction. (7th edition).New Delhi : Prentice Hall of India. 9. Guilford, J.P. (1967). Nature of Human Intelligence, New York: Mc Graw Hill Publishing House Pvt. Ltd. 10. Hurlock B.Elizabeth (1980) Developmental Psychology. New Delhi: Tata McGrawHill 11. John.W.Santrock (2006) Educational Psychology, New Delhi: Mc graw-hill Higher Education 12. Mangal, S.K. (2012). Advanced Educational Psychology (2nd Edition). New Delhi:PH1 Learning Pvt. Limited, 13. Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012). Applied 		

Social Psychology-Understanding and Addressing Social and Practical Problems
(Second Edition) New Delhi: Sage Publications Pvt. Limited

14. Uday Shankar (1983) Advanced Educational Psychology. New Delhi: Oxford University Press.
15. Venkatesan, S. (2004). Children with Developmental Disabilities-A Training Guide for Parents, Teachers and Caregivers .New Delhi: Sage Publications Pvt. Limited.
16. Woolfolk, A. (2014). Educational Psychology, Pearson Education Limited.

Mapping of Programme objective with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1						
CO2		3	2	1					
CO3		3	2		1				
CO4	3	2							
CO5	2	1		3					
CO6		3				2			
CO7						1	3		3
CO8	2	1							3
CO9			3				2		1

3= High level mapping , 2= Medium level mapping , 1=Low level mapping

COURSE CODE: EDU 404

COURSE TITLE: TEACHERS EDUCATION

eaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 60 Marks	04
3	1	0		
			Internal Assessment: 40 Marks	
Prerequisite Student teachers must have some familiarity with the general functions of regulatory bodies. They must also have the knowledge of historical perspective of the development of teacher education in India				
Learning Outcomes				
The students will be able to: - 1. Understand the nature & objectives of teacher education 2. Realize the problems and challenges in secondary & senior secondary education 3. Understand the roles of different regulatory bodies and their contribution 4. Appreciate the historical development of teacher education as a system and its evolving 5. Examine the issues, concerns & problems related to in-service education of the teachers 6. Develop an understanding of the use of ICT for the professional development of teachers 7. Visualize the impact of the Right of children to free & compulsory education Act, 2009 8. Critically examine the recommendations of Education Policies with special reference to teacher education				
Course Outcomes				
The students will envisage to: 1. Explain the concepts of teacher education. 2. Understand the nature, need and scope of teacher education. 3. Critically analyze the problems & challenges related to teacher education. 4. Reflect on quality management at teacher education system at all levels. 5. Analysis of the recommendations of various policies on teacher education. 6. Analysis, and implement in a better way what they have learned from the course and how they hope to apply it in their future classroom. 7. Exhibit certain professional skills useful for professional development of teachers.				
COURSE CONTENTS				
UNIT I	Teacher Education: Meaning, Concept & Scope			12 Hours
	Concept, meaning, and nature of teacher education, Philosophical, sociological and psychological basis of teacher education, Aims, objectives, needs, and scope of teacher education. Understanding the knowledge base of teacher education from the viewpoint of Schulman, Deng & Luke & Habermas.			
UNIT II	Structure of Teacher Education			8 Hours
	Structure of teacher education; Pre-primary teacher education, Primary teacher education, Secondary teacher education, Tertiary teacher education. Pre- service and In-service Teacher Education.			
UNIT III	Teacher Education in India			10 Hours

	Historical perspective of the development of teacher education in India- Ancient, Medieval, British period & post-Independence, Recommendations of various Education committees, commissions and policies for teacher education, NCFTE 2009, NEP 2020 & its reflection on teacher education	
UNIT IV	Agencies of Teacher Education	10 Hours
	Roles & Functions of IASEs, CTE, Role of In-service Teacher Education Programs for teacher education; orientation program, refresher courses, workshops, Faculty development programs, short term courses, seminars & conferences.	
UNIT V	Quality Concerns of Teacher Education	10 Hours
	Quality issues and challenges in Teacher Education, Challenges related to Globalization and Privatization of Teacher Education. Roles and functions of Regulatory Bodies; UGC, NCTE, CABE, NCERT, SCERT & DIETs etc.	
UNIT VI	Professional Development of Teachers	10 Hours
	Teaching as a profession, Obligations and accountability of teachers, Professional development and satisfaction of teachers, Interactive technologies- teleconferencing, E-learning, designing of e-content, challenges of these technologies for In-Service Education & Training (INSET).	
Assessment		
CIA-I	Written Exams	20 marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/Viva-Voc	20 marks
ESE	Written Exams	60 marks
Mode of transaction		
Interactive Learning, Peer Learning, Discussions, Group Work, Tutorials, Workshop Sessions, Assignments & Presentations by students		
ASSIGNMENT		
<ul style="list-style-type: none"> • Reflection on New Education Policy 2020. • Presentation of paper on the issues related to secondary & senior secondary education. • Presentations by the students on recent research in the field of teacher education. 		
SUGGESTED READINGS		
<ul style="list-style-type: none"> • Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist Approach. State University of York • Day, C, & J, Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press • Desai D.M.:(1971). New directions in the Education of Indian teachers Baroda, M.S.University • Govt. of India, MHRD (2005). Universalization of Secondary Education: Report of CABE committee, New Delhi. • Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Routledge Falmer. London & New York . • Hillard, F.H. (1971). Teaching the Teacher Education London: George Allen and Unwin Ltd. • Jangira N.K. (1979): Teacher training & teacher effectiveness an experience in teacher, behavior, New Delhi, National Publishing House. 		

- Linda Darling, Hammond & John Bransford (2005): Preparing Teachers for a changing world John Wiley & San Francisco.
- Loughran, J. (2006). Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching. New York. Routledge
- Mohammad Miyan (2004). Professionalization of Teacher Education. Mittal Publication. New Delhi.
- NCERT (2005). Position paper on Teacher Education for curricular renewal, New Delhi.
- NCF 2000, NCF 2005-NCERT Publication, New Delhi.
- NCFTE-2009-NCTE Publication, New Delhi.
- NEP-2020, Ministry of Human Resource Development, Government of India
- Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
- The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT
- UNESCO (2006). Teachers & Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal

Web links:

- <https://educationsummary.com/lesson/problems-issues-and-concerns-of-universalisation-of-secondary-education/>
- <https://jonasmuthoni.com/blog/role-of-ict-education/>
- https://tyonote.com/quality_management_issues_and_challenges/
- <https://www.thefreelibrary.com/Development%2C+issues+and+concerns+of+secondary+and+senior+secondary...-a0319228680>

Journal Articles/ Papers:

- Gupta, A. & Sharma, S. (2016). The Role of ICT In Teacher Education. *BBSSES*, 7(10), ISSN 2321 – 9726(online)
- Sukumar, K. S. & Kumar, S. S. (2015). Problems faced in the implementation of Total Quality Management in higher secondary schools in Kerala, India. *Journal of Social and Economic Development*, 17, pp. 275–297

Mapping of Programme Objective with Course Outcomes

Sr. No.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3								
CO2	3								
CO3				3					2
CO4		3							
CO5		3		3					1
CO6							3	2	
CO7			2					3	

3= High level mapping , 2= Medium level mapping , 1=Low level mapping

COURSE CODE: EDU 405

COURSE TITLE: INTRODUCTION TO EDUCATIONAL RESEARCH

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 60 Marks Internal Assessment: 40 Marks	04
3	1	0		

Prerequisite
Any Graduate

Learning Outcomes

The students will be able to: -

1. Understand the basic concepts and acquire the skills necessary for conducting quality research in education and its methodologies.
2. Identify appropriate research topics.
3. Formulate important research questions and hypotheses.
4. Design and carry out research to answer research questions; critically evaluate the results and conclusions from other educational research studies.
5. Design studies that address important and current educational issues gather data to shed light on these issues, analyze them, and derive conclusions based on their analysis.
6. Identify the strength and limitations of various educational research designs
7. Develop various type of instruments used to measure educational outcomes.
8. Write and evaluate a research report.

Course Outcomes

The instructor would fulfil the following objectives

1. To develop a basic understanding of research among learners.
2. To make them understand educational Research and its relation with other domains.
3. To be aware of research ethics to be followed while conducting Research.
4. To develop an understanding of the basics of educational Research.
5. To train to write a review along with in text citation and referencing
6. To acquaint them with the procedure of standardization of research tools.
7. To develop a conceptual understanding of research methods i.e., qualitative and quantitative.
8. To practise data analysis with both types of data i.e. qualitative and quantitative.

COURSE CONTENTS

UNIT I	Overview of Research	5 Hours
	<ol style="list-style-type: none">1. Meaning, Characteristics and Purpose of Research2. Scientific Research and Scientific Thinking3. Scientific method – Steps, Characteristics (Replicability, Precision, Falsifiability and Parsimony and Types (Exploratory, Explanatory and Descriptive)4. Types of Research (Fundamental, Applied and Action)	
UNIT II	Introduction of Educational Research	5 Hours

	<ol style="list-style-type: none"> 1. Meaning and scope of Educational Research (Indian Perspectives) 2. Research Philosophies (Positivism and Interpretivist) 3. Research Ethics 4. Approaches to educational Research (Quantitative and Qualitative, mixed method) 	
UNIT III	Basics of Educational Research	15 Hours
	<ol style="list-style-type: none"> 1. Review of Related Literature: meaning, purpose and writing a review, Citation and referencing 2. Variables: Meaning, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator) 3. Hypotheses - Concept, Sources, Types- Research, Directional, Non-directional, Null, Formulating Hypothesis, Characteristics of a good hypothesis 4. Sample and Sampling Techniques (Probability and Non-probability Sampling) 	
UNIT IV	Research Tools and Techniques	15 Hours
	<ol style="list-style-type: none"> 1. Standardization of Research Tool: Validity, Reliability and Item analysis 2. Research Tools: Rating scale, Checklist, Attitude scale, Questionnaire/schedule, Aptitude test and Achievement Test, Inventory 3. Techniques of Research (Observation, Interview and Projective Techniques) 	
UNIT V	Research Methods	15 Hours
	<ol style="list-style-type: none"> 1. Quantitative: Survey, Experimental and Historical Research 2. Qualitative: Case Study, Ethnography and Narratives 	
UNIT VI	PracticalAspect Research	5 Hours
	<ol style="list-style-type: none"> 1. Steps of Writing a Research Proposal (Idenfy Indian Perspective problems) 2. Writing References in the APA Style. 3. Writing In text Citation 4. Criteria for Plagiarism 	
Assessment		
CIA-I	Written Exams	20 marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/Field Study	20 marks
ESE	Written Exams	60 marks
Mode of transaction		

Lecture, group study, field study

SUGGESTED READINGS

- Best, J.W.& Khan, J.V. (2010). Research in Education(Tenth Education). New Delhi, India: Prentice Hall of India.
- Nicholas, Walliaman. (2011).RESEARCH METHODS: THE BASICS. Routledge, Taylor and Francis
- Cohen, Louis ., Mauion, Lawrence & Morrison, Keith. (2017). Research Methods in Education (Eight editions). Routledge.
- Edwards, A. L. (1957). Techniques of Attitude Scale Construction. New York: Appleton-Century- Crafts
- Garrett, H. E.(1981). Statistics in Psychology and Education. New Delhi: Paragon International Publishers
- Gay, L. R., Airasian, P. (2003). Educational Research: Competencies for Analysis and Applications (seventh edition). Upper Saddlw River. NJ: Pearson Education
- Hinton, Perry R. (2014). Statistics Explained (Third edition). Routledge
- Kothari, C. R.(2004).Research Methodology: Methods and Techniques. New Delhi, New Age International(P) Limited,
- Mangal, S.K (2019). Statistics in Psychology and Education (Second University). New Delhi: P.H. Learning Private Limited

Web Links and Web source (Articles/Reading materials)

<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=2>.
<https://student.unsw.edu.au/path-avoiding-plagiarising> 3.
<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page355322> 4.
<https://studentaffairs.duke.edu/conduct/z-policies/academic-dishonest>
ALWD Guide to Legal Citation. <http://www.alwd.org/publications/citation-manual/> 2. APA Style.
<http://www.apastyle.org/> 3. Blue Book: A Uniform System of Citation. <https://www.legalbluebook.com/> 4.
Chicago Manual of Style. <http://www.chicagomanualofstyle.org/16/contents.html> 5. MLA Style Manual.
<https://www.mla.org/MLA-Style> 6. OSCOLA <https://www.law.ox.ac.uk/research-subject-groups/publications/oscola>

Online courses (if any) Swayam Portal

Short Term course for knowledge and skill enhancement

- Introduction to Research (8 weeks, Credits 2) multidisciplinary. Level: Postgraduate
By Prof. Edamana Prasad, Prof. Prathap Haridoss | IIT Madras
- Academic and Research Report Writing (8 weeks) Teacher Education
By Dr Samir Roy | National Institute of Technical Teachers Training and Research, Kolkata (Swayam Portal)
- Development Research Methods (8 weeks, Credits 2) Level: Postgraduate, Humanities and Social Sciences, Faculty domain: Advance
- By Prof. Rajshree Bedamatta | IIT Guwahati

Long term Courses

- MGPE-015 Introduction to Research Methods (12 weeks, Credit 4), Level: Undergraduate

By Dr Sadananda Sahoo | SOITS, Indira Gandhi National Open University

- MCO-03: Research Methodology and Statistical Analysis (16 weeks, Credit 4),

Level: Postgraduate by Prof (Dr) Subodh Kesharwani | Indira Gandhi National Open University

Mapping of Programme Objective with Course Outcomes

Sr. No.	PO1	PO2	PO3	PO4	P.O5	PO6	PO7	PO8	PO9
CO1	3				-	2	-	-	-
CO2	2	2			-	3	-	-	2
CO3	2	2	3		-	3	-	-	2
CO4	2	3	3	3	-	3	-	-	3
CO5	2	3		3	-	3	-	-	3
CO6	2		3		-	3	-	-	1
CO7	2				-	3	-	-	3
CO8	2				-	3	-	-	3

3= High level mapping , 2= Medium level mapping , 1=Low level mapping

SYLLABUS

SEM-II

COURSE CODE: EDU 406

COURSE TITLE: PEDAGOGICAL SCIENCES

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 60 Marks	04
3	1	0	Internal Assessment: 40 Marks	

Prerequisite

Any graduate student who enrolled in the M.A. Education Program can study this Course. Student must have some familiarity and the basic knowledge related to teaching and learning process.

Learning Outcomes

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

1. Explain the meaning, need and importance of Teaching and Pedagogy
2. Discuss the meaning, need and importance of Andragogy .
3. Design instructional plans for adult learners.
4. Explain and reflect on the development of concept of heutagogy.
5. Differentiate pedagogy, andragogy and heutagogy.

Course Outcomes

The students will envisage to:

1. Understand the meaning, concept, and nature of Teaching.
2. Understand the use of various teaching models.
3. Understand the meaning, concept, and nature of pedagogy.
4. Understand the meaning, concept, and importance of Andragogy.
5. Understand the meaning, concept, and importance of Heutagogy.

COURSE CONTENT

UNIT I	Meaning, and Concept of Teaching-Learning Process	10 hours
	Meaning, Nature, and concept of Teaching. Principles of teaching, understanding teaching – learning process- Tri-polar relationship. Phases of Teaching.	
UNIT II	Models of Teaching	10 hours
	Levels of Teaching, Models of Teaching; Memory level model – Herbartian Model, Understanding level model- Morrison teaching model, Reflective level model -Hunt teaching model, Characteristics of learner.	
UNIT III	Meaning and concept of Pedagogy	10 hours
	Meaning, Development of the concept of pedagogy, Need and importance of Pedagogy, Meaning of pedagogical analysis. Operations of Pedagogical analysis; Content analysis, Formulations of Learning Objectives, Teaching-Learning Experiences and Assessment.	

UNIT IV	Andragogy; Meaning, Concept and Importance	10 hours
	Meaning and elaboration of Andragogy in Education, Need and importance of Andragogy, Principles of Andragogy. Characteristics of Adult Learners.	
UNIT V	Theory and Models of Andragogy	10 hours
	Theory of Andragogy- Malcom Knowles - The Dynamic Model of learning Autonomy, Instructional strategies for adult learner- Models of Self-directed learning- Grow's Instructional model.	
UNIT VI	Heutagogy: Meaning, Concept and Importance	10 hours
	Meaning and development of concept heutagogy, Need and importance of heutagogy, Principles of heutagogy, heutagogy for continuous professional development, Applying heutagogy in distance learning, Heutagogy and lifelong learning.	

Assessment

CIA-I	Written examination	20 marks
CIA-II	Written Exams/ Quizzes/Assignment /Presentations/ Viva-Voce-	20 marks
ESE	Written Examination of Complete Course -	60 marks

Mode of transaction

Lecture-cum-discussions, Tutorials and Workshop Sessions,

ASSIGNMENT

- Preparation an assignment regarding various models for organizing teaching. Seminars and presentations

SUGGESTED READINGS:

Books:

- Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Rath, J., & Wittrock, M.C. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives. White Plains, NY: Longman.
- Jangira. NK &Ajit Singh (1982).Core Teaching Skills, The Micro-teaching Approach, New Delhi: NCERT.
- Judith Bennett (2003) Teaching and Learning Science: A guide to recent research andits applications, Continuum, London.
- Kochhar, SK (2003).Methods and Techniques of Teaching. New Delhi: Publishers Pvt.Ltd.
- Mintzes J., Wandersee, J. and Novak, J. (Eds.) (2000).bAssessing science understanding: Ahuman constructivist view. San Diego, CA.: Academic Press.
- Mohan, R. (2002), Innovative Science Teaching for Physical Science Teachers,Prentice Hall of India Pvt. Ltd., New Delhi
- Steve Alsop, Keith Hicks (2007). Teaching Science: A Handbook for Primary and Secondary School Teachers, Kogan Page, New Delhi
- Vaidya, N. (1999). Science teaching for 21st Century. Deep & Deep Publication.

Web Links:

- <https://www.researchgate.net/publication/345224426> Theories of Pedagogy
- <https://www.britannica.com/science/pedagogy>
- <https://www.researchgate.net/post/Why-is-Heutagogy-considered-a-theory-of-learning>
- <https://www.researchgate.net/publication/297767648> Pedagogy Andragogy and Heutagogy
- <https://www.uis.edu/colrs/teaching-resources/foundations-good-teaching/pedagogy-andragogy-heutagogy>

Journal Articles/ Papers:

- Agonács, N., & Matos, J. F. (2019). Heutagogy and self-determined learning: a review of the published literature on the application and implementation of the theory. *Open Learning: The Journal of Open, Distance and e-Learning*, 34(3), 223-240.
- Bansal, A., Jain, S., Sharma, L., Sharma, N., Jain, C., & Madaan, M. (2020). Students' perception regarding pedagogy, andragogy, and heutagogy as teaching-learning methods in undergraduate medical education. *Journal of Education and Health Promotion*, 9.
- Blaschke, L. M. (2012, January). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. *The International Review of Research in Open and Distance Learning* 13(1), 56-71. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/viewFile/1076/2113>
- Carr, A., Balasubramanian, K., Atieno, R., & Onyango, J. (2018). Lifelong learning to empowerment: Beyond formal education. *Distance Education* 39(1), 69-86. doi: <https://doi.org/10.1080/01587919.2017.1419819>
- Chacko, T. V. (2018). Emerging pedagogies for effective adult learning: From andragogy to heutagogy. *Archives of Medicine and Health Sciences*, 6(2), 278.
- Halupa, C. M. (2015). Pedagogy, Andragogy, and Heutagogy. In C. Halupa (Ed.), *Transformative Curriculum Design in Health Sciences Education* (pp. 143- 158). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-8571-0.ch005
- Hase S, Kenyon C. From Andragogy to Heutagogy. *Ulti-BASE In-Site*; December, 2000. Available from: <http://www.pandora.nla.gov.au/nph-wb/20010220130000/>; <http://www.ultibase.rmit.edu.au/New/newdec00.html>.

Moore, R. L. (2020). Developing lifelong learning with heutagogy: contexts, critiques, and challenges. *Distance Education*, 41(3), 381-401

Mapping of Programme Objective with Course Outcomes

Sr. No.	PO1	PO2	PO3	PO4	P.O5	PO6	PO7	PO8	PO9
CO1	3								
CO2		3							
CO3	3								
CO4	3								
CO5	3								

3= High level mapping , 2= Medium level mapping , 1=Low level mapping

CODE: EDU 407

COURSE TITLE: EDUCATIONAL TECHNOLOGY

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 60 Marks	04
3	1	0		
			Internal Assessment: 40 Marks	
Prerequisite: Any graduate				
Learning Outcomes				
The students will be able to : 1. explain the concept and significance of educational technology 2. apply various theories in designing instruction 3. to integrate new technology in educational 4. appreciate recent developments in educational technology and apply them in teaching learning process 5. acquire practical teaching skills and gain critical insight by using effective technology in education 6. apply technology in evaluation and research				
Course Outcomes				
After completion of this course, the students will be able to: 1. understand about the concept and significance of educational technology 2. acquire knowledge of various theories in designing instruction 3. acquaint the students with the challenges and opportunities emerging in integrating new technology in educational process. 4. know about the recent developments in educational technology and apply them in teaching learning process 5. develop the practical teaching skills and gain critical insight by using effective technology in education. 6. acquire knowledge of applying technology in evaluation and research 7. enhance their levels of research activity through digital learning 8. acquire competency to become good practitioner of educational technology and ICT in teaching, evaluation and research				
UNIT I	Introduction of Educational Technology			10 hours
	Meaning, Need, Scope and Objectives of Educational Technology, Hardware and Software Approaches, Forms of Educational Technology: Media Technology, Instructional Technology, Teaching Technology and Behavioural Technology			
UNIT II	Programmed Instruction: Origin, Principles and characteristics			10 hours
	Styles of Programming: - Linear , Branching Orientation to ICT: MS Word MS Power Point			

UNIT III	Instructional Design : Concept and Models of Development	10 hours
	Concept of Instructional Design, Models of Development of Instructional Design: ADDIE, ASSURE, Dick and Carey Model, Gagne's Nine Events of Instruction and Five E's of Constructivism	
UNIT IV	Recent Developments in Educational Technology	14 hours
	Open Education Resources: Meaning, Concept and Applications, Concept and use of web 2.0 tools for learning: social networking sites, blogs, Discussion forums and videoconferencing, Massive Open Online Courses: Concept and applications	
UNIT V	Educational Technology and Virtual learning Environment	8 hours
	Virtual learning Environment: Learning Management System, Google Classroom and Moodle	
UNIT VI	Application of Educational Technology in Evaluation and Research	8 hours
	Use of ICT in Evaluation and Research- Computer Assisted Assessment (CAA), E- portfolio, ICT for Research-Online Repositories and Libraries	
Assessment		
CIA-I	Written Examination	20 marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/ Viva-Voc	20 marks
ESE	Written Examination	60 marks
Mode of transaction		
Lecture-cum-discussions, Workshop Sessions, Assignments, Presentation by Students		
ASSIGNMENT		
<ol style="list-style-type: none"> 1. Writings on Digital Learning tools - make presentations 2. Mid-term tests, Group discussions, seminars, presentations and debate on the themes. 3. Prepare a questionnaire on digital platform – Data Collection – Presenting a Paper. 4. Preparing a Guide manual for a digital platform. 		
SUGGESTED READINGS		
<ol style="list-style-type: none"> 1. Boni Hamilton, Integrating Technology in the classroom. 2. Madan Lal, Essentials of Educational Technology, Anmol Publications. 3. Ronghuai Huang, J. Michael Spector, Junfeng Yang, (2019). Educational Technology: A Primer for the 21st Century. Springer. 4. Bates A.W (Tony). Teaching in a Digital Age: Guidelines for designing 		

teaching and learning, Creative Commons Attribution – Non Commercial 4.0 International License. ISBN: 978-0-9952692-0-0.

5. Amy Van Looy.,(2016). Social Media Management Technologies and Strategies for Creating Business Value. *Springer International Publishing AG Switzerland*. ISBN978-3-319-21989-9.
6. Eric, Frick.(2017). Information Technologies Essentials- Basic Foundations for Information Technology Professionals. Amazon Digital Service
7. Law, Nancy., Pelgrum, Willem, J. & Plomp, Tjreed (2008). Pedagogy and ICT uses in Schools around the World : Findings from the IEA SITES 2006study (CERC studies in Comparative Education)
8. Moursund, David (2005). Introduction to Information and Communication TechnologyNureni, Yekin.(2014). Information Communication Technology(ICT).
9. Concept and Application-Self Directed and Collaborative learning Approach.vol 1.Nigeria: Yekuna ICT & Educational Research Publication Centre
10. Pelgrum, Willem J., Law, Nancy(2003). ICT in education around the world- trends,problems and prospects.UNESCO, International Institute for Educational planning
11. Weet, Tom Van., Tatnall Arthur (2005). Information and Communication Technologies and Real- Life Learning- New Education for knowledge society. USA: Springer

Mapping of Programme objective with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3				3				
CO2		1		2	3		3		
CO3			2		3				3
CO4					3		2		
CO5					3				3
CO6		2			3	3			
CO7			3		3	2			
CO8					3	2			3

3- High Level Mapping, 2- Medium Level Mapping, 1-Low level Mapping

COURSE CODE: EDU 408

COURSE TITLE: STATISTICS IN EDUCATION

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 60 Marks Internal Assessment: 40 Marks	04
3	1	0		

Learning Outcomes

The student will be able to

1. Define various fundamental concepts in statistics.
2. Identify various techniques of sampling
3. Compare different descriptive statistical techniques and give appropriate interpretation
4. Select appropriate inferential statistical techniques and give appropriate interpretation
5. Employ parametric statistics appropriate for research design and illustrate the results of the test.
6. Select appropriate non- parametric statistical test appropriate for a research design and appraise the results of the test.
7. Analyze data properly and give appropriate interpretation for bringing significance of a research study
8. Demonstrate analysis of data through a Computer Application.
9. Develop interest in data analysis and its interpretation

Course Outcomes

After completing the course student will be able to

1. Familiarize about various fundamental concepts in statistics
2. Understand the meaning and techniques of sampling
3. Understand and use descriptive statistical techniques in education.
4. Understand and use inferential statistical techniques in education.
5. Develop an understanding about parametric statistics and data analysis and interpretation.
6. Develop an understanding about non-parametric statistics and data analysis and interpretation.
7. Apprehend the relevance of statistics in data analysis for educational research.
8. Develop skill in analyzing and interpreting the data collected for educational research.
9. Facilitate computer application for data analysis.

COURSE CONTENT

UNIT I	Introduction to Statistics	7 hours
	Definition, nature, characteristics and types of statistics, Data, its types and collecting measures, Level of significance and Probability, Hypothesis testing, type I and type II error, one tailed & two tailed tests, Normal distribution, importance and properties	
UNIT II	Sampling	7 hours
	Sample, Population, Universe, Sampling frame, Sample size and sample size calculation, Sampling Techniques- Probability and non- probability- types	
UNIT III	Descriptive Statistics	11 hours
	Measures of central tendency, Measures of variation, Frequency Distribution, Graphical representations- Line-diagram, Bar-diagram, Pie chart, Histogram	
UNIT IV	Inferential Statistics	14 hours

	Correlation and Regression, z-test, t-test, Analysis of Variance (ANOVA), ANCOVA	
UNIT V	Non-parametric Statistics	14 hours
	Chi-square test, Mann Whitney U Test, Wilcoxon Sign-Rank Test, Sign Test, Kruskal-Wallis Test	
UNIT VI	Computer Applications	7 hours
	Computer Applications in the analysis of data and Introduction to SPSS	
Assessment		
CIA-I	Written Exam	20 marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/ Viva-Voc	20 marks
ESE	Written Exam	60 marks
Mode of transaction		
Lecture cum discussion, demonstration, group presentations, seminars, panel discussion, project, assignments, brain storming sessions, peer group discussion		
ASSIGNMENT		
<ol style="list-style-type: none"> 1. Collect data of a psychological test from your peers and analyze whether the data follows normal probability distribution or not 2. Analyse graphically the result of the previous batch of various departments of your institution. 3. Illustrate the situations where parametric and non-parametric tests are used. 4. Make an analysis of data of any research study using SPSS and derive conclusions based on the hypotheses of the study. 		
BOOKS FOR REFERENCE		
<ol style="list-style-type: none"> 1. Arthur, A., Elaine, A. N., & Elliot C. J. (2012). Statistics for Psychology (6th ed.). Pearson Education 2. Garrett, Henry E., & Woodworth, R.S.(2018). Statistics in Psychology and Education. Paragon International Publishers 3. Mangal, S.K.(2019). Statistics in Psychology and Education (2nd ed.). PHI Learning Pvt Ltd 		
SUGGESTED READINGS		
<ol style="list-style-type: none"> 1. Best, J. W., & Kahn, J. V. (2006). Research in education (10th ed.). PHI Learning Private Limited. 2. Ebel, R. L., & Frisbie, D. A. (1991). Essentials of educational measurement (5th ed.). Prentice Hall of India 3. Gay, L. R. (1996). Educational research competencies for analysis and applications (5th ed.). Englewood Cliffs, Prentice-Hall. 4. Guilford, J. P. (1990). Fundamentals of statistics in psychology and education. Mc Graw Hill. 5. Jackson, S. (2009). Research methods and statistics (3rd ed.). Wadsworth. 6. Kothari, C.K.(2010). Research Methodology- Methods and Techniques (2nd ed). New Age International Publishers 7. Koul, L. (1996). Methodology of educational research (3rd ed.). Vikas Publishing House 8. Ott, R., & Longnecker, M. (2010). An introduction to statistical methods and data analysis (6th ed.). Brooks/Cole Cengage Learning. 9. Selvamuthu, D., & Das, D. (2018). Introduction to statistical methods, design of experiments and statistical quality control. Springer Nature Singapore Pte Ltd. 10. Lewis-Beck, M. S. (1994). International handbook of quantitative applications of 		

social sciences. Sage: Topan/London.

11. McBurney, D. H. (2009). Research methods. (8th Ed.). Wadsworth Publishing.
12. Sansanwal, D.N.(2020). Research methodology and Applied Statistics. Shipra Publications
13. Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). Research methods in psychology. (9th ed.). NY: McGraw Hill.

Mapping of Programme objective with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3								
CO2	3								
CO3	3		3			2			
CO4	3		3			2			
CO5	3		3	3		2			
CO6	3		3	3		2			
CO7		3	2	2		3			1
CO8			3	3		3			2
CO9			2		3				1

3- High Level Mapping, 2- Medium Level Mapping, 1-Low level Mapping

EDU 409: DISSERTATION-I	CREDITS: 06
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students will develop the reading ability 2. Students will identify the various sources of getting research literature 3. Students will develop the ability of identifying the related studies related to research topic. 4. Students will be able to critically analyze the researches in the selected area 5. Students will develop the writing skill 6. Students will be able to communicate their ideas. <p>In this Dissertation activity, the students will identify any one area of their choice under the supervision of the supervisor allotted and conduct a review of related literature in that area. They will do analysis of the review and identify research gaps. The students will also prepare their research proposal.</p> <p>ASSESSMENT Midterm assessment of 40 marks will be done</p> <p>The students will present review of related literature and identify research gaps. The learner will identify his/her research topic and will frame the research objectives for the same. The assessment will be based on the presentation and viva voce.</p> <p>ESE of 60 Marks Learner will present the research proposal and make presentation of the same. The assessment will be done on the basis of submitted proposal, presentation and viva voce.</p>	

EDU 451: INTERNSHIP	CREDITS: 02
<p>COURSE OUTCOMES:</p> <ol style="list-style-type: none"> 1. Students will be able to integrate theory into practice 2. Students will get exposure to real-life job situations and the environment 3. Students will accumulate experience that will make more attractive employment prospect 4. Students will get opportunity to network with professionals within your industry 5. Students will get the hands on experience 6. Students will develop various skills such as communication, interpersonal relations, employability etc needed for job 7. Students will get an opportunity to explore the various opportunities of employment <p>The internship course will allow students to take their learning experiences outside the campus to develop the skills needed to be professionals. This internship will facilitate as a bridge between what they learn and what actually is practiced in the field.</p> <p>ASSESSMENT Mid term assessment of 40 marks The students will present their initiatory experiences of the task given to them</p> <p>ESE OF 60 MARKS The students will submit their internship report and their assessment will be done on the basis of the submitted report, presentation and viva voce.</p>	
<p>Duration: They would complete the internship of minimum period of two weeks</p>	
<p>Where to do an Internship?</p>	
<p>The students can take up an internship in the following institutions.</p> <p>Non-Government Organizations NGOs working for the cause of education or social upliftment like girls education, removal of social evils etc.</p> <p>Educational Institutions They can associate themselves with any educational institution like schools, teacher education institutions, Alternative schools, government bodies such as SCERT, NCERT, textbook board etc. Special Schools Students can join any institution which is working for special children or disadvantaged groups.</p>	

DISCIPLINE ELECTIVES

SEM - II

COURSE CODE: EDU 481

COURSE TITLE: HUMAN RESOURCE MANAGEMENT IN EDUCATION

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 60 Marks	04
3	1	0		
			Internal Assessment: 40 Marks	
Prerequisite Any graduate				
Learning Outcomes Students will be able to explain the concept of Human resource management Students will be able to explain the recruitment and selection process Students will be able to decide the appropriate training method Students will be able to explain the processes of performance management Students will be able to design the performance appraisal format Students will be able to critically examine the various method of performance appraisal				
Course Outcomes				
After completion of this course, the students will be able to 1. Gain knowledge of the concept and processes of Human Resource management in education. 2. Understand the process of recruitment and selection in educational organization. 3. understand the concept of training and development for human resource in Education 4. Understand the various types of training and development available for human resource in education. 5. Understand the processes of performance management and performance appraisal within an educational organization. 6. Critically examine the various performance appraisal methods and design suitable appraisal plan				
COURSE CONTENT				
UNIT I		Meaning and Concept		8 hours
		Meaning and concept of Human Resource management, Nature of Human Resource Management, Functions and objectives of Human Resource management, Impact of globalization and environment change on HRM		
UNIT II		Job Analysis		8 hours
		Concept and Meaning of Job Analysis Objectives of Job Analysis Steps in Job Analysis Concept of Job Description & Job Specification		
UNIT III		Human Resource Planning		8 hours

	Concept and Meaning of Human Resource Planning Nature of Human Resource Planning Objectives of Human Resource Planning Importance of Human Resource Planning Process of Human Resource Planning	
UNIT IV	Recruitment and selection	11 hours
	Concept of Recruitment and selection, Sources of recruitment: Internal sources & External sources Advantages & Disadvantages of Internal sources of Recruitment Advantages & Disadvantages of External sources of Recruitment Factors affecting recruitment Selection: Concept & meaning, process of selection Interview & Tests for Selection Recruitment and selection from a global Perspective	
UNIT V	Orientation and Training of Employees	10 hours
	New Employee orientation: Need and Importance Objectives of orientation or Induction programme Formal Orientation program Training of employees: Need and importance of training nature of training and development, Inputs in training and development: skills, education, development, ethics, attitudinal change, decision making & problem solving, Training process, training and development methods : on the job, off the job Advantages and Disadvantages of On the Job training methods Advantages and Disadvantages of Off the Job training methods	
UNIT VI	Performance Management	15 hours
	Meaning and concept of Performance Management, Need and Importance of Performance Management,	
	Meaning and concept of Performance Appraisal, Appraisal Process Appraisal Methods	
Assessment		
CIA-1	Written Examination	20 marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/ Viva-Voc	20 marks
ESE	Written Examination	60 marks
Mode of transaction		
Lecture cum discussion, group activity, case study, seminar, brainstorming, survey, field visits		
ASSIGNMENT		

1. Visit to schools to understand the performance appraisal system
2. Conduct a survey and find out the different programme conducted for training and development of human resource in educational institutions
3. Conduct a study on the recruitment process being followed by the different educational institutions.
4. Plan the training and development programme for the school institution
5. Conduct the need assessment in various schools for training.
6. Case studies on performance appraisal systems in schools.
7. Examine the critical issues and Challenges of HRM in Private Schools

SUGGESTED READINGS

1. David, A.D. and Stephen, P. R. (1997) Personnel/Human Resource Management. New Delhi: Prentice Hall of India.
2. Dessler, G. (2005) Human Resource Management. New Delhi: Pearson Prentice Hall.
- Edwin, F. (1984) Personnel Management. New Delhi: Mac Graw Hill.
3. K Aswathappa (2011) Human Resource Management: Text and cases. New Delhi :Tata McGraw Hill Education Private Limited

Mapping of Programme objective with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3								
CO2	2	3							
CO3	2	3		2					
CO4	2	3							
CO5	2	3	2						
CO6								3	3

3- High Level Mapping, 2- Medium Level Mapping, 1-Low level Mapping

COURSE CODE: EDU 482

COURSE TITLE: GENDER STUDIES

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 60 Marks	04
3	1	0	Internal Assessment: 40 Marks	

Prerequisite- Graduation

Learning Outcomes

The students will be able to:

1. Explain the concept of gender, the difference between gender and sex, and other related terms.
2. Reflect on gender construction process of socialization through various social agencies.
3. Identify the gender discriminatory practices followed in their society and educational setup
4. Aware themselves about the gender issues in society and educational contexts
5. Critically examine the role of media, teacher, school and curriculum on gender equality
6. Analysed the gender gap in education and major hurdles in women education
7. train themselves and other for gender sensitization and gender sensitivity
8. takes measures to address gender issues in society and educational setup

Course Outcomes

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

1. Understand the concept of gender, the difference between gender and sex, and gender-related notions prevail in society.
2. Analysed the discriminatory practices in contemporary society and education in terms of gender across different socio-cultural contexts.
3. Identify and address the gender issues in educational contexts (curriculum, pedagogical practices, school, community and policies) and their intersection with class, caste, religion, and region.
4. Explore the complex relationship of gender and education and understand how gender influences the subject and career choices
5. Create awareness about the gender sensitization and gender sensitivity and their role in addressing gender issues.

COURSE CONTENT

UNIT I	Basic Concepts of Gender	
	Meaning of term gender and sex, distinguish features of gender and sex. Concept of LGBTQ Conceptual understanding of gender notions: Femininity and Masculinity, Patriarchy- meaning and nature, Feminism- Basic ideas, waves of feminisms, Feminism in India. Gender stereotyping- basic concepts, prevailing practices in society. Gender bias – origin and causes. Gender parity.	16 hrs
UNIT II	Gendering as a process of Socialization	

	Socialization - process of socialization by Freud, Cooley and Mead. Understanding the process of Gendering, Social role learning, Agencies of gender socialization,. Social construction of gender: Gender identity and Gender roles. Role of media in gendering.	12 hrs
UNIT III	Gender and Education	
	History of Women's Education in India (Ancient, Medieval, British and Modern). Problems of women in modern India. Social and cultural stereotypes regarding girls' education. Gender equality - equal opportunity, school environment, teacher attitude, and curriculum.	10 hrs
UNIT IV	Gender gap in Education	
	Gender gap in education- global and Indian context. Issues of access, retention and exclusion of girls in education concerning caste, tribe, religion and region. Constitutional provisions and policies for promoting girls' education. Role of Women's movement, media and Teachers as agents of change.	10 hrs
UNIT V	Gender related occupational challenges and its remedies	
	Status of Women in higher education and related occupational field. Gender role in the subject and career choice. Status of women in STEM education and related occupation. Gender sensitization and sensitivity at educational institute and work place and its role to address gender disparity.	12 hrs
Assessment		
CIA-I	Written Examination	20 marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/ Viva-Voc	20 marks
ESE	Written Examination	60 marks
Mode of transaction- Lecture cum discussion, Group Presentations, Debates, Quizzes, Brain Storming Sessions, Collaborative learning, Community Survey, Analyse the documentaries, movies, advertisements , literature, various articles, texts.		
ASSIGNMENT		
SUGGESTED READINGS		
<ol style="list-style-type: none"> 1. Bhasin, Kamla.(2000). <i>Understanding Gender</i>. New Delhi: Kali for Women. 2. Chanana, Karuna(ed.). (1988). <i>Socialization, Education and Women: Explorations in Gender Identity</i>. New Delhi: Orient Longman 3. Oakley Ann (2015) <i>Sex, Gender and Society</i>, Ashgate publishing limited, England wey court east. 4. Kushwaha, Madhu (2014). <i>Gender and Education</i>. Varanasi: Gangasaran & Grand Sons. 5. NCERT (2006). <i>3.2 Position paper, National Focus Group on Gender Issues in Education</i>. New Delhi: NCERT. 		

Mapping of Programme Objective with Course Outcomes

Sr. No.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3								
CO2									3
CO3							3		
CO4				3					
CO5			3						

3= High level mapping , 2= Medium level mapping , 1=Low level mapping

COURSE CODE: EDU 483

COURSE TITLE: ASSESSMENT AND EVALUATION

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	EoSE: 60 Marks Internal Assessment: 40 Marks	03
3	1	0		

Prerequisite

Any student who completes graduation course and now undergoing postgraduation can take this course

Learning Outcomes

The students will be able to

- Identify the concept of measure and evaluation
- Compare and contrast measurement and evaluation
- Use different scales of measurement in proper situations
- Identify the concept of assessment and various types of assessment methods that can be used for evaluation
- Explain objectives based on Bloom's taxonomy and frame specific learning outcomes
- Compare and contrast objective based, outcome based and competency-based evaluation
- Categorise different tools and techniques for different types of evaluation
- Select appropriate tool for evaluation possessing good quality of a tool
- Judge the innovative practices in testing and evaluation

Course Outcomes

After completing the course, the students will be able to

1. understand the concept of measurement and evaluation
2. differentiate between measurement and evaluation
3. identify different scales of measurement and use each scale appropriately
4. understand the concept of assessment and distinguish between different types of assessment for its appropriate use
5. formulate objectives and specific learning outcomes based on Bloom's taxonomy
6. differentiate between objective based, outcome based and competency-based evaluation
7. apply different tools and techniques for evaluation
8. appreciate and assess the qualities of an evaluation tool
9. evaluate innovative practices in testing and evaluation

COURSE CONTENT

UNIT I	Introduction to Evaluation	8 hrs
	Concept of Measurement and Evaluation, difference and significance, Basic concepts in Evaluation, Types of Evaluation- Placement, Diagnostic, Prognostic, Formative and Summative, Scales of measurement- Ordinal, Nominal, Interval and Ratio	
UNIT II	Assessment and Evaluation	6 hrs
	Concept of Assessment- continuous assessment, performance assessment, portfolio assessment, methods to assess children with disabilities, Difference between assessment and evaluation	

UNIT III	Educational Objectives and Evaluation	10hrs
	Taxonomy of Educational Objectives- Bloom's Taxonomy and Revised version, Different approaches of formulating objectives and specific learning outcomes, Objective based Evaluation, Outcome Based Evaluation, Competency based evaluation	
UNIT IV	Tools and Techniques of Assessment and Evaluation	13 hrs
	Tools of evaluation- Tests (Normed referenced and Criterion referenced, Performance, intelligence, aptitude, creativity), Achievement Test and Standardized Test, Different types of scales, Checklist, Inventory, Questionnaire , Techniques of evaluation- Interview, Observation, projective techniques, Qualities of a good evaluation tool- Validity- methods of finding validity, Reliability- methods of finding reliability, objectivity, practicability, usability and norms	
UNIT V	Modern Trends in Assessment and Evaluation	10 hrs
	Grading- Concept, Types, merits and demerits, Credit and Semester System- Concept, merits and demerits, Continuous and Comprehensive Evaluation- concept, merits and demerits, Question Bank- Steps in preparation, merits and demerits, Open Book Examination, Online Examination, e portfolios- preparation	
UNIT VI	Statistical Treatment of Data	13 hrs
	Frequency Distribution and graphical representation of data, Measures of Central Tendency and Variation, Coefficient of Correlation- Rank correlation and Product Moment method, Percentile and Percentile rank, Skewness, Kurtosis, Normal Probability curve, Derived Score (Z- score, Standard Score and T- Score)	
Assessment		
CIA-I	Written Exam	20 marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/ Viva-Voc	20 marks
ESE	Written exam	60 marks
Mode of transaction		
Lecture- cum -discussions, Assignments, Seminars, practicum, Group Presentations		
ASSIGNMENT		
	<ul style="list-style-type: none"> - Prepare an assignment of different types of evaluation and assessment - Choose any standardized tool of evaluation of your choice and examine whether the tool has all the qualities of a good evaluation tool - Prepare a question bank - Prepare an e- portfolio 	

SUGGESTED READINGS

Alkin, M.C.&Vo, A.T.(2017). *Evaluation Essentials : From Ato Z*. 2nd Edition. NewYork, NY: Guildford Press.

Anastasi, A & Urbins, S. (2017). Psychological Testing. New Delhi: Pearson Education

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Ebel, R & Frisbie, D. (2003). Essentials of Educational Measurements. New Delhi: Prentice Hall of India Pvt. Ltd

Edwards, A.L.(1975). Techniques of Attitude Scale Construction. Bombay: Feiffer and Simeno Pvt. Ltd.

Gay, L.R. (1996). Educational Research: Competencies for Analysis and Application. USA: Prentice Hall International (UK) Ltd.

Gronlund, N.E. & Linn, R.L. (2000). Measurement and Evaluation in Teaching (8th ed). USA: MacMillan Publishing Company

Kilpatrick, D.L (2006). Seen keys to unlock the four levels of evaluation. Performance Improvement, 45(7), 5-8.

Throndike, R.M.(1997).Measurement and Evaluation in Psychology and Education. Upper Saddle River, NJ: Prentice Hall

Vashist, S.R. (1994). Practice of Educational Evaluation. New Delhi: Anmol Publications Pvt Ltd.

Mapping of Programme Objective with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3								
CO2	3								
CO3			3						
CO4			3			3	2		
CO5	3			3					
CO6	2								3
CO7		2					3		
CO8				3					
CO9		3	2						

3- High Level Mapping ,2- Medium Level Mapping, 1-Low level Mapping

SYLLABUS

SEM-III

COURSE CODE: EDU 501

COURSE TITLE: EDUCATIONAL LEADERSHIP & ADMINISTRATION

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 60 Marks	04
3	1	0		
			Internal Assessment: 40 Marks	
Prerequisite				
Any graduate. Students should have basic knowledge of Management and Leadership concept				
Learning Outcomes				
To acquaint the students with the concept of Administration and Educational leadership To make the students aware about the different leadership styles and theories To develop an understanding of the concept of quality and its evolution To explain the importance of change in an organization and its steps To acquaint the students with different motivation theories To make the students identify the barriers faced by women educational administration				
Course Outcomes				
1. Understand the concept of administration and educational leadership and its implication 2. Analyze the different leadership styles and leadership theories along with their implications in educational administration. 3. Understand the concept of quality and its evolution in education 4. Know the need and importance of change and steps of bringing change 5. Understand the concept and importance of motivation in educational organization 6. Understand the different motivational theories and their implications in educational organizations Understand the barriers faced by women in educational administration and strategies they adopted				
UNIT I			Concept of Educational Management, Administration & Leadership	7 hours
			Concept of Educational Management and Educational Administration, Scope of Educational Management Concept of Leadership and Educational Leadership Leading versus managing	
UNIT II			Leadership Theories	15 hours
			Great Man Theory; Trait Theory; Behavioral Theories: Managerial Grid, Role theory Contingency Theories: Fiedler contingency theory, Hersey and Blanchard theory, Path-Goal Theory, leader member exchange theory, Implications of above theories in Education	

UNIT III	Concept of Quality	9 hours
	Concept of Quality, Evolution of quality: inspection, quality control, Quality Assurance, TQM, Six sigma, Quality Guru: Walter Shewart, Edward Demming, C.K Prahlad,	
UNIT IV	Management of Change	8 hours
	Concept of change, Need of planned Change, resistance to change, Process of change, Models of change: Poke Yoke, Just intime	
UNIT V	Motivation Theories	13 hours
	Motivation: meaning and concept, Theories of motivation and their implication in Education: Maslow's hierarchy of need, Hertzbergs two factor theory, McClelland theory of needs, Vrooms theory of expectancy, M.Gregor theory X and theory Y, Types of motivation, Motivation process, Strategies of motivating educational personnel	
UNIT VI	Women in Educational leadership	8 hours
	Status of women in educational leadership, Need and importance of women in Leadership positions, Barriers faced by women in leadership position, Strategies adopted by women administrators	
Assessment		
CIA-I	Written Examination	20 marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/ Viva-Voc	20 marks
ESE	Written Examination	60 marks
	82	
Mode of transaction		
Lecture –cum- discussions, Group activities, Case Studies, Role play, assignments, presentation by students		
ASSIGNMENT		
<ol style="list-style-type: none"> 1. Conduct a survey to understand the gender difference in leadership 2. Visit the educational institutions to understand the motivation strategies used by leaders to motivate their employees and make presentation 3. Discussion on leadership theories 4. Analysis of various case studies 5. Find out the different quality measures adopted by your institution. 6. Interact with women educational administrators and find out the barriers faced by them to reach leadership position and strategies adopted by them to sustain the leadership position. 		

SUGGESTED READINGS

1. Choudhary R (2011) Case studies of women Administrators in higher education system of India. Germany: Lambert Academic publishing
2. Craigs, M.W. (1995). Dynamics of Leadership. Bombay: Jaico Publishing House, Bombay.
3. Hersey.P & Blanchard.K (1986). Management of Organisational Behaviour: Utilizing Human
4. Resources. New Delhi: Prentice Hall of India
5. Luthans, Fred (1981). Organizational behaviour. Tokyo: McGraw-Hill International Book Co.
6. Sandra Gupton (1996) Highly successful women administrators. California: Corwinpress, Inc, sage publication company.
7. Stephen P. Robbins (2009). Organizational Behaviour. India: Pearson Prentice Hall

Mapping of Programme Objective with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2								
CO2	1			3					
CO3	1								
CO4	1							3	
CO5	3								
CO6	1	3	3	3					
CO7	1		3						

3= High level mapping , 2= Medium level mapping , 1=Low level mapping

COURSE CODE: EDU 502

COURSE TITLE: ETHICS AND VALUE EDUCATION

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 60 Marks	04
3	1	0	Internal Assessment: 40 Marks	

Prerequisite

Any graduate student who enrolled in the M.A. Education Program can study this Course.
Student must have some familiarity and the basic knowledge related to teaching and learning process.

Learning Outcomes

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

1. Understand the fundamental perspectives of ethics and value education and get sensitisation forethical and value based living.
2. Differentiate among ethics, morals, values, and associate and explore that how each impact ontheirprofessional practice effectively.
3. Appreciates and analyze the philosophical, sociological and cultural perspectives of valueeducation.
4. Evaluate the need and importance of value-education in their life.
Critical understand the nature & significance of values in life and contribution as responsible citizenswith clear conviction to practice values and ethics in life.
6. Critically examine the contemporary concerns and issues related to value education.
7. Enable ethical decision-making processes to develop ethical behaviours and help to solveconflicts arising in the society.
8. Able to apply the key constructs of applied ethics, morality and values including utility, liberty,deontology (duties and rights) and justice in their day to day life.
9. To be able to articulate verbally and in writing the ethical aspects of public policy, including asakey part of an applied policy analysis and policy decision making.
10. To gain skills in discussing and debating the ethics and values dimensions of public policyissues in aprofessional, respectful and productive manner.

Course Outcomes

The students will envisage to:

1. To explain the basic concepts of among ethics, morals, values, and associate and explore that howeach impact on their professional practice effectively.
2. To appreciate the fundamental perspectives of ethics and value education and get sensitization forethical and value based living.
3. To comprehend the associated concepts of philosophical, sociological and cultural perspectives ofethics &value education.
4. To make student familiar with ethics, morality, values dimensions of public policy issues in aprofessional, respectful and productive manner.
5. To analysis different types of values for living a good life.
6. To understand the students about the nature & significance of values in life and contribution asresponsible citizens with clear conviction to practice values and ethics in life.
7. To motivate the student to construct various values based modules for students.
8. To empower the students for ethical decision-making processes to develop ethical behaviours and help to solve conflicts arising in the society.
9. To train the students think in a sophisticated and reflective way about the ethics, values and goals of a variety of public policies, including the ability to articulate and engage in discussion about one's own personal values and ethical beliefs.
10. To apply the various values and related concerns like ethics and morality including utility, liberty, deontology (duties and rights) and justice in their day to day life.

COURSE CONTENT		
UNIT I	Meaning, Nature and Scope of Ethics	10 Hours
	Definition of Ethics: Character and conduct; Relation of Ethics with Psychology, Sociology and Politics, The Nature & Scope of Applied Ethics; Professional Ethics; Ethics for Teachers and Students & Problems of Students and solutions.	
UNIT II	Values; Meaning, Nature & Significance	10 Hours
	Meaning & Nature of Values; significance of values in human life. Basis of values: Philosophical, psychological, socio-cultural, secular and religious. Different kinds of values-personal, social, moral, professional, spiritual and behavioural values, degradation of values. Salient values for life- Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self-esteem and self- confidence, punctuality – Time, task and resource management.	
UNIT III	Morality and Moral Development	10 Hours
	Concept of Morality and Moral Judgment, Aspects of Moral Education – Liberal, Social, Religious, Psychological, Development of Moral Character And Attitude, Role of family, society, institutions and Media for developing morality.	
UNIT IV	Value Education	10 Hours
	Meaning, Need and Scope of value education, Value development to human development, concept of human values, personality development through values. Approaches to value development- Psycho-analytic approach; Cognitive development approach; Learning theories approach.	
UNIT V	Transactional Strategies for inculcating Values	10 Hours
	Transactional strategies for value education (Rationale building model, Consideration model, Value classification model, Social action model, Just community intervention model)	
UNIT VI	Role of Teachers in Value Inculcation	10 Hours
	Education; a best tool for inculcating values, Role of a teacher to inculcate values among students. Professional ethics as a teacher. Direct and indirect approach to value education through stories and motivational life histories.	
Assessment		
CIA-1	Written examination – 20 Marks	20 marks
CIA-II	Written Exams/ Quizzes/Assignment /Presentations/ Viva-Voce- 20 Marks	20 marks
ESE	Written Examination of Complete Course - 60 Marks	60 marks
	Mode of transaction	
	Lecture-cum-discussions, Tutorials and Workshop Sessions,	
	ASSIGNMENT	
	• Preparation an assignment regarding	

	various models for organizing teaching.Seminars and presentations	
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SUGGESTED READINGS:

- Chand, J. (2007). Value Education. New Delhi: Anshah Publishing House.
- Diwahar R. R. &Agarwal .M, (1984).New Delhi: Peaceeducation,
- Fraenkel, J.R. (1977). How to Teach about Values: An AnalyticApproach. New Jersey & E. Cliffs:Prentice Hall, Inc.
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- Singer, Peter (2011). Practical Ethics, 3rd Edition, Cambridge,Cambridge University Press.
- Singh Y. K. (2009). Value education, New Delhi, APH Publishing Corporation,
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- Timmons, M. (1999). Morality without Foundations. Oxford:Oxford University Press.
- Venkataiah N., (2011). Value Education, New Delhi: APH Publishing Corporation.

Web Links:

- https://www.tnteu.ac.in/pdf/value.pdfhttps://samples.jbpub.com/9781449649005/22183_ch01_pass3.pdf
- <https://www.distanceeducationju.in/pdf/BA%20Sem%20III%20Course%20No%20PL-301%20Philosophy.pdf>
- <https://www.oecd.org/education/2030-project/teaching-and-learning/learning/attitudes-and->

[values/Attitudes and Values for 2030 concept note.pdf](#)

- <https://www.dypiemr.ac.in/images/value-added- courses/vac/Content-for-Value-Education.pdf> https://ec.europa.eu/programmes/erasmus-plus/project-result-content/ddcefc2-43ab-4a83-b0c1-70f7bcb8ddab/ManualTeachers_EN.pdf
- https://ncert.nic.in/pdf/publication/otherpublications/Framew ork_educationCOMPLETEBOOK.pdf
- <https://tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Value%20Education%20 %20EDCN- 901C%20Eng%20Edn.pdf>
- https://vit.ac.in/files/Ethics_Manual.pdf
- <https://www.ecoleglobale.com/blog/ethics-in-education/>
- <https://doi.org/10.1093/acrefore/9780199975839.013.134>
- <https://journals.sagepub.com/doi/abs/10.1177/002248718603700302>
- https://link.springer.com/content/pdf/10.1007%252F978-981-287-532-7_167-1.pdf

Journal Articles/ Papers:

- Gülcan, N. Y. (2015). Discussing the importance of teaching ethics in education. *Procedia-Social and Behavioral Sciences*, 174, 2622-2625.
- Halstead, M. (2005). Values and values education in schools. In *Values in education and education in values* (pp. 3-14). Routledge.
- Hill, A. L. (2004). Ethics education: Recommendations for an evolving discipline. *Counseling and Values*, 48(3), 183-203.
- Osbeck, C., Franck, O., Lilja, A., & Sporre, K. (2018). Possible competences to be aimed at in ethics education—Ethical competences highlighted in educational research journals. *Journal of Beliefs & Values*, 39(2), 195-208

Mapping of Programme Objective with Course Outcomes

Sr. No.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3								
CO2		3					1		
CO3		3							
CO4								3	
CO5								3	
CO6									3
CO7				3		2			
CO8									2
CO9				3					
CO10			3						

3= High level mapping , 2= Medium level mapping , 1=Low level mapping

COURSECODE:EDU503				
COURSE TITLE: CURRICULUM STUDIES				
Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE:60Marks	04
3	1	0		
			Internal Assessment: 40Marks	
Prerequisite Any graduate student who enrolled in the M.A. Education Program can study this Course				
Learning Outcomes After completion of this course, the students will be able to;				
<ul style="list-style-type: none">• Acquire knowledge of meaning, concept and need of curriculum and planning,• Appreciate the role of the philosophical, sociological and psychological bases as the foundations of curriculum• Understand the steps of curriculum planning and inter-relate the key elements in curriculum planning• Know the different models of curriculum planning and evaluation• Develop interest in curriculum development, Transaction and Evaluation• Implement the planned curriculum in efficient manner with integration of ICT in Education				
Course Outcomes				
<ul style="list-style-type: none">• To develop a basic understand on the curricular history with the National Curriculum Framework among the learners.• To develop knowledge and skills in planning, developing, implementing and evaluating curriculum• To gain insight into the concepts of curriculum and develop an understanding of the issues that impact upon educational practices• To acquaint learners in the various definitions and conceptualizations of curriculum• To develop insight into the application of curriculum concepts to current schooling practices				
COURSE CONTENT				
UNIT I	CONCEPTS AND COMPONENTS			10hours
	Curriculum: Meaning, Concept, Principles of Curriculum, Strategies of Curriculum Development, Curriculum as a field of study and its evolution – Theories and Procedures - Foundations of the Curriculum: Philosophical, sociological, psychological and historical perspectives – Principles of Curriculum construction (Need and Relevance, Flexibility, Uniformity and Variety, Adoptability) – Role of National level Statutory Bodies: UGC, NCTE and University in Curriculum development .			

UNITII	PROCESSOFCURRICULUMDEVELOPMENT	10hours
	Curriculum Planning Frameworks: Need and Relevance – Curriculum Planning Frameworks in India: NCFSE-2000, NCF-2005 and NCFTE-2009 – Nature and importance of Curriculum planning, trends in curriculum - Approaches: Subject area, board fields, social problem and Emerging needs approach	
UNITIII	MODELSOFCURRICULUMDEVELOPMENT	10hours
	Models of Curriculum Design: Traditional and contemporary models (Academic/ Discipline Based model/ Competency Based/ Social Functions/ Activities model [social reconstruction], Individual Needs& Interests, Outcome based Integrative, Intervention model, CIPP model (Content, Input, Process, Product Model	
UNITIV	CURRICULUMEVALUATION	10hours
	Curriculum Evaluation: concept and purpose – types: Formative and Summative, Norm- referenced and criterion-referenced, CCE, Transparency and objectivity in Evaluation – Techniques of Curriculum Assessment and Evaluation: Types of questions, Portfolios, Rubrics, Self-Assessment, Peer Assessment, Content Analysis, Grading, Computer Assisted Assessment Models of Curriculum Evaluation	
UNITV	CURRICULUMTRANSACTIONANDINSTRUCTIONAL DESIGN	10hours
	Instruction: Concept, Design and instructional media – Role of communication in Effective Curriculum Transactions (Verbal and Non-verbal) – Factors influencing Curriculum Transaction – Approaches: Collaborative Learning, Cooperative Learning and team teaching scope of curriculum research and types of research in curriculum studies. Models of Curriculum evaluation: Tyler’s model, Stakes’, Scriven’s, Kirkpatrick’s model.	
UNITVI	FACETSOFCURRICULUMEVALUATION	10hours
	Facets of curriculum: core curriculum, Hidden curriculum, spiral curriculum, Activity based curriculum, Standard based curriculum, Interdisciplinary curriculum, Integrated curriculum and Issue based curriculum	

Assessment		
CIA-I	Written Examination	20 marks
CIA-II	assignments, quiz, presentation, field study, viva-voce	20 marks
ESE	Written Examination	60 marks
Mode of transaction		
Lecture –cum- discussions, Group activities, ,presentation by students		
ASSIGNMENT		
<ul style="list-style-type: none"> Detailed study of National curriculum framework of school Education, India (1975 onwards) followed by seminar presentation. Preparation and presentation of papers on Comparative study and analysis of curricular framework of other countries- U.S., U.K. and Australia Preparation and presentation of paper on Curriculum framework of different states of country. 		
SUGGESTED READINGS		
<ul style="list-style-type: none"> NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi. National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher <p>Books for Reference</p> <ul style="list-style-type: none"> Aggarwal, Deepak. (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave. Aggarwal, J.C. Curriculum Reforms in India Delhi Arichlency., (1977). Handbook of Curriculum Evaluation, UNESCO, International Institute for Educational Planning, Paris. Arulsamy (2014), Curriculum Development, Neelkamal Publications, Hyderabad. Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London. Taba, Hilda, (1999). Curriculum Development Theory and Practice, HarCourt, Brace and Wald, New York. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press. Reddy, B. (2007): Principles of curriculum planning and development. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K <p>Web Links (Articles/Reading materials) https://egyankosh.ac.in/handle/123456789/41121 https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf https://ncte.gov.in/website/PDF/NC_FTE_2009.pdf http://ctegujarat.org/Downloads/NCF%20Secondary%20Education-2000.pdf http://ddeku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/6.NCFTE%202009.pdf</p> <p>Online courses</p> <ul style="list-style-type: none"> Suseela Malakolunthu, Associate Professor, University of Malaya, Malaysia. Director of the 		

Leadership for Learning and Research Network
Commonwealth Education Trust <https://www.coursera.org/learn/teacher-curriculum>

- Curriculum Pedagogy and Evaluation for Higher Education, 16 weeks course, Continuing Education **Dr V P Joshith, Central University Of Kerala, Kasaragod** https://onlinecourses.swayam2.ac.in/arp20_ap12/preview

Mapping of Programme objective with Course Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CLO1	3				1				
CLO2		3			1				
CLO3			3		2	2			
CLO4					2		3		
CLO5				3	2	1			
CLO6					1				3

3- HighLevelMapping, 2-MediumLevelMapping, 1-LowlevelMapping

EDU : 551 SEMINAR AND COLLEQUIUM	CREDITS 4
<p>Concept Note: The objective of this practical course is to write conceptual / theoretical or research based papers on educational themes and to communicate it to the teachers and researchers in the field of education. Students need to be encouraged to take up reflective writing on a particular topic to develop thematic concepts in various areas of education. Even they will be encouraged to take a small survey and write a research based paper. Through this they will develop the ideas and also have exposition and reflection. The seminar will be organized for these students wherein they will make presentations of their papers and it will be followed by discussions. They will develop skills of chairing the session and leading the session in discussion. This practical paper also develops students' self-confidence, public speaking and personality as paper presenter.</p> <p>COURSE OUTCOMES:</p> <ol style="list-style-type: none"> 1. Students will be develop reading and writing ability 2. Students will be able to critically analyze the information 3. Students will be able to identify various relevant sources of literature 4. Students will develop the ability to collect data 5. Students will develop skill of presentation and communication 6. Students will develop the skills needed for conducting a seminar and attending the seminar <p>Methodology Students will select any topic in education of their interest or specialization and read thoroughly on the same for developing academic or research paper. They will present it in the class which will be discussed by the group along with the teachers. Suggestions/ modifications will be incorporated by the students if any and corrected papers will be submitted for the assessment. Students will be graded on the basis of the following components like, significance of the idea or concept, logical way of writing the paper, way of presentation, chairing of the session and the discussion in the group. Each presentation event will comprise of presenter, chairperson and initiator. Their role (all three) will be evaluated.</p> <p>ASSESSMENT Mid term Assessment : 40 Marks</p> <p>Critical Reflection on the selected research papers. Student will identify a research paper in the area of their interest and make presentation of the same. He will present his reflections on the selected research paper. The assessment will be done on the basis of presentation and his reflective ideas</p> <p>ESE Assessment : 60 Marks The student will prepare his/her own conceptual/ theoretical or research based paper. The assessment will be done on the basis of his/her presentation and viva voce. His/her active involvement in the entire seminar in terms of his role as Chairperson, presenter, initiator and participant will also be considered for assessment.</p>	

COURSE CODE: 552

COURSE TITLE: Scientific communication and Technical writings

Teaching Scheme	Examination Scheme	Credits Allotted
Theory: : 3 hours/week	ESE: 60 Marks Internal Assessment: 40 Marks	Theory: 04
Tutorial: hours/week		Tutorial: 01
		Total: 04

Course Outcomes

1. Compare and contrast writing for general audiences and writing for specific audiences and writing for scientific and technical audiences.
2. Analyse how content or subject matter might cause problems or opportunities Technical/scientific writers must work with experts.
3. To support independent and self-directed learning. Poster and poster sessions develop students' design skills.
4. Understand how scientific and technical knowledge is derived from style.
5. Differentiate three genres of technical writing in terms of similarities and differences Manuals or instructions, as well as reports, papers, or articles, are scientific writing.
6. Provide opportunities to acquire disciplined and scholarly research skills.
7. Determine the factors affecting the structure, style, and audience When writing reports, keep these things in mind.

UNIT I	SEARCH AND RESEARCH	10 hours
	<ul style="list-style-type: none">• Preparing to write• Choose a communication venue• Plan to succeed• Avoid plagiarism• composing the first draft•	
UNIT II	Word Processing	10 hours
	<ul style="list-style-type: none">• Use word processing to write more efficiently Master the tools that will make your writing life simpler• Spellcheckers, grammar, and style analysis programs Follow the standard structure.• Introduction Materials and Methods Results in Discussion and conclusion	
UNIT III	Visual support for the written word	10 hours
	<ul style="list-style-type: none">• Choosing and using visual aids• Tables Figures Graphs Photographs and other documentary illustrations• Explanatory artwork•	
UNIT IV	Text Based Oral Presentation	10 hours
	<ul style="list-style-type: none">• Oral presentations• Media choices for oral presentations• Developing a traditional text-based oral presentation with Visual elements of text, tables, and figures• Poster presentations: Preparing a poster and presenting a poster Slide presentation format	

UNIT V	Improving word choice, and syntax style	10 hours
	<ul style="list-style-type: none"> • Choose a better word • Check the verbs • The mischief of multiple • Collective nouns and noun phrases The grammar of comparisons and lists. • Fine-tune number use. • Practicing mixed corrections. 	
UNIT VI	Preparing to publish	10 hours
	<ul style="list-style-type: none"> • Preparing to publish the work • Back and forth: editorial review • Tips for international publication • Ethical issues • Legal matters 	
Assessment		
CIA-1	Assignments, presentations. Publication, review, group activity, writing activities	20 Marks
CIA-II	Written Exams/ Quizzes /Assignments/Presentations/ Viva-Voc	20 Marks
ESE	Assignments, presentations. Publication, review, group activity, writing activities, presentations, viva-voce	60 Marks
Mode of transaction		
Lecture. Assignments, presentations, seminars, workshops		
ASSIGNMENT		
Poster presentations: Preparing a poster and presenting a poster Slide presentation format.		
SUGGESTED READINGS		
<p>Alley, M. (1996). The Craft of Scientific Writing. 3rd edn. New York: Springer.</p> <p>Alley, M. (2003). The Craft of Scientific Presentations. New York: Springer. Alley, M. and Neeley, K. A. (2005a). Discovering the power of PowerPoint: Rethinking the design of presentation slides from a skillful user's perspective. Proceedings of the 2005 American Society for Engineering Education Annual Conference and Exposition, ICME2005–2461</p> <p>Alley, M. and Neeley, K. A. (2005b). Rethinking the design of presentation slides: A case for sentence headlines and visual evidence. Technical Communication, 52, 417–426.</p> <p>Alred, G. J., Brusaw, C. T., and Oliu, W. E. (2003). Handbook of Technical Writing. 7th edn. New York: St. Martin's Press.</p> <p>Anholt, R. R. H. (2006). Dazzle 'Em with Style: The Art of Oral Scientific Presentation. 2nd edn. Burlington, MA: Elsevier Academic Press</p> <p>Aslett, D. (1996). How to Have a 48-Hour Day. Cincinnati, OH: F & W Publications, Inc.</p> <p>Atkinson, C. (2005). Beyond Bullet Points. Buffalo, NY: Microsoft Press.</p> <p>Baron, D. N. (1994). Units, Symbols, and Abbreviations: A Guide for Biological and Medical Editors. 5th edn. London: Royal Society of Medicine.</p> <p>Bell, S. J. (2004). End PowerPoint dependency now! American Libraries 35(6), 56–59.</p> <p>Benson, B. W. and Boege, S. (2002). Handbook of Good Laboratory Practices. Bristol, PA: Hemisphere Publishing.</p> <p>Bjelland, H. (1990). Writing Better Technical Articles. Blue Ridge Summit, PA: TAB Books.</p>		

DISCIPLINE ELECTIVES

SEM – III & IV

COURSE CODE: 581					
COURSE TITLE: EARLYCHILDHOOD CARE EDUCATION					
Teaching Scheme			Examination Scheme		Credits Allotted
L	T	P	ESE: 60 Marks		04
3	1	0			
			Internal Assessment: 40 Marks		
Prerequisite					
Those who complete graduation can undertake this course					
Learning Outcomes					
The students will be able to <ul style="list-style-type: none">- Identify the concept, need and significance of early childhood care education- Identify the developmental characteristics of early childhood- Be aware of the policy perspectives on ECCE in India and the world- Equip with the curriculum of ECCE and uses the general principles to curriculum approaches considering diverse learners in classroom- Conduct various programmes for ECCE in an inclusive setup- Identify the programmes initiated by different agencies for promoting ECCE- Encourage and help in conducting training programmes for ECCE personal- Develop interest in doing research related to ECCE					
Course Outcomes					
fter completion of this course, the students will be able to; <ul style="list-style-type: none">1. Understand the need and significance of early childhood care and education2. Gain knowledge about developmental characteristics of early childhood3. Understand the policy perspectives on ECCE in India and the world4. Appreciate the initiatives taken for promoting ECCE in Indian and global perspective5. Understand the quality dimensions, i.e. curriculum, programmes and workforcefor ECCE6. Understand the contribution of various thinkers in the area of ECCE.7. Acquaint with curriculum of ECCE and identify general principles to curriculum approaches especially in an inclusive setup8. Appreciate various programmes and strategies in ECCE for taking care of diverse learners9. Understand the role of government and other agencies for developing ECCE programme and critically analyse their activities10. Develop knowledge and skills for research and evaluation in ECCE and training of personnel					
COURSE CONTENT					
UNIT I	Introduction to ECCE				9 hours
	ECCE: Concept, significance and objectives of ECCE, Developmental characteristics of children at the ECCE stage physical, cognitive, language, socio-emotional. The transitionfrom home to school – issues and concerns. Socio-cultural context in schools and home and child-rearing practices at home in construction of knowledge				

UNIT II	ECCE In Indian and Global Perspective	14 hours
	ECCE in India: National Policy for Children (1974), National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action for Children, 1992 and 2005; National Curriculum Framework (2005), NCF (2012)., National Early Childhood Care and Education Policy, ECCE in National Education Policy (NEP) 2020, ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007, 2030 Sustainable Development Goals and ECCE – concerns and issues.	
UNIT III	Contribution of Educational thinkers	9 hours
	Contribution of Indian Educational Thinkers; Mahatma Gandhi, Tagore, Gijubhai Badeka, Contribution of Western Educational Thinkers- Frobel, Montessori, Rudolf Steiner and Waldorf Schools, Contribution of Piaget, Vygotsky and Bruner in Child Development.	
UNIT IV	Curriculum for ECCE	10 hours
	Curriculum for School Readiness – physical, cognitive, socio-emotional dimensions; Anganwadi Centre, different types of pre-school curriculum like Montessori, Kindergarten, Balawadi;, General principles to curricular approaches – activity-based play-way, child-centred, theme-based, holistic, joyful, story-telling, puppetry, musical and rhythmic exercises, free talk, free play, role-play, art & craft activities, indoor and outdoor play, field trips, PBL, Hands-on experience and explorations, Curriculum for inclusiveness	
UNIT V	Programmes and Strategies of Early Childhood Education	8 hours
	Role of Early childhood institutions – Anganwadies, Balawadies, Kindergarten, Montessori, Nutrition and Health education Programmes, guidance and counselling services for various early childhood problems, Strategies for catering diverse learners.	
UNIT VI	Training for ECCE	10 hours
	Agencies in the field of ECCE- Government, Local Bodies and Private Agencies , Role of MOE, MOHFW, NCERT, ICCW, SCERT in ECCE, Qulaity improvement of ECCE- empowering the parents, Training Programmes for ECCE personal - pre- service & in-service for personnel engaged in ECCE programme, Areas of research studies in ECCE. Evaluation of ECCE programme, methodology and implications	
Assessment		
CIA-I	Written Exam	20 Marks
CIA-II	Quizzes /Assignment /Presentations/ Viva-Voc	20 Marks

ESE	Written Exam	60 Marks
Mode of transaction		
Group Discussion, Case studies, lecture, visits, seminar presentation, and brainstorming		
ASSIGNMENT		
1. Case study of Anganwadi, pre-school centres 2. Assignment on selected themes from the course 3. Collection of information on the infrastructure of ECCE centres and comparison with NCERT minimum specifications (1992) 4. Reflection on the literature on equality ECCE services of one western country (internet, journals) 5. Writing of journal articles on different issues on ECCE Survey of play materials and comparing with the socio-cultural set-up		
SUGGESTED READINGS		
Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Children Government of India (2020). National Education Policy 2020, Ministry of Human Resource Development. 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. Aggarwal, J. C. and Gupta, S. (2007). Early Childhood Care and Education (1st Ed.). Shipra Publications, New Delhi. Government of India (1986). National Policy on Education, Department of Education, New Delhi. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher. NCERT (2005). National Curriculum Framework, New Delhi. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi		

Mapping of Programme objective with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3									
CO2	3									
CO3		3		2						
CO4		3								3
CO5		3								
CO6	3	3								
CO7							3			
CO8							3			
CO9						3				

3- High Level Mapping, 2- Medium Level Mapping, 1-Low level Mapping

CODE: EDU 582

COURSE TITLE: GUIDANCE AND COUNSELING

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 60 Marks	04
3	1	0	Internal Assessment: 40 Marks	
Prerequisite Any graduate student who enrolled in the M.A. Education Program or other Post Graduate Program can study this Course. They should have a general idea about the growth and development of learners. Students must have some familiarity and the basic knowledge related to teaching and learning process.				
Learning Outcomes After completion of this course, the students will be able to ----- <ol style="list-style-type: none">1. Acquire the knowledge regarding different techniques of counseling.2. Realize the importance of guidance and counseling.3. Become acquainted with the skills and qualities of an effective counselor.4. Learners can meet preventive measures as well as appropriate and timely interventions.5. Understand the basic knowledge and skills needed to help students access careers information and guidance.6. Understand the rationale for careers education and guidance.7. Understand the plans for their future.8. Develop an understanding towards Occupational development and adjustment.				
Course Outcomes The students will envisage to: <ol style="list-style-type: none">1. Understand the meaning, concept, nature, types and purpose of guidance.2. Understand the need of guidance at various levels of education.3. Recognize the role of teachers and professionals in guidance program.4. Understand the essential services and resources involved in the guidance program.5. Understand the meaning, concept, nature, types and purpose of counseling.6. Equip the knowledge of theories and practices of counseling.				
COURSE CONTENT				
UNIT I	Meaning, Concept and Functions of Guidance			10 hours
	Meaning, Nature, and concept of Guidance. Characteristics of Guidance, Various Definitions of Guidance, Principles & Functions of Guidance, Purpose of Guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization. Need and Scope of Guidance.			
UNIT II	Types of Guidance			10 hours

	Types of Guidance; Personal Guidance, Educational Guidance, Vocational Guidance, Individual and Group Guidance: Meaning, Objectives, Characteristics, Advantages, Problems, Principles & Techniques.	
UNIT III	Organization of Guidance Programs in Educational Settings	10 hours
	Organizing Guidance Program at various levels of education: Need, Essential services and Resources involved in the guidance program, role of principals and teachers in guidance program.	
UNIT IV	Meaning, Concept and Nature of Counseling	10 hours
	Meaning, Nature, and Concept of Counseling. Characteristics of Counseling, Various Definitions of Counseling, Need and Scope of Counseling, Principles of Counselling,	
UNIT V	Techniques and Approaches of Counseling	10 hours
	Process and Techniques of Counseling, Various Approaches of Counseling: Directive, Non-Directive, and Eclectic Counseling, Its Assumptions, principles and procedure. Essential Qualities and Skills of an effective Counselor.	
UNIT VI	Theories of Counseling	10 hours
	Various Theories of Counseling; Carl Rogers'- Person-Centered, Freud's Psycho-analytical, Behavioral Theories, Gestalts Theories etc., Factors affecting Counseling process	
Internal Assessment		
CIA- 1	Written examination	20 Marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/ Viva-Voce	20 Marks
ESE	Written Examination of Complete Course -	60 Marks
Mode of transaction		
Lecture-cum-discussions, Workshop Sessions,		
ASSIGNMENT		
<ul style="list-style-type: none"> • Writing review of at least one book related to Guidance and Counseling. • Identification of cases for counseling. • Preparation of the list of areas of guidance and counseling program for secondary students. • Group discussions, and dialogue on the themes. 		

SUGGESTED READINGS:

Books:

- Aggarwal, R. (2010). Elementary Guidance and Counselling, New Delhi: Shipra Publication.
- Aggarwal, J.C. (2005). Career Information in Career Guidance Theory & Practice, Delhi: Doaba House.
- Burnard, P. (2005). Counselling Skills Training, New Delhi: Viva Book Private Limited.
- Chandra, R. (2009). Career information and Guidance and Counselling, Delhi: Isha Books.
- Chauhan, S.S. (2007). Principle and Techniques of Guidance, New Delhi: Vikas Publishing House.
- Gibson, R. L. & Mitchell, M. (2008). Introduction Counselling and Guidance, New Delhi: PHI Learning Pvt.Ltd.
- Kinra, A. K. (2008). *Guidance and counselling*. Pearson Education India.
- Kochhar, S.K. (2009). Guidance & Counselling in Colleges & Universities, New Delhi: Sterling Publishers Pvt Ltd.
- Okumu, A. (2018). Introduction to Guidance and counselling.
- Sharma, R. N., & Sharma, R. (2004). *Guidance and counselling in India*. Atlantic Publishers & Dist.

Web Links:

- <https://egyankosh.ac.in/bitstream/123456789/43392/1/Unit-3.pdf>
- <https://www.scribd.com/doc/24154671/Basic-Principles-on-Guidance-and-Counseling>
- <https://teach.com/online-ed/counseling-degrees/counseling-techniques/>
- <https://counseling.education.wm.edu/blog/counseling-theories-and-approaches>
- <https://counseling.northwestern.edu/blog/five-counseling-theories-and-approaches/>

Journal Articles/ Papers:

- Amat, S. (2019, June). Guidance and Counselling in Schools. In *3rd International Conference on Current Issues in Education (ICCIE 2018)* (pp. 13-18). Atlantis Press.
- Cobern, W.W., Schuster, D., Adams, B., Skjold, B.A., Muğaloğlu, E. Z., Bentz, A. & Sparks, A. (2014). Pedagogy of Science Teaching Tests: Formative assessments of science teaching orientations, *International Journal of Science Education*, 36:13, 2265-2288, DOI: [10.1080/09500693.2014.918672](https://doi.org/10.1080/09500693.2014.918672)
- Hughes, D., Akkök, F., Arulmani, G., & Zelloth, H. (2019). Migration: Theory, research and practice in guidance and counselling. *British Journal of Guidance & Counselling*, 47(1), 1-5.
- Ramakrishnan, V. K., & Jalajakumari, V. T. (2013). Significance of imparting guidance and counselling programmes for adolescent students. *Asia Pacific Journal of Research*, 2(9), 102-112.
- Odeleye, D. A. (2017). Overview of School Guidance and Counselling Services. *European Journal of Education Studies*.

- Osborne, J. (2007). Science Education for Twenty-First Century. *Eurasia Journal of Mathematics, Science & Technology Education*, 3(3), 173-184, <https://doi.org/10.12973/ejmste/75396>

Mapping of Programme Objective with Course Outcomes

Sr. No.	PO1	PO2	PO3	PO4	P.O5	PO6	PO7	PO8	PO9
CO1									
CO2									
CO3									
CO4									
CO5									
CO6									
CO7									
CO8									

3= High level mapping , 2= Medium level mapping , 1=Low level mapping

COURSE CODE: EDU-583				
COURSE TITLE: LIFE SKILLS EDUCATION				
Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 60 Marks	04
3	1	0		
			Internal Assessment: 40 Marks	
Prerequisite <ul style="list-style-type: none">Any graduate student who enrolled in the M.A. (Education) and master degree programme can study this Course. They should be familiar with human life concerns and challenges. They must also know the basics various aspects of human life, self-improvement & personality development.				
Learning Outcomes: After completion of this course, the students will be able to;				
<ul style="list-style-type: none">Understand the fundamental perspectives of life skills and get orientation for life skill based living.Appreciates and analyse different types of life skills needs for better society.Critical understand the nature & significance of life skills education and contribution as responsible citizens with clear conviction to practice and further this helps them to educate others people of the society of core life skills, personality development and other areas of life.Critically analysis the positive psychology, psychology of Spirituality, Peace and Happiness, used for self-improvements, personality development and growth mindset personality.Apply all life skills in their practices and life for quality living.Critically examine the contemporary concerns and issues related to life skill education.				
Course Outcomes The student would be acquainted;				
<ol style="list-style-type: none">To explain the basic concepts of life skills, lifelong learning and 21st Century Skills and get orientation for life skill based living.To appreciates different types of life skills for living a good life.To comprehend the associated concepts of education for sustainable development and also educate others people of the society of core life skills, personality development and other areas of life.To train the student to construct various life skill modules for students.To apply the various life skills and related concerns of positive psychology, spirituality, peace and happiness, and growth mindset personality into their practices and life for quality living.To make student familiar with self-improvements, personality development, methods, strategies and practices, used for nurturing and internalising life skills, challenges and problems related with the life and how the practices of life skills helps in solving various problems of life.				
COURSE CONTENT				
UNIT I	Introduction to Life Skills			(12Hours)
	Introduction to Life Skills, Need, Importance of Life Skills, Classification of Life Skills (Generic, Problem Specific and Area Specific Skills), 21 st Century Skills, Theoretical Foundations of Life Skills: Social Learning Theory by Bandura, Problem-Behaviour Theory by Jessor, Social Influence Theory by Kelman.			

UNIT II	Significance of Life Skills	(08 Hours)
	Core Life Skills: Social Skills and Negotiation Skills, Thinking Skills and Coping Skills to cope up with Emotions & Stress, Significance of Life Skills, Concept and strategies to promote Area Specific Skills.	
UNIT III	Life Skills, Health & Wellbeing	(10 Hours)
	Physical and Mental health, Six-factor Model of Psychological Well-being, Strength-based Approach, Different Approaches, Models, Modes, Tools, Techniques, Strategies of Training, Mindset: The Psychology of Success & Failure, Growth Mind Set Strategies.	
UNIT IV	Self-improvement & Personality Development	(12 Hours)
	Basics of Self-improvement & Personality Development, Principles of psychosocial supports to individuals, Process of adjustment, Conflicts and Defense Mechanisms, Positive Psychology Interventions, The Psychology of Spirituality, Inner Peace and Happiness.	
UNIT V	Lifelong Learning	(10 Hours)
	Introduction to Lifelong Learning, Aims & Objectives of Life Long Learning, Principles of Lifelong Learning, Lifelong learning & Life Skills Education Approaches in Education and Training.	
UNIT VI	Methods and Strategies to Promote Life Skills	(12 Hours)
	Quality Education and Life Skills, Education for sustainable development, Need & Significance of Life Skills Education, Life Skill Life Skills for Adolescents and Youth, Education for Teachers Life Skills, Methods and Strategies used for nurturing and Internalising Life Skills, Concept and strategies to promote Healthy Life Style Skills.	
Assessment		
CIA-I	Written Exams	20 Marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/ Viva-Voc	20 Marks
ESE	Written Exam	60 Marks
Mode of transaction		
Learning by Expositions, presentations, projects, seminars, collaborative & cooperative strategies, critical pedagogy, field visits, storytelling, role playing, paraphrasing, reflection and brainstorming session on life skills education related concepts, presentation by students, dialogue and open discussion, and blended learning approach, project work.		
ASSIGNMENT		

- Group discussions, debates and dialogue on the life skills education related themes.
- Individual and group presentations & open discussion on the life skills education related concerns.
- Analysing of the documentaries, movies, literature and texts from the perspective of life skills education aims and to prepare presentations and reports.
- Writing reflective papers, assignments and project work on the influence of education on life skills and the self-improvement tips (Interview skills, memories tips, study skills, time management tips, stories and reasons of success & failure in life)
- Case study of any life skills education related concerns and analyses the various self-help books and the collections of success stories related to the life skills.
- Comparative study of Curriculum and practices life skills education in different countries of the world. .
- Planning of various activities, workshop, training sessions related to life skills education concerns.
- Assessment of life skills among students and design various activities to help the students to develop the following life skills; self-awareness; empathy; problem solving; decision making; effective communication; interpersonal relationships / friendships; creative thinking; critical thinking; coping with emotions and coping with examination and stress.
- To organise and demonstrated various thinking skills and coping skills through role-plays, arts, music, theatre, dance, storytelling, debates etc. on diverse issues in the form of workshops, transaction mode lecture method, activity based method, survey method, cooperative learning.
- Conduct Life Skills Training Sessions to in the university campus, schools or out-of-school for students.

SUGGESTED READINGS

- **Argyle, Michael (2013).** The Psychology of Happiness, London: Routledge.
- **Aspin, D.N., Chapman, J.D., Evans, K., Bagnall, R. (Eds.) (2012),** Second International Handbook of Lifelong Learning, Dordrecht: Springer Netherlands.
- **Debra McGregor, (2007).** Developing Thinking; Developing Learning - A Guide to Thinking Skills in Education, New York: Open University Press.
- **Duffy Grover Karen, Atwater Eastwood, (2008).** Psychology for Living- Adjustment, Growth and Behaviour Today, New Delhi: Pearson Education Inc
- **McGuire, David & Jorgensen, Kenneth Mølbjerg (2011).** Human Resource Development: Theory and Practice, London: Sage Publication Ltd.
- **Dweck, Carol (2012)** Mindset: Changing The Way You think To Fulfil Your Potential, London: Little, Brown Book Group.
- **London, Manuel (Ed.) (2012),** The Oxford Handbook of Lifelong Learning, London: Oxford University Press.
- **Rao, K. Ravikanth and Dinakar, P. (2016).** Life Skills Education, Hyderabad: Neel Kamal Publication.
- **Rao, Usha (2017).** Life Skills, New Delhi: Himalaya Publishing House.
- **Samyia, PsyD Christina (2009).** Discovering Inner Peace: A Psychological, Philosophical And Spiritual Perspective, Bloomington: Author House.
- **Snyder and Shane .J. Lopez (2007).** Positive Psychology – The Scientific Practical Exploration of Human strengths, New Delhi: Sage publications.
- **UNESCO (1996).** Learning: The Treasure Within: Report to UNESCO of the International Commission on Education for the Twenty-first Century, Paris: UNESCO.
- **UNESCO (2005).** Quality Education and Life Skills: Darkar Goals, Paris: UNESCO.

WEB-LINKS:

- <https://apps.who.int/iris/bitstream/handle/10665/338491/MNH-PSF-96.2.Rev.1-eng.pdf>
- https://apps.who.int/iris/bitstream/handle/10665/63552/WHO_MNH_PSF_93.7A_Rev.2.pdf
- https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf
- https://www.cbse.gov.in/cbsenew/list-of-manuals/life_skills_cce.pdf
- <https://files.eric.ed.gov/fulltext/EJ1126842.pdf>
- <https://www.himpub.com/documents/Chapter1825.pdf>
- https://media.wcupds.wisc.edu/related-training/independent_living/m3/story_content/external_files/Ideas-for-Teaching-Life-Skills.pdf

Periodicals

- International Journal of Life Skills Education
- International Journal of Adolescence and Youth
- Indian journal of life skills education
- Journal of Youth and Adolescence
- Journal of Research on Adolescence

Mapping of Programme objective with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3								
CO2		3	2			2	2	2	3
CO3		3	2			2	2	2	3
CO4		3	2			2	2	2	3
CO5					3			3	3
CO6								3	3

3= High level mapping , 2= Medium level mapping , 1=Low level mapping

COURSE CODE: EDU 584

COURSE TITLE: ENTREPRENEURSHIP IN EDUCATION

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 60 Marks	04
3	1	0		
			Internal Assessment: 40 Marks	
Prerequisite <ul style="list-style-type: none">Any graduate student who enrolled in the M.A. (Education) and master degree programme can study this Course. Students presuppose familiarity with basics of education, economic and enterprises perspectives. They also know the various aspects of enterprises, self-employment & business.				
Learning Outcomes: After completion of this course, the students will be able to;				
<ol style="list-style-type: none">Understand the fundamental perspectives of entrepreneurship in education and get sensitisation for entrepreneurship as a career option.Appreciate the challenges and future perspectives related to educational entrepreneurship.Critically understand the nature & significance of entrepreneurship in life and contribution as responsible educational entrepreneurship with clear conviction to practice entrepreneurship ethics in life.Evaluate the tools, models and theories helpful for entrepreneurial education and help the others motivate them for educational entrepreneurship.Critically analyse the contemporary concerns and issues related to educational entrepreneurship.Critically examine the social entrepreneurs in education, Entrepreneurial school system, and the role of education innovation in entrepreneurship development that help them to work as an educational entrepreneur.Orient about entrepreneurship in education and also about the short coming related with the contemporary concerns of education policy and practices.Justify the need and importance of ethics of entrepreneurship and implement them in an entrepreneurial career.Critically examine role of education innovation in entrepreneurship development that helps them to work as an educational entrepreneur.				
Course Outcomes The student would be acquainted;				
<ol style="list-style-type: none">To explain the basic concepts of entrepreneurship, multidisciplinary approach to entrepreneurship; entrepreneurs are born or made.To appreciate challenges and future perspectives related to educational entrepreneurship.To discuss on the associated concepts of significance of entrepreneurship in life and contribution as responsible educational entrepreneurship.To understand different tools, models and theories helpful for entrepreneurial education and help the others motivate them for educational entrepreneurship.To analyse the contemporary concerns, issues, challenges related to educational entrepreneurship				

6. To apply the various entrepreneurial skills and related concerns into their practices and life for quality livelihood.
7. To orient about entrepreneurship in education and also about the short coming related with the contemporary concerns of education policy and practices
8. To make student familiar with types of entrepreneurial competencies and social skills and barriers to entrepreneurship, need and importance of ethics of entrepreneurship and implement these into an entrepreneurial career.
9. To comprehend on the role of education innovation in entrepreneurship development that helps them to work as an educational entrepreneur.

COURSE CONTENT

UNIT I	Process of Entrepreneurship	08 Hours
	Introduction to Entrepreneurship, Contributions of Entrepreneurship, Entrepreneurship as Innovation and Problem Solving, Barriers to entrepreneurship, the role of education in the entrepreneurial process and development.	
UNIT II	Entrepreneur & Entrepreneurship Journey	08 Hours
	Entrepreneur and Entrepreneurship, Characteristics, Qualities and Pre –requisites of entrepreneur, Entrepreneurs, Psychological skills, Entrepreneurship Journey, Entrepreneurs are born or made.	
UNIT III	Entrepreneurship Education	10 Hours
	Entrepreneurship and education, Meaning, nature & scope of entrepreneurship education: Needs & significance, entrepreneurship education, Multidisciplinary approach to entrepreneurship, Entrepreneurship education in India, Challenges and future perspectives of entrepreneurship education.	
UNIT IV	Educational Entrepreneurship	10 Hours
	Educational entrepreneurship, Educational entrepreneurs, Educational entrepreneurship Opportunities & Ideas, Social entrepreneurship, Social entrepreneurs in education, Entrepreneurial Planning: Methods and procedures to start and expand one's own business.	
UNIT V	Entrepreneurs in Education	10 Hours
	Major types of Entrepreneurship – Social Entrepreneurship, Corporate Entrepreneurship - Intrapreneurship, Rural Entrepreneurship, Women Entrepreneurship, Techno-Entrepreneurship, Social entrepreneurs & Techno-Entrepreneurs in education, Value creation as the common core of entrepreneurship education.	

UNIT VI	Entrepreneurship Education and Pedagogy	12 Hours
	Role of education & innovation in entrepreneurship development, Entrepreneurship Education and Pedagogy, Ethics in entrepreneurship, Support System for Entrepreneurship, Basics of Business Plan Development & Resource Mobilization.	
Assessment		
CIA-I	Written Exam	20 Marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/Viva-Voce	20 Marks
ESE	Written Exam	60 Marks
Mode of transaction		
Learning by Expositions, presentations, projects, seminars, collaborative & cooperative strategies, critical pedagogy, field visits, paraphrasing, reflection and brainstorming session on educational studies related concepts, presentations by students, dialogue and open discussion, and blended learning approach, project work.		
ASSIGNMENT		
<ul style="list-style-type: none"> • Group discussions, debates and dialogue on the entrepreneurship education related themes. • Individual and group presentations & open discussion on educational entrepreneurship related concerns. • Analysing of the documentaries, movies, literature and texts from the perspective of entrepreneurship educational aims, philosophical, sociological and cultural concerns and to prepare presentations and reports. • Comparative study of curriculum and practices of entrepreneurship education in different countries of the world. • Case study of any educational entrepreneurs/ educational entrepreneurship/ social entrepreneurship related concerns. • Writing reflective papers, assignments and project work on the influence of education on economic changes and the socio-cultural influences on entrepreneurship. • projects work / business plan related to educational opportunities. 		
SUGGESTED READINGS		
<ul style="list-style-type: none"> • Hisrich, Robert D., Peters, Michael P. and Shepherd, Dean A. (2018). Entrepreneurship, New York: McGraw Hill Education. • Bornstein, David & Davis, Susan (2010). Social Entrepreneurship: What Everyone Needs to Know, New York : Oxford University Press. • Catherall, Richard & Richardson Mark (2017). Social entrepreneurship in education, Manchester: British Council. • Lackeus, Martin (2015). Entrepreneurship in Education, What, why, When & How, European Commission, LEED (Local Economic and Employment Development), Paris: OECD. • Neck, Heidi M.; Greene, Patricia G.; Brush, Candida G. (2014). Teaching Entrepreneurship: A Practice-Based Approach, Cheltenham: Edward Elgar Publishing Ltd. • Raj Shankar (2012). Entrepreneurship Theory & Practice, Noida: McGraw Hill Education. 		

WEB-LINKS:

- https://www.oecd.org/cfe/leed/BGP_Entrepreneurship-in-Education.pdf
- <https://innovation-entrepreneurship.springeropen.com/articles/10.1186/s13731-020-0115-x>
- <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.457.158&rep=rep1&type=pdf>
- <https://www.effectuation.org/wp-content/uploads/2017/06/Personal-views-on-the-future-of-entrepreneurship-education.pdf>
- http://www.untagsmd.ac.id/files/Perpustakaan_Digital_1/ENTREPRENEURSHIP%20Handbook%20of%20research%20in%20entrepreneurship%20education.pdf

Periodicals

- Journal of Entrepreneurship Education
- Entrepreneurship Education and Pedagogy
- Journal of Arts Entrepreneurship Education
- Journal of Education and Entrepreneurship
- Journal of Developmental Entrepreneurship
- Journal of Entrepreneurship, Business and Economics

Mapping of Programme objective with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3				2			
CO2	3	3							
CO3				3					
CO4				3		2			3
CO5	2	3	1			2			
CO6						2			3
CO7				3		2			2

3= High level mapping , 2= Medium level mapping , 1=Low level mapping

COURSE CODE : EDU 504	CREDITS
COURSE NAME: DISSERTATION - II	12
COURSE OUTCOMES:	
<ol style="list-style-type: none"> 1. Develop critical thoughts on educational research problems. 2. Understand innovative practices and initiatives in the field of educational research. 3. Develop problem identification abilities in the field of education with the help of library and web-resources. 4. Develop self-confidence and communication skills. 5. Communicate their ideas to fellow researchers and experts in the field. 6. Develop ability to write research proposal in a systematic format. 	
<p>Concept Note This practical course is introduced to help students to write research report /dissertaion on educational themes. MA. students need to enhance knowledge on educational problems, innovations, initiatives and practices in the field of education with reference to their research problem area. The theoretical background needed is provided in classrooms through research methodology course. Now they haveto translate the theoretical knowledge into practical field through undertaking Project Work in their interested area of research. In addition students also develop reading and writing abilities throughreferencing.</p> <p>Methodology Students will now work on the selected research area. They will develop the tools needed for the study. He will then collect the data and do data analysis. They will prepare the final report of the research work.</p>	
ASSESSMENT	
<p>Mid term assessment will be done of 40 marks</p> <p>The students will prepare the tools related to their research area and will complete data collection. The assessment will be done on the tool presentation and report of data collection.</p> <p>ESE The End semester assessment of 60 marks will be done on the basis of research report/dissertation submission and its presentation followed by viva voce.</p>	