



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

Central University of Rajasthan

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.

PROGRAMME OUTCOMES:

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
MA in EDUCATION CURRICULUM
(FROM 2020- 21 ON WARDS)

Year I				
S. No	Course Code	Nature of Course	Course Title	Credits
1.	EDU401	Core	Introduction to Educational Studies	4
2.	EDU402	Core	History, Politics, & Economics of Education	4
3.	EDU403	Core	Learners and Learning Process	4
4.	EDU404	Core	ICT in Education	4
5.	EDU405	Core	Teachers Education	4
6.	EDU406	Core	Educational Research	4
7.	EDU407	Core	Pedagogical Science	4
8.	EDU408	Core	Digital Learning	4
9.	EDU409	Core	Curriculum Studies	4
10.			(One discipline Elective would be offered)	
11.	EDU431	Elective	Human Resource Management in Education	4
12.	EDU432	Elective	Gender studies	4
13.	EDU481	AEC	Teaching & Learning Workshop	2
14.	EDU482	AEC	Technology Workshop – I	2
15.	EDU483	AEC	Research Methods Workshop	2
16.	EDU484	AEC	Technology Workshop – II	2
Total Credits				48
Year II				
S. No	Course Code		Course Title	Credits
1.	EDU501	Core	Educational Leadership & Administration	4
2.	EDU502	Core	Ethics and Value Education	4
3.	EDU503	Core	Dissertation	12
	(Two discipline Electives would be offered in each Semester)			
4.	EDU531	Elective	Entrepreneurship in Education	4
5.	EDU532	Elective	Early Childhood Care Education	4
6.	EDU533	Elective	Guidance and Counseling	4
7.	EDU534	Elective	Life skill Education	4

8.	EDU535	Elective	Inclusive Education	4
9.	EDU536	Elective	Environmental Education	4
10.			Fitness	2
11.	EDU581	AEC	Vacation Internship	2
12.		Open Elective	X- Elective I	4
13.		Open Elective	X- Elective – II	4
Total Credits				50
Overall Credits				98

Year First (Semester I and II)

EDU 401 INTRODUCTION TO EDUCATIONAL STUDIES

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal: 40

Terminal: 60

Course Outcomes:

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

1. Understand the nature, meaning, methods, epistemological perspectives, different theories and shifts in the process of knowledge in an educational context.
2. Appreciate the fundamental and theoretical development perspectives of education.
3. Critically understand the nature, modes & functions of education and its relationship with the disciplines.
4. Analyze the past and contemporary concerns and issues related to the education system and that helps them to formulate their own viewpoints.
5. 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.
6. Orient about institutions, systems and structures of education and also about the short coming related with the contemporary concerns of education policy and practices.
7. 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.

8. Understand and 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.

UNIT I

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

UNIT II

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, Influence of aims of education on the curriculum and transactional strategies, 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, Wollstone, Nel Noddings. Sources of the aims of education,

UNIT III

Education and Philosophy, Recent Philosophical approaches to Education, Contribution of Indian & Western Schools of thoughts to education, the four pillars of education. National values as enshrined in the Indian Constitution with special reference to education. Constitutional provisions and policies, programmes and schemes for educational development of children from deprived section, RTE, 2009.

UNIT IV

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.

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

- Group discussions, debates and dialogue on the educational studies related themes.
1. Individual and group presentations & open discussion on educational thoughts of various schools of thoughts & thinkers and other educational studies related

- concerns.
2. 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.
 3. Comparative study of aims of education of different education commissions. aims of education from ancient times to modern times. .
 4. 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.
 5. Projects work on the constitutional provision & policies, programmes and schemes for educational development of Children from deprived section.

Suggested Readings

1. **Aggarwal, J. C. (2020)**. Philosophical and Sociological Perspectives on Education, New Delhi: Shipra Publications.
2. **Bartlett, Steve & Burton, Diana M (2016)**. Introduction to Education Studies, California: Sage Publications.
3. **Saxena, N. R. Swaroop and Kumar, Sanjay (2016)** Philosophical and Sociological Foundation of Education, Meerut: Lall Book Depot.
4. **Dhankar, Neerja (2010)** Education in Emerging Indian Society. New Delhi: APH Publishing Corporation.
5. **Saxena, Vandana (2011)**. Contemporary Trends in Education, New Delhi: Pearson India.

EDU 402 HISTORY, POLITICS AND ECONOMICS OF EDUCATION

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

1. Develop knowledge and understanding of the history of education
2. Critically analyze the different educational documents such as the reports of different commissions and committees
3. Understand the role of politics in education and its relationship.
4. Acquaint with role of education in economic development
5. Understand the various concepts related to economics of education
6. Understand the importance of economics in education and the different approaches to educational planning
7. Understand the process of policy formulation and contribute to the same in future.

UNIT I

Need and importance of History of Education, Education in Ancient and Medieval India, Discontentment against western system of Education, National Educational Movement, Basic Education Movement

UNIT II

Elementary Education: Development of elementary Education, Recommendation of different committees and commissions, Issues in Elementary Education. Secondary Education: Recommendations of different committees and commissions on Secondary Education, Issues in Secondary Education. Higher Education: Origin of modern universities in India, Expansion and progress of higher Education, Recommendations of different Committees and Commissions; Higher Education under the current plan, Problems of Higher Education

UNIT III

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, Relationship between politics and Education, Perspectives of politics of Education : Liberal, conservative and critical, Approaches to understanding politics : Behaviorism, theory of system analysis, Theory of Rational choice, education for political development and political socialization

UNIT IV

Demand and supply of Education, determinants of demand and supply of Education, Education and Economic Development, Education as an investment, Education as public good and private good, Concept of Educational Finance, Finance at different level: micro and macro, Determinants of Finance, Concept of budgeting, Cost benefit analysis versus cost effective analysis in Education, Rate of return approach to educational planning, Man power approach to educational planning, Signaling theory versus human capital theory

Mode of Transaction

Lecture –cum- discussions, Group activities, collage making assignments, presentation by students.

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 economics
6. Identify the factors affecting demand and supply of education
7. Justify education as an investment

Suggested Readings:

1. Aggarwal, J.C. (2004). Development of Education System in India New Delhi: Shipra.
2. Aggarwal, J.C. (2004). Modern Indian Education. New Delhi: Shipra.
3. Blaug, M. (1970). Economics of Education. England: Penguin Books Limited.
1. Geraint, J (1993). The economics of education. Palgrave Macmillan. New York

2. Shrivastava, B.D. (1963). The Development of Modern Indian Education. Calcutta: Orient Longmans.
3. Naik, J.P. (1965). Educational Planning in India. Bombay: Allied Publishers.
4. Schultz, T.W. (1961), "Investment in Human Capital", American Economic Review,
5. Mark Blaug, 1960, "Economics of Education", 2 vols.

EDU403 LEARNER AND LEARNING PROCESS

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal: 40

Terminal: 60

Course Outcomes:

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

1. Conceptual understanding about learners' development, its principles, and the theories of development.
2. Critical understanding about learning processes and skills to use them in real teaching – learning context.
3. 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 (teaching-learning context).
4. Theoretical and conceptual understanding types of Intelligence and its various models.
5. Understanding of theories of personality, methods for its assessment, mental health and hygiene and skills to address the issues related to mental health and hygiene.

UNIT I

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

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, Tolman's theory of learning, Levin's field theory. Social theories of learning its concept and educational implication: Bandura's Social Learning, Vygotsky theory of social constructivism. Role of teacher in creating a conducive learning environment to facilitate learning process.

UNIT III

Understanding the process of reflective thinking, Problem Solving, Critical thinking and Metacognitive skills. Concept of social cognition, understanding social relationship and socialization goals. Meaning and approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence. Theories of Intelligence by Sternberg, Gardner. Individual as well as group assessment of Intelligence.

UNIT IV

Concept, nature, definitions and types of personality, critical understanding of personality theories of Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka and Jung. Concept and techniques of adjustment. Mental health and mental hygiene: Conceptual background and its significance and role of teacher to promote mental health and hygiene among students. Concept, principles, need and, types of guidance and counselling services. Approaches of counselling: Cognitive-Behavioral by Albert Ellis – REBT, Humanistic, Person-centered by Carl Rogers.

Mode of Transaction:

Lectures, Seminars, Projects, Power Point Presentation, peer group discussion, Reading and reflection of text and online resources.

Assignment

1. There will be two internal test each of 20 marks.
2. Following activities/ Psychological test can be conducted (For Teaching and Learning workshop):
3. The teacher educator/ students can critically examine /investigate/ analyzed and prepare the report for the implementation of learning theories in real learning situations.
4. Observation and interaction with children from diverse background and discuss their lived experience regarding learning within school and beyond the school.
5. Case study about adjustment related problem of senior secondary students.

6. Psychological Tests

There will be any of four practical activities which will be examined by internal examiner. There should be one practical for final examination followed by Viva-voce.

1. Assessment of transfer of learning
2. Assessment of Intelligence (Verbal/Nonverbal/Performance)
3. Test for assessment of attention/ memory
4. Adjustment Inventory/ Assessment of anxiety
5. Assessment of Personality: Sentence completion Tests/word –association test/ by using Personality Inventory.

Suggested References:

1. Mangal, S.K. (2013). Advanced Educational Psychology, Prentice-Hall of India, Delhi.
2. Santrock, J. W. Educational Psychology: Classroom Update: Preparing for PRAXIS and Practice, TATA McGraw-Hill
3. Santrock, J. W. (2006). Educational Psychology (2nd ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.

Private Limited, New Delhi.
5. Woolfolk, A. (2014). Educational Psychology, Pearson Education Limited.

EDU404 ICT IN EDUCATION

Credits: 4

Contact Hrs: 4/week

Exam Duration: 3 Hrs.

Max Marks:100

Internal:40

Terminal:60

Course Outcomes:

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

1. Understand how to learn complex ideas and carry out challenging tasks employing tools of modern technology.
2. Learn to integrate effectively, technology into teaching
3. Learn utilize their knowledge, beliefs and skills toward meaningful learning making full use of the tools of modern technology.
4. Acquire skills toward employing e-resources for learning and to interface with ICT devices confidently.
5. Become competent globally, with enhanced learning and teaching skills

UNIT I

ICT as a means to connect with the world , The global learner scenario, Pedagogy and ICT , Potentials of using ICT in class room, Creating Personal learning environments Approaches to ICT - Integrate, Enhancement and Complementary, Approaches to ICT Integration in Teacher Education- ICT skills development approach, ICT pedagogy approach, Subject- specific approach, Practice driven approach , ICT integrated Inclusive education - Assistive and Adaptive technologies to augment physical and cognitive abilities , National Policy on ICT in School Education (2012)-ICT competencies, Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM

UNIT II

Productivity Tools –Word Processing – Spreadsheets – Presentations – Databases- Digital Animation – Adobe Flash, Flickr - Photo and video editing software–ACD See, Windows Movie Maker, Productive struggle and its impact in learning- impact of technology in productive struggle, Constructivist Learning Tools: Mind tools, Brainstorming software- Concept Mapping tools, Newgen Web Browsers and Search Tools – Project Spartan – ElementBrowser – Dogpile

UNIT III

Considerations for integrating ICT - Animations, Simulations, Digital Stories, Photo Essays, Using appropriate hardware (Projectors, Interactive Whiteboards/Smartboards) , Criteria for selecting ICT Resources – Accuracy, Credibility, Currency, Coverage, Objectivity ,

Appropriateness, Cost and Copyrights , Commercial or Licensed ICT Resources – Reference Sites, Professional group sites, National and International Portals of the Ministries of Education, Open Educational Repositories - FUSE – Find Use Share Educate

UNIT IV

Custom development of resources – User Generated Content (UGC) ,Types of resources, Multimedia design-steps and pedagogical application, E-content -Design and Development - ADDIE model, UGC Guidelines for e-content development

Mode of transaction

Lecture- cum discussion, education lab, workshops, seminars, paper presentations

Suggested Readings:

1. Eric, Frick.(2017). Information Technologies Essentials- Basic Foundations for Information Technology Professionals. Amazon Digital Services
2. Law, Nancy., Pelgrum, Willem, J. & Plomp, Tjreed (2008). Pedagogy and ICT uses in Schools around the World : Findings from the IEA SITES 2006 study (CERC studies in Comparative Education)
3. Moursund, David (2005). Introduction to Information and Communication TechnologyNureni, Yekin.(2014). Information Communication Technology (ICT).
4. Concept and Application-Self Directed and Collaborative learning Approach.vol 1.Nigeria: Yekuna ICT & Educational Research Publication Centre
5. Pelgrum, Willem J., Law, Nancy(2003). ICT in education around the world-trends,problems and prospects.UNESCO, International Institute for Educational planning
6. Weet, Tom Van., Tatnall Arthur (2005). Information and Communication Technologies and Real- Life Learning- New Education for knowledge society. USA: Springer

EDU 405 TEACHER EDUCATION

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

- 1.Understand the meaning, concept, nature and purpose of teacher education, their premises and contexts that are unique to teacher education.
- 2.Appreciate the historical development of teacher education as a system and its evolving

3. Record the different organizations, regulatory bodies and agencies of teacher education and describe their roles and functions.
4. Understand the nature and the purpose of Pre-service and In-service Teacher Education, their practical ramifications.
5. Analyze and understand the purpose of planning, designing, implementing and effectiveness of pre service and in-service Teacher Education programs for different levels of school teachers.
6. Critically examine the concerns, issues & challenges related to teacher education system in Indian context.
7. Critically reflect on recent Research in Education with special reference to Teacher Education.

UNIT I

Meaning, Nature, and Origin of the concept of Teacher Education. Aims, Objectives, Needs, Scope, and Structure of Teacher Education. Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Historical perspective of the Development of teacher Education in India- Ancient, Medieval, British period and Post-Independence Period. Recommendations of Various Education Commissions and Committees on Teacher Education.

UNIT II

Concept, Nature and Objectives of Pre-Service Teacher Education Program. Organization, transaction and evaluation of different components of teacher education curriculum – existing practices and their critical evaluation. Strategies for Promoting Reflective Teaching, Models of Teacher Education-Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Modes of pre-service teacher education – face to face (linear and integrated), distance and online- blended learning modes – relative merits and limitations. Role of various regulatory bodies and agencies in maintaining Quality Measures for Pre-Service Teacher Education Program.

UNIT III

Concept, Nature and Objectives of In-Service Teacher Education Program, Need and Importance of an In - Service Teacher Education Program especially in India. The Structure for In - Service Teacher Education Program and concerned Agencies and Institutions (NCERT, NCTE, UGC, SCERT, DITEs, University Department of Education). Role of In-service Teacher Education Program for Professional Development of Teachers in light of – Orientation Program, Refresher Courses, Workshops, Seminars and Conferences etc.

UNIT IV

Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education. Perspectives, Issues and Scope of Research in Teacher Education. Research Areas in Teacher Education, International Recent trends in research with special reference to Teacher Education.

Mode of Transaction:

Lecture-cum-discussions, Workshop Sessions, Assignments, Presentation by Students

Assignment

1. Writings on analysis of teacher education - development interface and make presentations
2. Mid-term tests, Group discussions, seminars, presentations and dialogue on the themes.
3. Writing review of at least one book related to teacher education.
4. Critical study of teacher education curriculum frameworks.

Suggested Readings:

1. J. S. Rajput; K. Walia (2002). Teacher Education in India. Sterling Publishers Pvt. Ltd.
2. Menon Mohan, K. Rama, T. K. S. Lakshmi and Vasant D. Bhat (Edrs) (2007) Quality Indicators for Teacher Education, Bangalore, National Assessment and Accreditation Council (NAAC), India and the Commonwealth of Learning (COL), Canada.
3. NCFTE-2009-NCTE Publication, New Delhi.
4. NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.
5. NCTE (2014) Norms and Guidelines of Teacher Education Programme.
6. Singh, L.C. (1990) Teacher Education in India: A Resource Book, Delhi, NCERT.
7. Rashmi Kumar, Subhash Chander and Bharti Kaushik (2019). Teacher Education in the 21st Century Sage Publications Pvt. Ltd.

EDU406 EDUCATIONAL RESEARCH

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

1. understand the basic concepts and acquire 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 carryout studies to provide answers to 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 these data and derive conclusions based on their analysis.
6. identify the strength and limitations of various educational research designs and the type of instruments used to measure educational outcomes.
7. write and evaluate a research report.

UNIT I

Meaning and scope of Educational Research, Purpose of Educational research, Research

philosophies, Ethical issues in Educational Research, Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction, Types of research (Fundamental, Applied and Action), Approaches to educational research (Quantitative and Qualitative), Designs in educational research (Descriptive, Experimental and Historical)

UNIT II

Variables: Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator), Hypotheses - Concept, Sources, Types- Research, Directional, Non-directional, Null, Steps in carrying out a research- Selecting and developing research questions, Hypotheses, Preparing research proposal, Conducting literature reviews, Formulating Hypothesis, Characteristics of a good hypothesis, Steps of Writing a Research Proposal, Concept of Universe and Sample, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-probability Sampling), Tools of Research - Validity, Reliability and Standardization of a Tool, Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory), Techniques of Research (Observation, Interview and Projective Techniques)

UNIT III

Qualitative Research Designs: Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a G.T. research, Strengths and Weakness of G.T.) - Narrative Research Designs (Meaning and key Characteristics, Steps in conducting N.R. design), Case Study (Meaning, Characteristics, Components of a C.S. design, Types of C.S. design, Steps of conducting a C.S. research, Strengths and weaknesses), Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses), Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research

UNIT IV

Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio), Quantitative Data Analysis - Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data), Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power of a statistical test and effect size, Parametric Techniques, Non-Parametric Techniques , Conditions to be satisfied for using parametric techniques, Inferential data analysis, Use and Interpretation of statistical techniques: Correlation, t-test, z- test, ANOVA, chi-square (Equal Probability and Normal Probability Hypothesis). Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation , Analyzing data employing statistical software (Introduction to SPSS), presentation of results: Tabular and Graphical, Interpreting and drawing conclusions from research results, Writing the report , Citing sources, Major style Manuals, General manuscript format followed by University/ institution, Displaying results, Reference examples- Reference management software, Evaluation of a research report- criteria and norms- check for plagiarism

Mode of Transaction

Lecture –cum- discussions, workshop sessions, seminars, assignments, presentation by students

Assignment

1. Analyze the ethical issues in doing an educational research
2. Preparation and standardization of any one assessment instrument
3. Prepare an assignment on different methods of data analysis- descriptive and inferential
4. Participation in a workshop seminar regarding research writing

Suggested Readings:

1. Best, J.W.& Khan, J.V. (2010). Research in Education(Tenth Education). New Delhi, India: Prentice Hall of India.
2. Cohen, Louis ., Mauion, Lawrence & Morrison, Keith. (2017). Research Methods in Education (Eight edition). Routledge.
3. Edwards, A. L. (1957). Techniques of Attitude Scale Construction. New York: Appleton- Century- Crafts
4. Garrett, H. E.(1981). Statistics in Psychology and Education. New Delhi: Paragon International Publishers
5. Gay, L. R., Airasian, P. (2003). Educational Research: Competencies for Analysis and Applications (seventh edition). Upper Saddlw River. NJ: Pearson Education
6. Hinton, Perry R. (2014). Statistics Explained (Third edition). Routledge
7. Mangal, S.K (2019). Statistics in Psychology and Education (Second University). New Delhi: P.H. Learning Private Limited

EDU407 PEDAGOGICAL SCIENCES

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

1. Explain the meaning, need and importance of pedagogy
2. Make instructional plan for teaching students
3. Discuss the meaning, need and importance of andragogy
4. Design instructional plans for adult learners
5. Explain and reflect on the development of concept of heutagogy
6. Differentiate pedagogy, andragogy and heutagogy
7. Discuss various type of evaluation
8. Suggests appropriate tools for evaluation
9. Develop tools and rubrics

UNIT I

Meaning development of concept of pedagogy, Need and importance, Principles of teaching, understanding teaching –learning process- tripolar relationship, organizing teaching which includes the topic of Memory model – Herbartian Model, Understanding level-Morrison teaching model, Reflective level- Biggie and Hunt teaching model, Characteristics of learner,

Instructional strategies for school students, Education implication

UNIT II

Meaning and elaboration of andragogy in Education, Need and importance of andragogy, Principles of andragogy, 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, Tough's sequential model, Brockett and Hiemstra's interwoven model, Transformative learning.

UNIT III

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, heutagogy principles in digital learning, transition from pedagogy to heutagogy, educational implications

UNIT IV

Assessment of pedagogy of education: feedback devices- meaning, type, guidance as a feedback device, assessment of portfolios, reflective journal, field engagement, using rubrics, competency based evaluation, assessment of teacher prepared ICT resources: Assessment in andragogy of Education- Interaction analysis- Flander's Interaction Analysis, Galloway's system of Interaction Analysis, (Recording of classroom events, construction and interpretation of interaction matrix, criteria for teacher evaluation- product, product and presage criteria, Rubrics for self and peer evaluation, meaning and steps of construction

Mode of transaction

Lecture-cum-discussions, Workshop Sessions, Assignments, Presentation by Students

Assignment

1. Prepare an assignment regarding various models for organizing teaching
2. Seminar on different models of autonomy and instructional strategies for adult learning
3. Presentation of papers on new trends in using heutagogy principles and transition from pedagogy to heutagogy
4. Preparation of Rubrics for case studies/projects/poster presentations, assessment of group work/discussions/seminars
5. Recording of classroom interaction and interpretation of interaction matrix

Suggested Readings:

1. Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, 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.
2. 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>
3. 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>

4. 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>.
5. 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

EDU408 DIGITAL LEARNING

Credits: 4

Contact Hrs: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

1. To enable the students to acquire practical teaching skills and gain critical insight by using effective technology in education.
2. To acquaint the students with the challenges and opportunities emerging in integrating new technology in educational process.
3. To help the students enhance their levels of research activity through digital learning.
4. To enable the students to become good practitioner of educational techniques and E- Learning.

UNIT I

Digital learning: Meaning, Concept, Scope - The Internet and digital environments – Need for Green ICTs , Web-based learning objects, Web quests, Interactive Web 2.0 applications- Social Networking Services- Email, Forums, Blogs - Social media tools for Learning - Emergence of Web 3.0 and Web 4.0 Technologies - Virtual learning Environment- Content Management System and Learning Management System.

UNIT II

Scope of Digital evaluation- Computer Assisted Assessment (CAA), Computer Adaptive Testing (CAT) - Software tools for evaluation - Steele's Model of Intentional Use of Technology- Digital rubrics - e-portfolios - Online assessment-criteria - norms and standards- Constructing tests / quizzes using digital tools - Using ICT to process data, analyze results and track student achievement - Online Survey Tools.

UNIT III

E- Resources: Meaning, Concept and Applications - Custom development of resources – User Generated Content (UGC) - Types of e- resources - Multimedia design- Steps and pedagogical application - E-content - Design and Development - UGC Guidelines for e- content

development - Virtual Field Trips – Social Learning - Online Courses-NPTEL(National Programme on Technology Enhanced Learning), SWAYAM, MOOCS and Course era - Online tutoring- Designing e-activities.

UNIT IV

Digital Communication: Meaning, Concept, Principles and Process of Communication - Communication and Learning - Modes of Communication - Basic model of Communication- Devid Berlo's SMCR and Sharon's model of communication - e-governance - National e- Governance Plan (NeGP) - e-Kranti, UMANG (Unified Mobile Application for New-age Governance).

Mode of Transaction:

Lecture-cum-discussions, Workshop Sessions, Assignments, Presentation by Students

Assignment

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:

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*. ISBN 978-3-319-21989-9.

EDU409 CURRICULUM STUDIES

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

1. Understand the meaning, concept and need of curriculum and planning,
2. Appreciate the role of the philosophical, sociological and psychological bases as the foundations of curriculum,
3. Understand the steps of curriculum planning and inter-relate the key elements in curriculum planning

4. Know the different models of curriculum planning and evaluation

5. Know and evaluate different models of curriculum planning

UNIT I

Curriculum: Meaning, Concept, Syllabus, Programme of Study, Courses of study, Domains, Objectives, Course content, evaluation – 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 .

UNIT II

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. Models of Curriculum Design: Traditional and contemporary models (Academic/ Discipline Based/ Competency Based/ Social Functions/ Activities model [social reconstruction], Individual Needs& Interests, Outcome based Integrative, Intervention, CIPP).

UNIT III

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: Tyler’s model, Stakes’, Scriven’s, Kirkpatrick’s model.

UNIT IV

Facets of curriculum: core curriculum, Hidden curriculum, spiral curriculum, Activity based curriculum, Standard based curriculum, Interdisciplinary curriculum, Integrated curriculum and Issue based curriculum - 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.

Mode of Transaction

Lecture-cum-discussions, Workshop Sessions, Assignments, Presentation by Students

Assignment

1. Detailed study of National curriculum framework of school Education, India (1975 onwards) followed by seminar presentation.
2. Preparation and presentation of papers on Comparative study and analysis of curricular frameworks of other countries- U.S., U.K. and Australia (E.g.; Nuffield, BSCS, PSCS, NSES. with respect to their priorities, concerns and goals towards school education)
3. Preparation and presentation of paper on Curriculum framework of different states of country.

Suggested Readings:

1. Aggarwal, Deepak. (2007): Curriculum development : Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Aggarwal, J.C. Curriculum Reforms in India Delhi
3. Arichlency., (1977). Handbook of Curriculum Evaluation, UNESCO, International Institute for Educational Planning. Paris.
4. Arulsamy (2014), Curriculum Development, Neelkamal Publications, Hyderabad.
5. Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London.
6. Taba, Hilda, (1999). Curriculum Development Theory and Practice, Har Court, Brace and Wald, New York.

Year II (Semester III and IV)**EDU 501 EDUCATIONAL LEADERSHIP AND ADMINISTRATION****Credits: 4****Contact Hrs.: 4/week****Exam Duration: 3 Hrs.****Max Marks: 100****Internal:40****Terminal:60****Course Outcomes:**

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

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
7. Understand the barriers faced by women in educational administration and strategies they adopted

UNIT I

Meaning and Definition of administration and educational leadership, Leading vs. Managing , Types of leadership, Leadership theories and their implications in Education: Great Man Theory; Trait Theory; Behavioral Theories: Managerial Grid, Role theory Contingency Theories: Fiedler contingency theory, Hersey and Blanchard theory, Path-Goal Theory, Transactional Leadership: leader member exchange theory, Transformational Leadership

UNIT II

Concept of Quality, National and International perspectives of quality in Education, Evolution of quality: inspection, quality control, Quality Assurance, TQM, Six sigma, Quality Guru: Walter Shewart, Edward Demming, C.K Prahlad, Concept of change, Need of change, process of change, Models of change: Poke Yoke, Just in time

UNIT III

Motivation: meaning and concept, Theories of motivation and their implication in Education: Maslow's hierarchy of need, Herzbergs 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 - IV

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

Mode of Transaction

Lecture –cum- discussions, Group activities, Case Studies, Role play, assignments, presentation by students

Assignment

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: Corwin press, Inc, sage publication company.
7. Stephen P. Robbins(2009). Organizational Behaviour. India: Pearson Prentice Hall

EDU502 ETHICS AND VALUES EDUCATION

Credits: 4
Contact Hrs.: 4/week
Exam Duration: 3 Hrs.

Max Marks: 100
Internal:40
Terminal:60

Course Outcomes:

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

1. Understand the fundamental perspectives of ethics and values and the significance of both to sensitize themselves for ethical and value-based living.
2. Differentiate among ethics, morals, values, and associate and explore how each impact on their personal and professional practice effectively.
3. Appreciates and analyses the philosophical, sociological and cultural perspectives of value education.
4. Critically understand the nature & significance of values in life and contribute as responsible citizens with clear conviction to practice values and ethics in life.
5. Critically examine the contemporary concerns and issues related to value education.
6. Enable ethical decision-making processes to develop ethical behaviors and help others to solve conflicts arising in the society.
7. Critically evaluate the theories, models and approaches of value development and transactional strategies of values that help them to inculcate the values among the society.

UNIT I

Definition of Ethics, Character and conduct, Relation of ethics with Psychology, Sociology and Politics, The nature & scope of applied ethics, The importance and cultivation of physical and mental health, Professional ethics, Interrelation of Values with ethics and morality.

UNIT II

Meaning & Nature of Values; significance of values in human life, Different kinds of values, Basis of values, Salient values for life, Practice of Integrity in the personal & professional life, problem solving and decision-making skills, Interpersonal and Intra personal relationship.

UNIT III

Meaning, Need and Scope of value education, concept of human values, personality development through values, Approaches to value development, Concept of morality and moral judgment, Development of morality, Aspects of moral education, Development of moral character and attitude, Role of family, society, institutions and media for developing values and morality.

UNIT IV

Education as a best tool for inculcating values. The role of a teacher to inculcate values among

the society, Theories, models and approaches of value development, Transactional strategies for value education, Direct and indirect approach to value education through stories and motivational life histories, Integrated Concurrent Approach (ICA) through holistic learning and application.

Mode of Transaction:

Learning by Expositions, presentation, role playing, projects, seminars, content and film analysis, collaborative & cooperative strategies, school visits, critical pedagogy and paraphrasing and reflection on educational studies related concepts, dialogue and open discussion, blended learning approach.

Assignment

1. Individual and group presentations & open discussion on values education concerned topics & story writing, story-telling related with different kinds of values.
2. Content analyzing the documentaries, movies, literature and texts from the perspective ethics, morality and values concerns.
3. Conducting workshops on value education & creating awareness among the students.
4. Writing reflective papers and assignments and related with values, professional ethics, and morality.
5. Project work on the assessment of values, professional ethics, morality.

Suggested Readings

1. Aggarwal J. C., (2005). Education for Values, Environment and Human rights, New Delhi; Shipra publication,
2. Hare, R. M. (1981). Moral Thinking. Oxford: Oxford University Press
3. Pandey, V.C. (2005). Value Education and Education for Human Rights. Delhi: Isha Books.
4. Rokeach, M. (1973). The Nature of Human Values. New York: The Free Press.
5. Singer, Peter (2011). Practical Ethics, 3rd Edition, Cambridge, Cambridge University Press.
6. Timmons, M. (1999). Morality without Foundations. Oxford: Oxford University Press.
7. Venkataiah N., (2011). Value Education, New Delhi: APH Publishing Corporation.

Discipline Electives

Year I

EDU 431 HUMAN RESOURCE MANAGEMENT IN EDUCATION

Credits: 4
Contact Hrs: 4/week
Exam Duration: 3 Hrs.

Max Marks: 100
Internal:40
Terminal:60

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.

UNIT I

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, human resource trends and opportunities, human resource planning and job analysis

UNIT II

Concept of Recruitment and selection, Sources of recruitment, Factors affecting recruitment, Recruitment procedure in education at different levels. Selection: meaning and process of selection, Recruitment and selection from a global perspective

UNIT III

New Employee orientation, Training of employees: Need and importance of training in educational organization, 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

UNIT IV

Meaning and concept of Performance Management, Need and Importance of Performance Management, Performance Management Process, Meaning and concept of Performance Appraisal, Appraisal Process at different levels, Appraisal Methods

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
3. development of human resource in educational institutions
4. Conduct a study on the recruitment process being followed by the
5. different educational
6. institutions.
7. Plan the training and development programme for the school institution
8. Conduct the need assessment in various schools for training.
9. Case studies on performance appraisal systems in schools.
10. Examine the critical issues and Challenges of HRM in Private Schools for administrative
11. Transactional Mode:

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

EDU432 GENDER STUDIES

Credits: 4

Contact Hrs: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

1. Develop a conceptual understanding of gender, the difference between gender and sex, and gender-related notions prevail in society.
2. Develop an understanding of the discriminatory practices and experiences of women's education across different socio-cultural contexts.
3. Develop the understanding and ability to 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. Develop an understanding of gender sensitization and gender sensitivity and their role in addressing gender issues.24

UNIT I

Meaning of term gender and sex, distinguish features of gender and sex. Conceptual understanding of gender notions: Patriarchy, Feminism, Femininity and Masculinity, Gender stereotyping, gender bias, gender parity.

UNIT II

Learning of Gender roles in cross-cultural perspectives. Theoretical understanding for the process of socialization (Freud, Cooley and Mead), the process of the social construction of gender: Gender identity, Gender roles, role of media, class, caste, community and gender relation.

UNIT III

History of Women's Education in India its socio-cultural context. Gender and Educational Discourse in Post-Independence in India. Social and cultural stereotypes regarding girls' education. Issues and challenges for girls' education (equal opportunity, school environment, teacher attitude, curriculum). Issues of access, retention and exclusion of girls in education concerning caste, tribe, religion and region. Constitutional provisions and other measures/policies for promoting girls' education.

UNIT IV

Status of Women in higher education and related occupational field. Gender role in the subject and career choice. Gender sensitization and sensitivity at educational institute and work place and its role to address gender disparity. Role of Women's movement, media and Teachers as agents of change.

Mode for Transaction

1. Dialogue and discussions have to be the key for the transaction of this course
2. Analyse the documentaries, movies, literature, various articles, and texts from gender bias and stereotypes.
3. Individual and group presentations for issues and concerns related to gender and education can be raised in assignments.
4. Writing a reflective paper on learning of gender roles in family and in school
5. Collection of folklores reflecting socialization processes and gender biases.
6. Analysis of textbook/s of any educational board from the perspective of gender bias and stereotypes

Assignment Two internals test each of 20 marks.

Suggested Reading

1. Bhasin, Kamla.(2000). *Understanding Gender*. New Delhi: Kali for Women.
2. Chanana, Karuna(ed.). (1988). *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
3. Kushwaha, Madhu (2014). *Gender and Education*. Varanasi: Gangasaran & Grand Sons.
4. NCERT (2006). 3.2 *Position paper, National Focus Group on Gender Issues in Education*. New Delhi: NCERT.
5. Oakley Ann (2015) *Sex, Gender and Society*, Ashgate publishing limited, England wey court east.

Year II

EDU531 ENTREPRENEURSHIP IN EDUCATION

Credits: 4
Contact Hrs.: 4/week
Exam Duration: 3 Hrs.

Max Marks: 100
Internal:40
Terminal:60

Course Outcomes:

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

1. Understand the fundamental perspectives of entrepreneurship in education and get sensitization for entrepreneurship as a career option.
2. Appreciate the challenges and future perspectives related to educational entrepreneurship.
3. Critically understand the nature & significance of entrepreneurship in life and contribution as responsible educational entrepreneurship with clear conviction to practice entrepreneurship ethics in life.
4. Evaluate the tools, models and theories helpful for entrepreneurial education and help the others motivate them for educational entrepreneurship.
5. Critically analyze the contemporary concerns and issues related to educational entrepreneurship.
6. 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.
7. Orient about entrepreneurship in education and also about the short coming related with the contemporary concerns of education policy and practices.
8. Able to apply the key constructs of applied ethics
9. To be able to justify the need and importance of ethics of entrepreneurship and implement them in an entrepreneurial career.

UNIT I

Entrepreneur and Entrepreneurship, Contributions of entrepreneurship, Multidisciplinary approach to entrepreneurship, Entrepreneurs are born or made, Entrepreneurial competencies and social skills, Barriers to entrepreneurship, National policies for skill development & entrepreneurship.

UNIT II

Meaning, nature & scope of entrepreneurship education: Needs & significance, entrepreneurship education, Entrepreneurship education in India, Challenges and future perspectives of entrepreneurship education.

UNIT III

Entrepreneurship and education, the role of education in the entrepreneurial process and development, Tools, models and theories helpful for entrepreneurial education, Ethics in entrepreneurship, Value creation as the common core of entrepreneurship education.

UNIT IV

Educational entrepreneurship, educational entrepreneurs, educational entrepreneurship Opportunities & Ideas, Social entrepreneurship, social entrepreneurs in Education, Role of education innovation in entrepreneurship development.

Mode for Transaction

Learning by Expositions, presentations, projects, seminars, collaborative & cooperative strategies, critical pedagogy, field visits, paraphrasing, reflection and brainstorming session on educational studies related concepts, dialogue and open discussion, and blended learning approach.

Assignment

1. Group discussions, debates and dialogue on the entrepreneurship education related themes.
2. Individual and group presentations & open discussion on educational entrepreneurship related concerns.
3. Analyzing 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.
4. Comparative study of curriculum and practices of entrepreneurship education in different countries of the world. .
5. Case study of any educational entrepreneurs/ educational entrepreneurship/ social entrepreneurship-related concerns.
6. Writing reflective papers, assignments and project work on the influence of education on economic changes and the socio-cultural influences on entrepreneurship.
7. Projects work/business plan related to educational opportunities.

Suggested References

1. Hisrich, Robert D., Peters, Michael P. and Shepherd, Dean A. (2018). Entrepreneurship, New York: McGraw Hill Education.
2. Bornstein, David & Davis, Susan (2010). Social Entrepreneurship: What Everyone Needs to Know, New York : Oxford University Press.
3. Catherall, Richard & Richardson Mark (2017). Social entrepreneurship in Education, Manchester: British Council.
4. Lackeus, Martin (2015). Entrepreneurship in Education, What, why, When & How, European Commission, LEED (Local Economic and Employment Development), Paris: OECD.

5. Neck, Heidi M.; Greene, Patricia G.; Brush, Candida G. (2014). Teaching Entrepreneurship: A Practice-Based Approach, Cheltenham: Edward Elgar Publishing Ltd.
6. Raj Shankar (2012). Entrepreneurship Theory & Practice, Noida: McGraw Hill Education.

EDU532 EARLY CHILDHOOD CARE EDUCATION

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

1. Understand the need and significance of early childhood care and education
2. Understand the policy perspectives on ECCE in India and the world
3. Understand social and personal development of children (3-6 years)
4. Understand the quality dimensions, i.e. curriculum, programmes and workforce for ECCE
5. Understand the contribution of various thinkers in the area of ECCE.
6. Develop knowledge and skills for research and evaluation in ECCE and training of personnel

UNIT I

ECCE: Concept, significance and objectives of ECCE. . 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). . ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

UNIT II

Developmental characteristics and norms – physical, cognitive, language, socio-emotional during the preliminary stage. The transition from home to school – issues and concerns. Socio-cultural context in schools and home and child-rearing practices at home in construction of knowledge. Contribution of Educational Thinkers; a) Frobel, b) Montessori, c) Gijubhai Badeka, d) M.K.Gandhi (Pre Basic Education) e) Rudolf Steiner and Waldorf Schools., Contribution of Piaget, Erickson and Vygotsky (ZPD, scaffolding, language and cultural development).

UNIT III

Curriculum for School Readiness – physical, cognitive, socio-emotional dimensions;., Anganwadi Centre, different types of pre-school curriculum like Montessori, Kindergarten, Balawadi; progressive, Support of workforce: Teachers’, helpers, parents and community support in Functioning of ECCE centres, 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 as methods in primary and early primary stages

UNIT IV

Need and significance of personnel involved in the ECCE programme. Status & nature of training programme – pre-service & in-service for personnel engaged in ECCE programme – a critical evaluation, issues, concerns and problems. Areas of research studies in ECCE. Evaluation of ECCE programme, methodology and implications.

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) Writing of journal articles on different issues on ECCE Survey of play materials and comparing with the socio-cultural set-up

Suggested References

1. Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and
2. Child Development, New Delhi NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.
3. UNESCO (2007): Strong Foundations: Early Childhood Care and Education. Paris.
4. Aggarwal, J. C. and Gupta, S. (2007). Early Childhood Care and Education (1st Ed.). Shipra Publications, New Delhi.
5. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
6. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
6. NCERT (2005). National Curriculum Framework, New Delhi.
7. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi

EDU533 GUIDANCE AND COUNSELING

Credits: 4
Contact Hrs.: 4/week
Exam Duration: 3 Hrs.

Max Marks: 100
Internal:40
Terminal:60

Course Outcomes:

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

1. Understand the meaning, concept, nature, types and purpose of guidance.
2. Understand the need for guidance at various levels of education.
3. Recognize the role of teachers and professionals in guidance programs.
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.
7. Acquire knowledge regarding different techniques of counseling.
8. Realize the importance of guidance and counseling.
9. Become acquainted with the skills and qualities of an effective counselor.

UNIT I

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. Types of Guidance; Personal Guidance, Educational Guidance, Vocational Guidance.

UNIT II

Individual and Group Guidance: Meaning, Objectives, Characteristics, Advantages, Problems, and Principles & Techniques. 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. Problems and evaluation of guidance programs at various levels of education.

UNIT III

Meaning, nature, and concept of counseling. Characteristics of Counseling, Various Definitions of Counselling, Need and Scope of Counseling, Principles of Counseling, Process and Techniques of Counseling, Approaches of Counseling: Directive, Non-Directive, Eclectic Counseling.

UNIT IV

Various Theories of counseling; Freud's Psycho - analytical, Carl Rogers'-Person Centered, Behavioral Theories, Gestalts Theories, Factors affecting the Counseling process, Essential Qualities and Skills of an effective counselor.

Mode of Transaction

Lecture-cum-discussions, Workshop Sessions, Assignments, Presentation by Students

Assignment

1. Mid-term tests, Group discussions, seminars, presentations and dialogue on the themes.
2. Writing review of at least one book related to Guidance and Counseling.

4. Preparation of the list of areas of guidance and counseling program for secondary students.

Suggested Readings:

1. Aggarwal, R. (2010).Elementary Guidance and Counselling, New Delhi: Shipra Publication.
2. Aggarwal, J.C. (2005). Career Information in Career Guidance Theory & Practice, Delhi: Doaba House.
3. Burnard, P. (2005).Counselling Skills Training, New Delhi: Viva Books Private Limited.
4. Chandra, R.(2009). Career information and Guidance and Counselling, Delhi: Isha Books.
5. Chauhan, S.S. (2007). Principle and Techniques of Guidance, New Delhi: Vika Publishing House.
6. Gibson, R. L. & Mitchell, M. (2008). Introduction Counselling and Guidance, New Delhi: PHI Learning Pvt. Ltd. 40
7. Kochhar, S.K. (2009). Guidance & Counselling in Colleges & Universities, New Delhi: Sterling Publishers Pvt Ltd.

EDU534 LIFE SKILLS EDUCATION

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

After the transaction of the course, the students will be able to;

1. Understand the fundamental perspectives of life skills and get orientation for life skill-based living.
2. Appreciates and analyze different types of life skills needs for a better society.
3. 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.
4. Critically analyze the positive psychology, psychology of Spirituality, Peace and Happiness, used for self-improvements, personality development and growth mindset personality.
5. Critically examine the contemporary concerns and issues related to life skill education.

UNIT I

Introduction to Life Skills and life Skills Education, Need, Importance of Life Skills, Classification of Life Skills (Generic, Problem Specific and Area Specific Skills), Theoretical Foundations of Life Skills: Social Learning Theory by Bandura, Problem- Behaviour Theory by Jessor, Social Influence Theory by Kelman.

UNIT II

Approach in Education and Training, Quality Education and Life Skills, the Four Pillars of

Education, Learning throughout Life, Life Skills Education in the Indian Context. Life Skill Life Skills for Adolescents and Youth, Education for Teachers Life Skills, Methods and Strategies used for nurturing and Internalizing Life Skills, Concept and strategies to promote Healthy Life Style Skills.

UNIT III

Core Life Skills: Social Skills and Negotiation Skills, Thinking Skills and Coping Skills to cope up with Emotions & Stress, Six-factor Model of Psychological Well-being, Strength-based Approach, Multiple Intelligence, Mindset: The Psychology of Success & Failure, Growth Mind-Set Strategies, Process of adjustment, Conflicts and Defense Mechanisms.

UNIT IV

Applications of Life Skills, Concept and strategies to promote Area Specific Skills, Basics of Self-improvement & Personality Development, Principles of psychosocial supports to individuals, Positive Psychology Interventions, The Psychology of Spirituality, Peace and Happiness.

Mode of Transaction

Learning by Expositions, presentations, projects, seminars, collaborative & cooperative strategies, critical pedagogy, field visits, story-telling, role-playing, paraphrasing, reflection and brainstorming session on life skills education-related concepts, dialogue and open discussion, and blended learning approach.

Assignment

1. Group discussions, debates and dialogue on the life skills education related themes.
2. Individual and group presentations & open discussion on the life skills education related concerns.
3. Analyzing documentaries, movies, literature, and texts from the perspective of life skills education aims and preparing presentations and reports.
4. 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)
5. Case study of any life skills education-related concerns and analyses of self-help books and the collections of success stories related to life skills.
6. Comparative study of Curriculum and practices life skills education in different countries of the world.
7. Planning of various activities, workshop, training sessions related to life skills education concerns.
8. 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.
9. To organize and demonstrated various thinking skills and coping skills through role-plays, arts, music, theatre, dance, story-telling, debates etc. on diverse issues in the form of workshops, transaction mode lecture method, activity-based method, survey method, cooperative learning.
10. Conduct Life Skills Training Sessions to in the campus, schools or out-of-school for students.

EDU535 INCULSIVE EDUCATION

Credits: 4
Contact Hrs: 4/week
Exam Duration: 3 Hrs.

Max Marks: 100
Internal:40
Terminal:60

Course Outcomes:

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

1. Understand Inclusive, Integrated and Special Education and different perspectives of inclusive education
2. Know about the key legislations and policies for inclusive education
3. Know the need for Inclusive Education and its practice
4. Understand diverse learner's needs and challenges related to diverse learners
5. Understand the inclusive instructional design and collaborative instruction to promote inclusion
6. Enable the student to organize an inclusive classroom.

UNIT I

Introduction to Inclusive Education: Inclusive Education: Concept, Need, Objectives and Scope – Integrated Education – Special Education – Perspectives of Inclusive Education: Historical, philosophical, Psychological, Sociological and Political Economic – Contribution of Educational thinkers for the conceptualization of Inclusive Education – Advantages of inclusive education for the individual and society.

UNIT II

Initiatives in the direction of Inclusive Education: The International level: The Universal Declaration of Human Rights (1948), The U.N. Convention on the Rights of the Child (CRC), International Year/decade of the Disabled Persons (IYDP, 1981), The World Declaration on Education for All and its Framework for Action to meet Basic- Learning Needs, (1990), Salamanca Statement and Framework for Action on Special Needs Education (UNESCO) 1994) - National level: The Indian Education Commission (1964-66) – Integrated Education for Disabled Children (IEDC, 1974), National Policy on Education 1986 (POA, 1992). Rehabilitation Council of India Act, 1992, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999, Sarva Shiksha Abhiyan (SSA), RMSA, IEDSS- 2009, RTE-2009.

UNIT III

Curriculum adaptations and evaluation for children with diverse needs: Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children) developmental disabilities (autism, cerebral palsy, learning disabilities) - social and emotional problems, scholastic backward ness, underachievement, slow learners, children with unique health problems, environmental/ecological difficulties and children belonging to other marginal groups - Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.

UNIT IV

Challenges and Problems in Achieving Inclusion: Access, Enrolment, participation and learning achievements – establishment of inclusive schools, teacher preparation programme (Human Resource) – providing infrastructure facilities, development of instructional materials – Quality of Schooling – factors determining school effectiveness – Community mobilization and participation – Positive Behavior for Inclusion – Challenging Behavior – Violence & Touching – Class Meetings – Developing Action Plan.

UNIT V

Collaborative Instruction for Inclusion: Collaboration – Cooperative learning – Peer – mediated instruction and interventions – Inclusive classroom – Physical Layout of Inclusive Classroom – Special assistance to children – Medication in the classroom – Promotion research in Inclusive Education and Education of the disadvantaged with special reference to access, enrolment, participation and learning achievements, development of effective instructional strategies, assessment, diagnostic and evaluation devices.

Suggested References

1. Ainscow, M. and Booth, T (2002) Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.
2. Ainscow, M., Dyson, A. and Booth, T. (2006) Improving Schools, Developing Inclusion, London: Routledge.
3. Ainscow, M. (1999) Understanding the Development of Inclusive Schools, London: Falmer Press.
4. Booth, T., Nes, K., Stromstab, M. (2003) Developing Inclusive Teacher Education, London: Routledge Falmer.
5. Clough, P. and Corbet, J. (2002) Theories of Inclusive Education – A Students' Guide, Paul Chapman Publishing Ltd.
6. Cohen, L Manion, L and Morrison, K (2000) Research Methods in Education London: Routledge Coleman, M and Briggs, A (2002) Research Methods in Educational Leadership and Management, London: Paul Chapman Publishing
7. Collard, Jand Reynolds, C(eds)(2005) Leadership, Gender and Culture in Education, Maidenhead: Open University Press

EDU536 ENVIRONMENTAL EDUCATION

Contact Hrs.: 4/week
Exam Duration: 3 Hrs.

Internal:40
Terminal:60

Course Outcomes:

After this course, the student will be able to;

1. Develop comprehensive concept about the scope and importance of environmental education
2. Acquaint with ecological issues and problems.
3. Be aware of the recent environmental hazards and the plan to overcome this in a broad perspective.
4. Provide training in it enabled strategies for imparting Environmental Education.
5. Conduct an awareness program and develop an action plan for the public about sustainable development
6. Lead a nature-friendly life and promote green living in society.
7. Develop an attitude to conserve nature and natural resources.
8. Capacity to obtain, analyze, and communicate information on risks, relief needs and lessons learned from earlier disasters to formulate strategies for mitigation in future scenarios.

UNIT I

Introduction to Environment: Definition, Components of Environment, Relationship between different components, Man -Environment relationship, Impact of Technology on the environment, Environmental Degradation, Sustainable Development, Environmental Education. Concept of Ecology, ecosystem. - Food chain, Food web -Factors affecting the food chain and food web. - Meaning, need and significance of environmental education. - Structure and status of environmental education- primary, secondary and higher education. - Environmental Education in a global perspective –steps taken by National, International and State organizations in the promotion of environmental Education - Environmental Literacy.

UNIT II

Curriculum planning - Factors affecting Curriculum Construction., Methods in Environmental Education - Outdoor education, Experiential Education, Inquiry Method., Approaches in Environmental Education - Holistic, Integrated, Interdisciplinary, Multidisciplinary. Formal and Informal Strategies in environmental Education - Debate and discussion, Video, Case study, Action projects, Simulation - Poster and Brochure preparation, Workshop, Interactive website, Guided nature walk, Green classroom activities, Issues related to supervision and assisting in environmental education.

UNIT III

Environmental problems at Global and regional level: Global level-Global Warming and Glacier Erosion, e-Waste Management, Loss of Habitat and Biodiversity, Pollution;
Regional Level - Solid and Liquid Waste Management, Quarrying and Sand Mining, Ecological Hot Spot., Natural Disasters - Disaster Management, Conservation Nature and Natural Resources.

UNIT IV

Concept and need of environmental planning, Issues related to environmental planning. Need and scope of sustainable development, Environment monitoring System., Environmental Accountability – Environmental Ethics, Contributions of social activists in environmental Education in India. Recent Eco concepts – Ecotourism, Eco-feminism, green living, Organic farming, Family farming.

UNIT V

Types of Disaster -Introduction, Types of Natural Disasters, Accidental Disasters, Impact of Disasters

Floods, Drought, Tsunami, Volcanoes, Cyclones and Storms, Forest Fires, Severe Heat Waves, Landslides and Avalanches, Epidemics and Insect Infestations, Technological and Social Disasters- Introduction, Types of Technological Hazards, Hazardous Materials, Social Disasters, Political and Crowd Disasters, War and Terrorism, Disaster Management- Components of Disaster Management, Government's Role in Disaster Management through Control of Information, Actors in Disaster Management, Organizing Relief measures at National and Local Level, Psychological Issues, Carrying Out Rehabilitation Work, Government Response in Disaster

Assignment

1. Suggest conservation strategies to be adopted in your locality.
2. Prepare a biological album/CD on endangered species.
- 3 Write a proposal for observation of Environmental Day.
4. Report a field experience on an area of environmental issue.
5. Report on any disaster that occurred in any state of India and suggest disaster management ways

Mode of Transaction

Lecture Cum Demonstration, Demonstration, Group Presentations, Seminars, Debates, Assignments, Brain Storming Sessions, Peer Group Discussion, Interaction with Community, Case Study, Survey And Dialogue, Nature Camp.

Suggested Readings:

1. Bell, F. et al. (1996). Environmental Psychology, New York: Harcourt College Publishers44
2. Bennet, D. B. (1989). Evaluating Environmental Education in Schools- A Practical Guide for Teachers.
3. UNESCO- UNEP – International Environmental Education Programme.
4. Bridgeman, H. (1992). Global Air Pollution, New Delhi: CBC Publishers Distributors.
5. Chhockar, K. B. et al. (2005). Understanding environment. New Delhi: Sage.
6. Programme Structure And Syllabus Pgcsc – M.Ed. 91
7. Elliot, D. (1997). Energy, Society and Environment, London, Routledge
8. Goudie, A. (1993). The Nature of Environment, Great Britain: Hartnolls Ltd.
9. Harrison, L. (1995). Environmental Health and Safety. Auditing: Hand Book, New York: Mc. Graw- Hill Inc.
10. Jadhav, H. V. (1994). Principles of Environmental Science. New Delhi: Himalaya Publishing House.
11. Jones, M. A. (1997). Environmental Biology. New York: Routledge - Introduction to Environmental Series.
12. Khoshoo (1991). Environmental Concerns and Strategies. New Delhi: Ashish Publishing House.
13. Palmer, J. & Neal, P. (1996). The Hand Book of Environmental Education. London: Routledge.
14. Pepper, D. (1996). Modern Environmentalism: An Introduction. London: Routledge. Right, R. P.
15. Lacey. C. & Williams, R. (1987). Education, Ecology and Development. Great Britain: Dereck Doyle and Associates.

Ability Enhancement Courses

EDU481 TEACHING-LEARNING WORKSHOP

Credits: 2

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

At the end of this workshop, participants will be able to:

1. Exhibit different pedagogical skills
2. Prepare and execute constructivist, MI based, Meta Cognitive and Life skill-based activities
3. Implement and assess the psychological tests
4. Practice teacher education models

S. No	Topic	Transaction No of Session	Hands –on-experience in Hours
1	Pedagogical Skills:		
	Blooms Taxonomy: cognitive domain	2	04 Hours
	Blooms Taxonomy: Affective domain Psychomotor domain	2	04 Hours
	writing instructional objectives	1	02 Hours
2	Meta Cognitive Skills	2	04 Hours
3	Teaching skills	5	10 Hours
3	Multiple Intelligence based teaching: concept of multiple intelligence, MI based teaching (Mind effect)	3	06 Hours
4	Constructivism and learning	3	06 Hours
6	Administration of Psychological tests	6	12 Hours
7	Observation and interaction with children from diverse background and discuss their lived experience regarding learning within school and beyond the school.	3	06 Hours
9	Strategies for Promoting Reflective Teaching, Active Learning and Feedback	3	06 Hours
		30 Session	60 Hours

EDU482 TECHNOLOGY WORKSHOP I

Credits: 2

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

At the end of this workshop, participants will be able to:

1. Plan and design teaching strategies based on various instructional designs
2. Integrate productivity tools in the teaching-learning process
3. Utilize constructivist tools in classrooms
4. Use concept mapping tools
5. Design E content based on four quadrants
6. Integrate ICT in teaching learning process.

S. No	Topic	Transaction No of Session	Hands –on-experience in Hours
1	Instructional design:		
	ADDIE,	1	02 Hours
	ASSURE,	1	02 Hours
	DICK & CARY,	1	02 Hours
	MASON'S	1	02 Hours
	9 E	1	02 Hours
	5 E	1	02 Hours
2	Productivity tools:		
	Word Processing, SG Spreadsheet, SG Presentation, SG	6	12 Hours
	Photo & video editing software, Windows Moviemaker	4	08 Hours
3	Constructivist teaching tools: Mind tool	3	06 Hours
4	Concept Mapping Tools	3	06 Hours
5	E content design: 4 quadrants	4	08 Hours
6	Integration of ICT in teaching: white board, smart board, projector, animation, simulation etc.	4	08 Hours
		30 Session	60 Hours

EDU483 RESEARCH METHODS WORKSHOP

Credits: 2
Contact Hrs.: 4/week
Exam Duration: 3 Hrs.

Max Marks: 100
Internal:40
Terminal:60

Course Outcomes:

At the end of this workshop, participants will be able to;

1. Plan and design a research proposal based on suitable research design and approach to the research problem
2. Identify the need and significance of the research topic, review of literature, variables, population and sampling technique
3. Utilize questionnaire and various tools for data collection
4. Develop capabilities for formulation and testing of hypotheses based on the nature of research.
5. Comprehend the appropriateness of statistical techniques for analyzing research data.
6. Know about references, citation and plagiarism

S. No	Topic	Transaction	Hands-on-experiences
1	Meaning and Objectives of Research		
	Types of research	2	04 Hours
	Research Design	2	04 Hours
	Defining research problem	2	04 Hours
	Variable's identification	2	04 Hours
	Objective's formulation	2	04 Hours
	Hypothesis	2	04 Hours
2	Review of Literature		
	Methods of Literature Review	2	04 Hours
	Use of library, books, journals, e-journals, thesis, documentation technique	2	04 Hours
3	Sampling Technique		
	Population, sampling, sample size, sampling procedure, Sample frame	2	04 Hours
4	Construction of tools		
	Questionnaire and types, interviews	1	02 Hours
	Achievement Test	1	02 Hours
	Item analysis, reliability and validity	2	04 Hours
5	Statistical Analysis		
	Levels of measurement,	1	02 Hours
	Numerical problems related to measures of central tendency.	1	02 Hours

	Classification of data,	1	02 Hours
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	Data processing, graphical representation of data	1	02 Hours
	Numerical problems related to parametric test and non-parametric test	2	04 Hours
6	Research Ethics		
	Plagiarism, use of plagiarism software References, citation	2	04 Hours
		30 Session	60 Hours

EDU484 Technology Workshop II

Credits: 2

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

At the end of this workshop, participants will be able to;

- Use social networking services effectively
- Develop e- resources
- Create and handle online meetings and seminars
- Design multimedia
- Use Google tools for teaching and learning
- Develop assessment and feedback tools
- Develop e-content based on four quadrants
- Develop survey tools
- Access SWAYAM, NPTEL, MOOC, COURSE ERA courses
- Design e activities
- Develop e- portfolio

S. No	Topic	Transaction	Hands –on-experience
1.	Social Networking Services- Email, Forums, Blogs, Facebook, Twitter etc.	02 Hours	02 hours
2.	Development of e- resources	02 Hours	02 Hours
3.	Online Meeting, Seminar and Conference Platforms: Google Meet, Zoom etc	02 Hours	02 Hours
4.	Multimedia design	02 Hours	02 Hours
5.	Formative Assessment and Feedback tools	02 Hours	02 Hours
6.	E-content development -4 Quadrants	02 Hours	02 Hours
7.	Survey Tool: Survey Nuts	02 Hours	02 Hours
8.	Survey Tool & Assessment Tool: Google Form	02 Hours	02 Hours
9.	E-content development -4 Quadrants	02 Hours	02 Hours
10.	Virtual field trip preparation	02 Hours	02 Hours

11.	Assessing NPTEL, SWAYAM courses	02 Hours	02 Hours
12.	Assessing MOOC, COURSE ERA courses	02 Hours	02 Hours
13.	Google Classroom	02 Hours	02 Hours
14.	Designing e activities	02 Hours	02 Hours
15.	E-Portfolio	02 Hours	02 Hours
Total Hours - 60		30 Hours	30 hours

** For certain topics, Experts may be invited from the outside departments or other Universities.

EDU581 Vacation Internship

The internship course will allow students to take their learning experiences beyond the campus to develop the skills needed to be professionals. This internship will facilitate a bridge between they learn in the classroom and observe in the field.

Course Outcomes:

- Exposure to real-life job situations and the environment
- Accumulation of experience that makes you a more attractive employment prospect
- Development of the necessary skills for your chosen field
- Opportunity to network with professionals within your industry

Duration: They would complete the vacation internship during winter semester break for a minimum period of fifteen days.

Where to do an Internship?

The students can take up an internship in the following institutions.

Non-Government Organizations

They can associate themselves with any NGO and work with them. They have to identify the NGOs working for the cause of education or social upliftment like girls education, removal of social evils etc.

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.

ED 503 Dissertation

The goal is to provide the opportunity to get practical experience in conducting research and addressing recent educational issues.

It is a **twelve-credits course** The total weightage for evaluation is 100 marks, bifurcated Internal,40 marks, and Terminal is 60 marks.

The dissertation would be completed under the supervisor's guidance being allotted by the department in the educational area.

The formative assessment would be held in two terms per university evaluation policy, and the Summative assessment would be done through the external panel.

It would be through presentation and report submission.

Summative evaluation would be done through the external panel.

In Year II, Students have to study two elective courses (each of four credits)in another department, and they have to complete a Fitness course of 2 credits being mandatory as per UGC guidelines of 2 Credits offered by the Sport department



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

Central University of Rajasthan

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.

PROGRAMME OUTCOMES:

PROGRAMME OUTCOMES:

10. The students will gain knowledge and critical understanding in the subject matter.
11. The students will be able to critically engage themselves with current educational theory, research, policy and practice.
12. The students will develop an ability to identify, formulate and solve complex educational problems
13. The students will develop an ability to critically examine, educational theories, educational policies and also contribute in formulation of educational policies
14. The students will be able to serve as technology leaders, and use technology as an effective tool to support teaching and learning.
15. The students will be able to design and interpret research in different areas of education.
16. Students will be able to design appropriate and effective curricula and instructional strategies including meeting the needs of diverse learners.
17. Students will develop the entrepreneurial skills and will acquire knowledge of various avenues available to develop entrepreneurship.
18. 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
MA in EDUCATION CURRICULUM
(FROM 2020- 21 ON WARDS)

Year I				
S. No	Course Code	Nature of Course	Course Title	Credits
1.	EDU401	Core	Introduction to Educational Studies	4
2.	EDU402	Core	History, Politics, & Economics of Education	4
3.	EDU403	Core	Learners and Learning Process	4
4.	EDU404	Core	ICT in Education	4
5.	EDU405	Core	Teachers Education	4
6.	EDU406	Core	Educational Research	4
7.	EDU407	Core	Pedagogical Science	4
8.	EDU408	Core	Digital Learning	4
9.	EDU409	Core	Curriculum Studies	4
10.			(One discipline Elective would be offered)	
11.	EDU431	Elective	Human Resource Management in Education	4
12.	EDU432	Elective	Gender studies	4
13.	EDU481	AEC	Teaching & Learning Workshop	2
14.	EDU482	AEC	Technology Workshop – I	2
15.	EDU483	AEC	Research Methods Workshop	2
16.	EDU484	AEC	Technology Workshop – II	2
Total Credits				48
Year II				
S. No	Course Code		Course Title	Credits
1.	EDU501	Core	Educational Leadership & Administration	4
2.	EDU502	Core	Ethics and Value Education	4
3.	EDU503	Core	Dissertation	12
(Two discipline Electives would be offered in each Semester)				
4.	EDU531	Elective	Entrepreneurship in Education	4
5.	EDU532	Elective	Early Childhood Care Education	4
6.	EDU533	Elective	Guidance and Counseling	4
7.	EDU534	Elective	Life skill Education	4

8.	EDU535	Elective	Inclusive Education	4
9.	EDU536	Elective	Environmental Education	4
10.			Fitness	2
11.	EDU581	AEC	Vacation Internship	2
12.		Open Elective	X- Elective I	4
13.		Open Elective	X- Elective – II	4
Total Credits				50
Overall Credits				98

Year First (Semester I and II)

EDU 401 INTRODUCTION TO EDUCATIONAL STUDIES

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal: 40

Terminal: 60

Course Outcomes:

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

1. Understand the nature, meaning, methods, epistemological perspectives, different theories and shifts in the process of knowledge in an educational context.
2. Appreciate the fundamental and theoretical development perspectives of education.
3. Critically understand the nature, modes & functions of education and its relationship with the disciplines.
4. Analyze the past and contemporary concerns and issues related to the education system and that helps them to formulate their own viewpoints.
5. 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.
6. Orient about institutions, systems and structures of education and also about the short coming related with the contemporary concerns of education policy and practices.
7. 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.

8. Understand and 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.

UNIT I

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

UNIT II

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, Influence of aims of education on the curriculum and transactional strategies, 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, Wollstone, Nel Noddings. Sources of the aims of education,

UNIT III

Education and Philosophy, Recent Philosophical approaches to Education, Contribution of Indian & Western Schools of thoughts to education, the four pillars of education. 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.

UNIT IV

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.

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

- Group discussions, debates and dialogue on the educational studies related themes.
1. Individual and group presentations & open discussion on educational thoughts of various schools of thoughts & thinkers and other educational studies related

- concerns.
2. 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.
 3. Comparative study of aims of education of different education commissions. aims of education from ancient times to modern times. .
 4. 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.
 5. Projects work on the constitutional provision & policies, programmes and schemes for educational development of Children from deprived section.

Suggested Readings

6. **Aggarwal, J. C. (2020)**. Philosophical and Sociological Perspectives on Education, New Delhi: Shipra Publications.
7. **Bartlett, Steve & Burton, Diana M (2016)**. Introduction to Education Studies, California: Sage Publications.
8. **Saxena, N. R. Swaroop and Kumar, Sanjay (2016)** Philosophical and Sociological Foundation of Education, Meerut: Lall Book Depot.
9. **Dhankar, Neerja (2010)** Education in Emerging Indian Society. New Delhi: APH Publishing Corporation.
10. **Saxena, Vandana (2011)**. Contemporary Trends in Education, New Delhi: PearsonIndia.

EDU 402 HISTORY, POLITICS AND ECONOMICS OF EDUCATION

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

8. Develop knowledge and understanding of the history of education
9. Critically analyze the different educational documents such as the reports of different commissions and committees
10. Understand the role of politics in education and its relationship.
11. Acquaint with role of education in economic development
12. Understand the various concepts related to economics of education
13. Understand the importance of economics in education and the different approaches to educational planning
14. Understand the process of policy formulation and contribute to the same in future.

UNIT I

Need and importance of History of Education, Education in Ancient and Medieval India, Discontentment against western system of Education, National Educational Movement, Basic Education Movement

UNIT II

Elementary Education: Development of elementary Education, Recommendation of different committees and commissions, Issues in Elementary Education. Secondary Education: Recommendations of different committees and commissions on Secondary Education, Issues in Secondary Education. Higher Education: Origin of modern universities in India, Expansion and progress of higher Education, Recommendations of different Committees and Commissions; Higher Education under the current plan, Problems of Higher Education

UNIT III

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, Relationship between politics and Education, Perspectives of politics of Education : Liberal, conservative and critical, Approaches to understanding politics : Behaviorism, theory of system analysis, Theory of Rational choice, education for political development and political socialization

UNIT IV

Demand and supply of Education, determinants of demand and supply of Education, Education and Economic Development, Education as an investment, Education as public good and private good, Concept of Educational Finance, Finance at different level: micro and macro, Determinants of Finance, Concept of budgeting, Cost benefit analysis versus cost effective analysis in Education, Rate of return approach to educational planning, Man power approach to educational planning, Signaling theory versus human capital theory

Mode of Transaction

Lecture –cum- discussions, Group activities, collage making assignments, presentation by students.

Assignment

8. Prepare scrap book on education in ancient period and medieval period
9. Presentation on critical analysis of education system in ancient period and medieval period
10. Collect information regarding the education institutions in medieval period.
11. Critical analysis of different commissions and committees
12. Discussion on relationship between education and politics as well as relationship between education and economics
13. Identify the factors affecting demand and supply of education
14. Justify education as an investment

Suggested Readings:

1. Aggarwal, J.C. (2004). Development of Education System in India New Delhi: Shipra.
2. Aggarwal, J.C. (2004). Modern Indian Education. New Delhi: Shipra.
3. Blaug, M. (1970). Economics of Education. England: Penguin Books Limited.
6. Geraint, J (1993). The economics of education. Palgrave Macmillan. New York

7. Shrivastava, B.D. (1963). The Development of Modern Indian Education. Calcutta: Orient Longmans.
8. Naik, J.P. (1965). Educational Planning in India. Bombay: Allied Publishers.
9. Schultz, T.W. (1961), "Investment in Human Capital", American Economic Review,
10. Mark Blaug, 1960, "Economics of Education", 2 vols.

EDU403 LEARNER AND LEARNING PROCESS

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal: 40

Terminal: 60

Course Outcomes:

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

6. Conceptual understanding about learners' development, its principles, and the theories of development.
7. Critical understanding about learning processes and skills to use them in real teaching – learning context.
8. 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 (teaching-learning context).
9. Theoretical and conceptual understanding types of Intelligence and its various models.
10. Understanding of theories of personality, methods for its assessment, mental health and hygiene and skills to address the issues related to mental health and hygiene.

UNIT I

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

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, Tolman's theory of learning, Levin's field theory. Social theories of learning its concept and educational implication: Bandura's Social Learning, Vygotsky theory of social constructivism. Role of teacher in creating a conducive learning environment to facilitate learning process.

UNIT III

Understanding the process of reflective thinking, Problem Solving, Critical thinking and Metacognitive skills. Concept of social cognition, understanding social relationship and socialization goals. Meaning and approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence. Theories of Intelligence by Sternberg, Gardner. Individual as well as group assessment of Intelligence.

UNIT IV

Concept, nature, definitions and types of personality, critical understanding of personality theories of Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka and Jung. Concept and techniques of adjustment. Mental health and mental hygiene: Conceptual background and its significance and role of teacher to promote mental health and hygiene among students. Concept, principles, need and, types of guidance and counselling services. Approaches of counselling: Cognitive-Behavioral by Albert Ellis – REBT, Humanistic, Person-centered by Carl Rogers.

Mode of Transaction:

Lectures, Seminars, Projects, Power Point Presentation, peer group discussion, Reading and reflection of text and online resources.

Assignment

7. There will be two internal test each of 20 marks.
8. Following activities/ Psychological test can be conducted (For Teaching and Learning workshop):
9. The teacher educator/ students can critically examine /investigate/ analyzed and prepare the report for the implementation of learning theories in real learning situations.
10. Observation and interaction with children from diverse background and discuss their lived experience regarding learning within school and beyond the school.
11. Case study about adjustment related problem of senior secondary students.

12. Psychological Tests

There will be any of four practical activities which will be examined by internal examiner. There should be one practical for final examination followed by Viva-voce.

1. Assessment of transfer of learning
2. Assessment of Intelligence (Verbal/Nonverbal/Performance)
3. Test for assessment of attention/ memory
4. Adjustment Inventory/ Assessment of anxiety
5. Assessment of Personality: Sentence completion Tests/word –association test/ by using Personality Inventory.

Suggested References:

1. Mangal, S.K. (2013). Advanced Educational Psychology, Prentice-Hall of India, Delhi.
2. Santrock, J. W. Educational Psychology: Classroom Update: Preparing for PRAXIS and Practice, TATA McGraw-Hill
3. Santrock, J. W. (2006). Educational Psychology (2nd ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.

Private Limited, New Delhi.
5. Woolfolk, A. (2014). Educational Psychology, Pearson Education Limited.

EDU404 ICT IN EDUCATION

Credits: 4
Contact Hrs: 4/week
Exam Duration: 3 Hrs.

Max Marks:100
Internal:40
Terminal:60

Course Outcomes:

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

6. Understand how to learn complex ideas and carry out challenging tasks employing tools of modern technology.
7. Learn to integrate effectively, technology into teaching
8. Learn utilize their knowledge, beliefs and skills toward meaningful learning making full use of the tools of modern technology.
9. Acquire skills toward employing e-resources for learning and to interface with ICT devices confidently.
10. Become competent globally, with enhanced learning and teaching skills

UNIT I

ICT as a means to connect with the world , The global learner scenario, Pedagogy and ICT , Potentials of using ICT in class room, Creating Personal learning environments Approaches to ICT - Integrate, Enhancement and Complementary, Approaches to ICT Integration in Teacher Education- ICT skills development approach, ICT pedagogy approach, Subject- specific approach, Practice driven approach , ICT integrated Inclusive education - Assistive and Adaptive technologies to augment physical and cognitive abilities , National Policy on ICT in School Education (2012)-ICT competencies, Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM

UNIT II

Productivity Tools –Word Processing – Spreadsheets – Presentations – Databases- Digital Animation – Adobe Flash, Flickr - Photo and video editing software–ACD See, Windows Movie Maker, Productive struggle and its impact in learning- impact of technology in productive struggle, Constructivist Learning Tools: Mind tools, Brainstorming software- Concept Mapping tools, Newgen Web Browsers and Search Tools – Project Spartan – ElementBrowser – Dogpile

UNIT III

Considerations for integrating ICT - Animations, Simulations, Digital Stories, Photo Essays, Using appropriate hardware (Projectors, Interactive Whiteboards/Smartboards) , Criteria for selecting ICT Resources – Accuracy, Credibility, Currency, Coverage, Objectivity ,

Appropriateness, Cost and Copyrights , Commercial or Licensed ICT Resources – Reference Sites, Professional group sites, National and International Portals of the Ministries of Education, Open Educational Repositories - FUSE – Find Use Share Educate

UNIT IV

Custom development of resources – User Generated Content (UGC) ,Types of resources, Multimedia design-steps and pedagogical application, E-content -Design and Development - ADDIE model, UGC Guidelines for e-content development

Mode of transaction

Lecture- cum discussion, education lab, workshops, seminars, paper presentations

Suggested Readings:

1. Eric, Frick.(2017). Information Technologies Essentials- Basic Foundations for Information Technology Professionals. Amazon Digital Services
2. Law, Nancy., Pelgrum, Willem, J. & Plomp, Tjreed (2008). Pedagogy and ICT uses in Schools around the World : Findings from the IEA SITES 2006 study (CERC studies in Comparative Education)
3. Moursund, David (2005). Introduction to Information and Communication TechnologyNureni, Yekin.(2014). Information Communication Technology (ICT).
4. Concept and Application-Self Directed and Collaborative learning Approach.vol 1.Nigeria: Yekuna ICT & Educational Research Publication Centre
5. Pelgrum, Willem J., Law, Nancy(2003). ICT in education around the world-trends,problems and prospects.UNESCO, International Institute for Educational planning
6. Weet, Tom Van., Tatnall Arthur (2005). Information and Communication Technologies and Real- Life Learning- New Education for knowledge society. USA: Springer

EDU 405 TEACHER EDUCATION

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

8. Understand the meaning, concept, nature and purpose of teacher education, their premises and contexts that are unique to teacher education.
9. Appreciate the historical development of teacher education as a system and its evolving

10. Record the different organizations, regulatory bodies and agencies of teacher education and describe their roles and functions.
11. Understand the nature and the purpose of Pre-service and In-service Teacher Education, their practical ramifications.
12. Analyze and understand the purpose of planning, designing, implementing and effectiveness of pre service and in-service Teacher Education programs for different levels of school teachers.
13. Critically examine the concerns, issues & challenges related to teacher education system in Indian context.
14. Critically reflect on recent Research in Education with special reference to Teacher Education.

UNIT I

Meaning, Nature, and Origin of the concept of Teacher Education. Aims, Objectives, Needs, Scope, and Structure of Teacher Education. Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Historical perspective of the Development of teacher Education in India- Ancient, Medieval, British period and Post-Independence Period. Recommendations of Various Education Commissions and Committees on Teacher Education.

UNIT II

Concept, Nature and Objectives of Pre-Service Teacher Education Program. Organization, transaction and evaluation of different components of teacher education curriculum – existing practices and their critical evaluation. Strategies for Promoting Reflective Teaching, Models of Teacher Education-Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Modes of pre-service teacher education – face to face (linear and integrated), distance and online- blended learning modes – relative merits and limitations. Role of various regulatory bodies and agencies in maintaining Quality Measures for Pre-Service Teacher Education Program.

UNIT III

Concept, Nature and Objectives of In-Service Teacher Education Program, Need and Importance of an In - Service Teacher Education Program especially in India. The Structure for In - Service Teacher Education Program and concerned Agencies and Institutions (NCERT, NCTE, UGC, SCERT, DITEs, University Department of Education). Role of In-service Teacher Education Program for Professional Development of Teachers in light of – Orientation Program, Refresher Courses, Workshops, Seminars and Conferences etc.

UNIT IV

Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education. Perspectives, Issues and Scope of Research in Teacher Education. Research Areas in Teacher Education, International Recent trends in research with special reference to Teacher Education.

Mode of Transaction:

Lecture-cum-discussions, Workshop Sessions, Assignments, Presentation by Students

Assignment

1. Writings on analysis of teacher education - development interface and make presentations
2. Mid-term tests, Group discussions, seminars, presentations and dialogue on the themes.
3. Writing review of at least one book related to teacher education.
4. Critical study of teacher education curriculum frameworks.

Suggested Readings:

8. J. S. Rajput; K. Walia (2002). Teacher Education in India. Sterling Publishers Pvt. Ltd.
9. Menon Mohan, K. Rama, T. K. S. Lakshmi and Vasant D. Bhat (Edrs) (2007) Quality Indicators for Teacher Education, Bangalore, National Assessment and Accreditation Council (NAAC), India and the Commonwealth of Learning (COL), Canada.
10. NCFTE-2009-NCTE Publication, New Delhi.
11. NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.
12. NCTE (2014) Norms and Guidelines of Teacher Education Programme.
13. Singh, L.C. (1990) Teacher Education in India: A Resource Book, Delhi, NCERT.
14. Rashmi Kumar, Subhash Chander and Bharti Kaushik (2019). Teacher Education in the 21st Century Sage Publications Pvt. Ltd.

EDU406 EDUCATIONAL RESEARCH

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

8. understand the basic concepts and acquire skills, necessary for conducting quality research in education and its methodologies.
9. identify appropriate research topics.
10. formulate important research questions, and hypotheses.
11. design and carryout studies to provide answers to research questions; critically evaluate the results and conclusions from other educational research studies.
12. design studies that address important and current educational issues, gather data to shed light on these issues, analyze these data and derive conclusions based on their analysis.
13. identify the strength and limitations of various educational research designs and the type of instruments used to measure educational outcomes.
14. write and evaluate a research report.

UNIT I

Meaning and scope of Educational Research, Purpose of Educational research, Research

philosophies, Ethical issues in Educational Research, Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction, Types of research (Fundamental, Applied and Action), Approaches to educational research (Quantitative and Qualitative), Designs in educational research (Descriptive, Experimental and Historical)

UNIT II

Variables: Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator), Hypotheses - Concept, Sources, Types- Research, Directional, Non-directional, Null, Steps in carrying out a research- Selecting and developing research questions, Hypotheses, Preparing research proposal, Conducting literature reviews, Formulating Hypothesis, Characteristics of a good hypothesis, Steps of Writing a Research Proposal, Concept of Universe and Sample, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-probability Sampling), Tools of Research - Validity, Reliability and Standardization of a Tool, Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory), Techniques of Research (Observation, Interview and Projective Techniques)

UNIT III

Qualitative Research Designs: Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a G.T. research, Strengths and Weakness of G.T.) - Narrative Research Designs (Meaning and key Characteristics, Steps in conducting N.R. design), Case Study (Meaning, Characteristics, Components of a C.S. design, Types of C.S. design, Steps of conducting a C.S. research, Strengths and weaknesses), Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses), Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research

UNIT IV

Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio), Quantitative Data Analysis - Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data), Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power of a statistical test and effect size, Parametric Techniques, Non-Parametric Techniques , Conditions to be satisfied for using parametric techniques, Inferential data analysis, Use and Interpretation of statistical techniques: Correlation, t-test, z- test, ANOVA, chi-square (Equal Probability and Normal Probability Hypothesis). Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation , Analyzing data employing statistical software (Introduction to SPSS), presentation of results: Tabular and Graphical, Interpreting and drawing conclusions from research results, Writing the report , Citing sources, Major style Manuals, General manuscript format followed by University/ institution, Displaying results, Reference examples- Reference management software, Evaluation of a research report- criteria and norms- check for plagiarism

Mode of Transaction

Lecture –cum- discussions, workshop sessions, seminars, assignments, presentation by students

Assignment

5. Analyze the ethical issues in doing an educational research
6. Preparation and standardization of any one assessment instrument
7. Prepare an assignment on different methods of data analysis- descriptive and inferential
8. Participation in a workshop seminar regarding research writing

Suggested Readings:

1. Best, J.W.& Khan, J.V. (2010). Research in Education(Tenth Education). New Delhi, India: Prentice Hall of India.
2. Cohen, Louis ., Mauion, Lawrence & Morrison, Keith. (2017). Research Methods in Education (Eight edition). Routledge.
3. Edwards, A. L. (1957). Techniques of Attitude Scale Construction. New York: Appleton- Century- Crafts
4. Garrett, H. E.(1981). Statistics in Psychology and Education. New Delhi: Paragon International Publishers
5. Gay, L. R., Airasian, P. (2003). Educational Research: Competencies for Analysis and Applications (seventh edition). Upper Saddlw River. NJ: Pearson Education
6. Hinton, Perry R. (2014). Statistics Explained (Third edition). Routledge
7. Mangal, S.K (2019). Statistics in Psychology and Education (Second University). New Delhi: P.H. Learning Private Limited

EDU407 PEDAGOGICAL SCIENCES

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

10. Explain the meaning, need and importance of pedagogy
11. Make instructional plan for teaching students
12. Discuss the meaning, need and importance of andragogy
13. Design instructional plans for adult learners
14. Explain and reflect on the development of concept of heutagogy
15. Differentiate pedagogy, andragogy and heutagogy
16. Discuss various type of evaluation
17. Suggests appropriate tools for evaluation
18. Develop tools and rubrics

UNIT I

Meaning development of concept of pedagogy, Need and importance, Principles of teaching, understanding teaching –learning process- tripolar relationship, organizing teaching which includes the topic of Memory model – Herbartian Model, Understanding level-Morrison teaching model, Reflective level- Biggie and Hunt teaching model, Characteristics of learner,

Instructional strategies for school students, Education implication

UNIT II

Meaning and elaboration of andragogy in Education, Need and importance of andragogy, Principles of andragogy, 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, Tough's sequential model, Brockett and Hiemstra's interwoven model, Transformative learning.

UNIT III

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, heutagogy principles in digital learning, transition from pedagogy to heutagogy, educational implications

UNIT IV

Assessment of pedagogy of education: feedback devices- meaning, type, guidance as a feedback device, assessment of portfolios, reflective journal, field engagement, using rubrics, competency based evaluation, assessment of teacher prepared ICT resources: Assessment in andragogy of Education- Interaction analysis- Flander's Interaction Analysis, Galloway's system of Interaction Analysis, (Recording of classroom events, construction and interpretation of interaction matrix, criteria for teacher evaluation- product, product and presage criteria, Rubrics for self and peer evaluation, meaning and steps of construction

Mode of transaction

Lecture-cum-discussions, Workshop Sessions, Assignments, Presentation by Students

Assignment

6. Prepare an assignment regarding various models for organizing teaching
7. Seminar on different models of autonomy and instructional strategies for adult learning
8. Presentation of papers on new trends in using heutagogy principles and transition from pedagogy to heutagogy
9. Preparation of Rubrics for case studies/projects/poster presentations, assessment of group work/discussions/seminars
10. Recording of classroom interaction and interpretation of interaction matrix

Suggested Readings:

1. Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, 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.
2. 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>
3. 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>

4. 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>.
5. 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

EDU408 DIGITAL LEARNING

Credits: 4

Contact Hrs: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

5. To enable the students to acquire practical teaching skills and gain critical insight by using effective technology in education.
6. To acquaint the students with the challenges and opportunities emerging in integrating new technology in educational process.
7. To help the students enhance their levels of research activity through digital learning.
8. To enable the students to become good practitioner of educational techniques and E- Learning.

UNIT I

Digital learning: Meaning, Concept, Scope - The Internet and digital environments – Need for Green ICTs , Web-based learning objects, Web quests, Interactive Web 2.0 applications- Social Networking Services- Email, Forums, Blogs - Social media tools for Learning - Emergence of Web 3.0 and Web 4.0 Technologies - Virtual learning Environment- Content Management System and Learning Management System.

UNIT II

Scope of Digital evaluation- Computer Assisted Assessment (CAA), Computer Adaptive Testing (CAT) - Software tools for evaluation - Steele's Model of Intentional Use of Technology- Digital rubrics - e-portfolios - Online assessment-criteria - norms and standards- Constructing tests / quizzes using digital tools - Using ICT to process data, analyze results and track student achievement - Online Survey Tools.

UNIT III

E- Resources: Meaning, Concept and Applications - Custom development of resources – User Generated Content (UGC) - Types of e- resources - Multimedia design- Steps and pedagogical application - E-content - Design and Development - UGC Guidelines for e- content

development - Virtual Field Trips – Social Learning - Online Courses-NPTEL(National Programme on Technology Enhanced Learning), SWAYAM, MOOCS and Course era - Online tutoring- Designing e-activities.

UNIT IV

Digital Communication: Meaning, Concept, Principles and Process of Communication - Communication and Learning - Modes of Communication - Basic model of Communication- Devid Berlo's SMCR and Sharon's model of communication - e-governance - National e- Governance Plan (NeGP) - e-Kranti, UMANG (Unified Mobile Application for New-age Governance).

Mode of Transaction:

Lecture-cum-discussions, Workshop Sessions, Assignments, Presentation by Students

Assignment

5. Writings on Digital Learning tools - make presentations
6. Mid-term tests, Group discussions, seminars, presentations and debate on the themes.
7. Prepare a questionnaire on digital platform – Data Collection – Presenting a Paper.
8. Preparing a Guide manual for a digital platform.

Suggested Readings:

6. Boni Hamilton, Integrating Technology in the classroom.
7. Madan Lal, Essentials of Educational Technology, Anmol Publications.
8. Ronghuai Huang, J. Michael Spector, Junfeng Yang, (2019). Educational Technology: A Primer for the 21st Century. Springer.
9. 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.
10. Amy Van Looy.,(2016). Social Media Management Technologies and Strategies for Creating Business Value. *Springer International Publishing AG Switzerland*. ISBN 978-3-319-21989-9.

EDU409 CURRICULUM STUDIES

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

- 1.Understand the meaning, concept and need of curriculum and planning,
- 2.Appreciate the role of the philosophical, sociological and psychological bases as the foundations of curriculum,
- 5.Understand the steps of curriculum planning and inter-relate the key elements in curriculum planning

6. Know the different models of curriculum planning and evaluation

5. Know and evaluate different models of curriculum planning

UNIT I

Curriculum: Meaning, Concept, Syllabus, Programme of Study, Courses of study, Domains, Objectives, Course content, evaluation – 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 .

UNIT II

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. Models of Curriculum Design: Traditional and contemporary models (Academic/ Discipline Based/ Competency Based/ Social Functions/ Activities model [social reconstruction], Individual Needs& Interests, Outcome based Integrative, Intervention, CIPP).

UNIT III

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: Tyler’s model, Stakes’, Scriven’s, Kirkpatrick’s model.

UNIT IV

Facets of curriculum: core curriculum, Hidden curriculum, spiral curriculum, Activity based curriculum, Standard based curriculum, Interdisciplinary curriculum, Integrated curriculum and Issue based curriculum - 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.

Mode of Transaction

Lecture-cum-discussions, Workshop Sessions, Assignments, Presentation by Students

Assignment

1. Detailed study of National curriculum framework of school Education, India (1975 onwards) followed by seminar presentation.
2. Preparation and presentation of papers on Comparative study and analysis of curricular frameworks of other countries- U.S., U.K. and Australia (E.g.; Nuffield, BSCS, PSCS, NSES. with respect to their priorities, concerns and goals towards school education)
3. Preparation and presentation of paper on Curriculum framework of different states of country.

Suggested Readings:

7. Aggarwal, Deepak. (2007): Curriculum development : Concept, Methods and Techniques. New Delhi. Book Enclave.
8. Aggarwal, J.C. Curriculum Reforms in India Delhi
9. Arichlency., (1977). Handbook of Curriculum Evaluation, UNESCO, International Institute for Educational Planning. Paris.
10. Arulsamy (2014), Curriculum Development, Neelkamal Publications, Hyderabad.
11. Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London.
12. Taba, Hilda, (1999). Curriculum Development Theory and Practice, Har Court, Brace and Wald, New York.

Year II (Semester III and IV)**EDU 501 EDUCATIONAL LEADERSHIP AND ADMINISTRATION****Credits: 4****Contact Hrs.: 4/week****Exam Duration: 3 Hrs.****Max Marks: 100****Internal:40****Terminal:60****Course Outcomes:**

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

8. Understand the concept of administration and educational leadership and its implication
9. Analyze the different leadership styles and leadership theories along with their implications in educational administration.
10. Understand the concept of quality and its evolution in education
11. Know the need and importance of change and steps of bringing change
12. Understand the concept and importance of motivation in educational organization
13. Understand the different motivational theories and their implications in educational organizations
14. Understand the barriers faced by women in educational administration and strategies they adopted

UNIT I

Meaning and Definition of administration and educational leadership, Leading vs. Managing , Types of leadership, Leadership theories and their implications in Education: Great Man Theory; Trait Theory; Behavioral Theories: Managerial Grid, Role theory Contingency Theories: Fiedler contingency theory, Hersey and Blanchard theory, Path-Goal Theory, Transactional Leadership: leader member exchange theory, Transformational Leadership

UNIT II

Concept of Quality, National and International perspectives of quality in Education, Evolution of quality: inspection, quality control, Quality Assurance, TQM, Six sigma, Quality Guru: Walter Shewart, Edward Demming, C.K Prahlad, Concept of change, Need of change, process of change, Models of change: Poke Yoke, Just in time

UNIT III

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 - IV

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

Mode of Transaction

Lecture –cum- discussions, Group activities, Case Studies, Role play, assignments, presentation by students

Assignment

7. Conduct a survey to understand the gender difference in leadership
8. Visit the educational institutions to understand the motivation strategies used by leaders to motivate their employees and make presentation
9. Discussion on leadership theories
10. Analysis of various case studies
11. Find out the different quality measures adopted by your institution.
12. 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:

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

EDU502 ETHICS AND VALUES EDUCATION

Credits: 4
Contact Hrs.: 4/week
Exam Duration: 3 Hrs.

Max Marks: 100
Internal:40
Terminal:60

Course Outcomes:

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

8. Understand the fundamental perspectives of ethics and values and the significance of both to sensitize themselves for ethical and value-based living.
9. Differentiate among ethics, morals, values, and associate and explore how each impact on their personal and professional practice effectively.
10. Appreciates and analyses the philosophical, sociological and cultural perspectives of value education.
11. Critically understand the nature & significance of values in life and contribute as responsible citizens with clear conviction to practice values and ethics in life.
12. Critically examine the contemporary concerns and issues related to value education.
13. Enable ethical decision-making processes to develop ethical behaviors and help others to solve conflicts arising in the society.
14. Critically evaluate the theories, models and approaches of value development and transactional strategies of values that help them to inculcate the values among the society.

UNIT I

Definition of Ethics, Character and conduct, Relation of ethics with Psychology, Sociology and Politics, The nature & scope of applied ethics, The importance and cultivation of physical and mental health, Professional ethics, Interrelation of Values with ethics and morality.

UNIT II

Meaning & Nature of Values; significance of values in human life, Different kinds of values, Basis of values, Salient values for life, Practice of Integrity in the personal & professional life, problem solving and decision-making skills, Interpersonal and Intra personal relationship.

UNIT III

Meaning, Need and Scope of value education, concept of human values, personality development through values, Approaches to value development, Concept of morality and moral judgment, Development of morality, Aspects of moral education, Development of moral character and attitude, Role of family, society, institutions and media for developing values and morality.

UNIT IV

Education as a best tool for inculcating values. The role of a teacher to inculcate values among

the society, Theories, models and approaches of value development, Transactional strategies for value education, Direct and indirect approach to value education through stories and motivational life histories, Integrated Concurrent Approach (ICA) through holistic learning and application.

Mode of Transaction:

Learning by Expositions, presentation, role playing, projects, seminars, content and film analysis, collaborative & cooperative strategies, school visits, critical pedagogy and paraphrasing and reflection on educational studies related concepts, dialogue and open discussion, blended learning approach.

Assignment

6. Individual and group presentations & open discussion on values education concerned topics & story writing, story-telling related with different kinds of values.
7. Content analyzing the documentaries, movies, literature and texts from the perspective ethics, morality and values concerns.
8. Conducting workshops on value education & creating awareness among the students.
9. Writing reflective papers and assignments and related with values, professional ethics, and morality.
10. Project work on the assessment of values, professional ethics, morality.

Suggested Readings

1. Aggarwal J. C., (2005). Education for Values, Environment and Human rights, New Delhi; Shipra publication,
2. Hare, R. M. (1981). Moral Thinking. Oxford: Oxford University Press
3. Pandey, V.C. (2005). Value Education and Education for Human Rights. Delhi: Isha Books.
4. Rokeach, M. (1973). The Nature of Human Values. New York: The Free Press.
5. Singer, Peter (2011). Practical Ethics, 3rd Edition, Cambridge, Cambridge University Press.
6. Timmons, M. (1999). Morality without Foundations. Oxford: Oxford University Press.
7. Venkataiah N., (2011). Value Education, New Delhi: APH Publishing Corporation.

Discipline Electives

Year I

EDU 431 HUMAN RESOURCE MANAGEMENT IN EDUCATION

Credits: 4
Contact Hrs: 4/week
Exam Duration: 3 Hrs.

Max Marks: 100
Internal:40
Terminal:60

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.

UNIT I

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, human resource trends and opportunities, human resource planning and job analysis

UNIT II

Concept of Recruitment and selection, Sources of recruitment, Factors affecting recruitment, Recruitment procedure in education at different levels. Selection: meaning and process of selection, Recruitment and selection from a global perspective

UNIT III

New Employee orientation, Training of employees: Need and importance of training in educational organization, 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

UNIT IV

Meaning and concept of Performance Management, Need and Importance of Performance Management, Performance Management Process, Meaning and concept of Performance Appraisal, Appraisal Process at different levels, Appraisal Methods

Mode of transaction:

Lecture cum discussion, group activity, case study, seminar, brainstorming, survey, field visits

Assignment

11. Visit to schools to understand the performance appraisal system
12. Conduct a survey and find out the different programme conducted for training and
13. development of human resource in educational institutions
14. Conduct a study on the recruitment process being followed by the different educational
15. institutions.
16. Plan the training and development programme for the school institution
17. Conduct the need assessment in various schools for training.
18. Case studies on performance appraisal systems in schools.
19. Examine the critical issues and Challenges of HRM in Private Schools for administrative
20. Transactional Mode:

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

EDU432 GENDER STUDIES

Credits: 4

Contact Hrs: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

6. Develop a conceptual understanding of gender, the difference between gender and sex, and gender-related notions prevail in society.
7. Develop an understanding of the discriminatory practices and experiences of women's education across different socio-cultural contexts.
8. Develop the understanding and ability to 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.
9. Explore the complex relationship of gender and education and understand how gender influences the subject and career choices
10. Develop an understanding of gender sensitization and gender sensitivity and their role in addressing gender issues.24

UNIT I

Meaning of term gender and sex, distinguish features of gender and sex. Conceptual understanding of gender notions: Patriarchy, Feminism, Femininity and Masculinity, Gender stereotyping, gender bias, gender parity.

UNIT II

Learning of Gender roles in cross-cultural perspectives. Theoretical understanding for the process of socialization (Freud, Cooley and Mead), the process of the social construction of gender: Gender identity, Gender roles, role of media, class, caste, community and gender relation.

UNIT III

History of Women's Education in India its socio-cultural context. Gender and Educational Discourse in Post-Independence in India. Social and cultural stereotypes regarding girls' education. Issues and challenges for girls' education (equal opportunity, school environment, teacher attitude, curriculum). Issues of access, retention and exclusion of girls in education concerning caste, tribe, religion and region. Constitutional provisions and other measures/policies for promoting girls' education.

UNIT IV

Status of Women in higher education and related occupational field. Gender role in the subject and career choice. Gender sensitization and sensitivity at educational institute and work place and its role to address gender disparity. Role of Women's movement, media and Teachers as agents of change.

Mode for Transaction

7. Dialogue and discussions have to be the key for the transaction of this course
8. Analyse the documentaries, movies, literature, various articles, and texts from gender bias and stereotypes.
9. Individual and group presentations for issues and concerns related to gender and education can be raised in assignments.
10. Writing a reflective paper on learning of gender roles in family and in school
11. Collection of folklores reflecting socialization processes and gender biases.
12. Analysis of textbook/s of any educational board from the perspective of gender bias and stereotypes

Assignment Two internals test each of 20 marks.

Suggested Reading

6. Bhasin, Kamla.(2000). *Understanding Gender*. New Delhi: Kali for Women.
7. Chanana, Karuna(ed.). (1988). *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
8. Kushwaha, Madhu (2014). *Gender and Education*. Varanasi: Gangasaran & Grand Sons.
9. NCERT (2006). 3.2 *Position paper, National Focus Group on Gender Issues in Education*. New Delhi: NCERT.
10. Oakley Ann (2015) *Sex, Gender and Society*, Ashgate publishing limited, England wey court east.

Year II

EDU531 ENTREPRENEURSHIP IN EDUCATION

Credits: 4
Contact Hrs.: 4/week
Exam Duration: 3 Hrs.

Max Marks: 100
Internal:40
Terminal:60

Course Outcomes:

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

10. Understand the fundamental perspectives of entrepreneurship in education and get sensitization for entrepreneurship as a career option.
11. Appreciate the challenges and future perspectives related to educational entrepreneurship.
12. Critically understand the nature & significance of entrepreneurship in life and contribution as responsible educational entrepreneurship with clear conviction to practice entrepreneurship ethics in life.
13. Evaluate the tools, models and theories helpful for entrepreneurial education and help the others motivate them for educational entrepreneurship.
14. Critically analyze the contemporary concerns and issues related to educational entrepreneurship.
15. 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.
16. Orient about entrepreneurship in education and also about the short coming related with the contemporary concerns of education policy and practices.
17. Able to apply the key constructs of applied ethics
18. To be able to justify the need and importance of ethics of entrepreneurship and implement them in an entrepreneurial career.

UNIT I

Entrepreneur and Entrepreneurship, Contributions of entrepreneurship, Multidisciplinary approach to entrepreneurship, Entrepreneurs are born or made, Entrepreneurial competencies and social skills, Barriers to entrepreneurship, National policies for skill development & entrepreneurship.

UNIT II

Meaning, nature & scope of entrepreneurship education: Needs & significance, entrepreneurship education, Entrepreneurship education in India, Challenges and future perspectives of entrepreneurship education.

UNIT III

Entrepreneurship and education, the role of education in the entrepreneurial process and development, Tools, models and theories helpful for entrepreneurial education, Ethics in entrepreneurship, Value creation as the common core of entrepreneurship education.

UNIT IV

Educational entrepreneurship, educational entrepreneurs, educational entrepreneurship Opportunities & Ideas, Social entrepreneurship, social entrepreneurs in Education, Role of education innovation in entrepreneurship development.

Mode for Transaction

Learning by Expositions, presentations, projects, seminars, collaborative & cooperative strategies, critical pedagogy, field visits, paraphrasing, reflection and brainstorming session on educational studies related concepts, dialogue and open discussion, and blended learning approach.

Assignment

1. Group discussions, debates and dialogue on the entrepreneurship education related themes.
2. Individual and group presentations & open discussion on educational entrepreneurship related concerns.
3. Analyzing 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.
4. Comparative study of curriculum and practices of entrepreneurship education in different countries of the world. .
5. Case study of any educational entrepreneurs/ educational entrepreneurship/ social entrepreneurship-related concerns.
6. Writing reflective papers, assignments and project work on the influence of education on economic changes and the socio-cultural influences on entrepreneurship.
7. Projects work/business plan related to educational opportunities.

Suggested References

1. Hisrich, Robert D., Peters, Michael P. and Shepherd, Dean A. (2018). Entrepreneurship, New York: McGraw Hill Education.
2. Bornstein, David & Davis, Susan (2010). Social Entrepreneurship: What Everyone Needs to Know, New York : Oxford University Press.
3. Catherall, Richard & Richardson Mark (2017). Social entrepreneurship in Education, Manchester: British Council.
4. Lackeus, Martin (2015). Entrepreneurship in Education, What, why, When & How, European Commission, LEED (Local Economic and Employment Development), Paris: OECD.

5. Neck, Heidi M.; Greene, Patricia G.; Brush, Candida G. (2014). Teaching Entrepreneurship: A Practice-Based Approach, Cheltenham: Edward Elgar Publishing Ltd.
6. Raj Shankar (2012). Entrepreneurship Theory & Practice, Noida: McGraw Hill Education.

EDU532 EARLY CHILDHOOD CARE EDUCATION

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

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

7. Understand the need and significance of early childhood care and education
8. Understand the policy perspectives on ECCE in India and the world
9. Understand social and personal development of children (3-6 years)
10. Understand the quality dimensions, i.e. curriculum, programmes and workforce for ECCE
11. Understand the contribution of various thinkers in the area of ECCE.
12. Develop knowledge and skills for research and evaluation in ECCE and training of personnel

UNIT I

ECCE: Concept, significance and objectives of ECCE. ., 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). ., ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

UNIT II

Developmental characteristics and norms – physical, cognitive, language, socio-emotional during the preliminary stage. The transition from home to school – issues and concerns. Socio-cultural context in schools and home and child-rearing practices at home in construction of knowledge. Contribution of Educational Thinkers; a) Froebel, b) Montessori, c) Gijubhai Badeka, d) M.K.Gandhi (Pre Basic Education) e) Rudolf Steiner and Waldorf Schools., Contribution of Piaget, Erickson and Vygotsky (ZPD, scaffolding, language and cultural development).

UNIT III

Curriculum for School Readiness – physical, cognitive, socio-emotional dimensions;., Anganwadi Centre, different types of pre-school curriculum like Montessori, Kindergarten, Balawadi; progressive, Support of workforce: Teachers’, helpers, parents and community support in Functioning of ECCE centres, 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 as methods in primary and early primary stages

UNIT IV

Need and significance of personnel involved in the ECCE programme. Status & nature of training programme – pre-service & in-service for personnel engaged in ECCE programme – a critical evaluation, issues, concerns and problems. Areas of research studies in ECCE. Evaluation of ECCE programme, methodology and implications.

Mode of Transaction

Group Discussion, Case studies, lecture, visits, seminar
presentation, and brainstorming

Assignment

5. Case study of Anganwadi, pre-school centres
6. Assignment on selected themes from the course
7. Collection of information on the infrastructure of ECCE centres and comparison with NCERT minimum specifications (1992)
8. Reflection on the literature on equality ECCE services of one western country (internet, journals) Writing of journal articles on different issues on ECCE Survey of play materials and comparing with the socio-cultural set-up

Suggested References

1. Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and
2. Child Development, New Delhi NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.
3. UNESCO (2007): Strong Foundations: Early Childhood Care and Education. Paris.
4. Aggarwal, J. C. and Gupta, S. (2007). Early Childhood Care and Education (1st Ed.). Shipra Publications, New Delhi.
5. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
6. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
6. NCERT (2005). National Curriculum Framework, New Delhi.
7. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi

EDU533 GUIDANCE AND COUNSELING

Credits: 4
Contact Hrs.: 4/week
Exam Duration: 3 Hrs.

Max Marks: 100
Internal:40
Terminal:60

Course Outcomes:

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

10. Understand the meaning, concept, nature, types and purpose of guidance.
11. Understand the need for guidance at various levels of education.
12. Recognize the role of teachers and professionals in guidance programs.
13. Understand the essential services and resources involved in the guidance program.
14. Understand the meaning, concept, nature, types and purpose of counseling.
15. Equip the knowledge of theories and practices of counseling.
16. Acquire knowledge regarding different techniques of counseling.
17. Realize the importance of guidance and counseling.
18. Become acquainted with the skills and qualities of an effective counselor.

UNIT I

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. Types of Guidance; Personal Guidance, Educational Guidance, Vocational Guidance.

UNIT II

Individual and Group Guidance: Meaning, Objectives, Characteristics, Advantages, Problems, and Principles & Techniques. 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. Problems and evaluation of guidance programs at various levels of education.

UNIT III

Meaning, nature, and concept of counseling. Characteristics of Counseling, Various Definitions of Counselling, Need and Scope of Counseling, Principles of Counseling, Process and Techniques of Counseling, Approaches of Counseling: Directive, Non-Directive, Eclectic Counseling.

UNIT IV

Various Theories of counseling; Freud's Psycho - analytical, Carl Rogers'-Person Centered, Behavioral Theories, Gestalts Theories, Factors affecting the Counseling process, Essential Qualities and Skills of an effective counselor.

Mode of Transaction

Lecture-cum-discussions, Workshop Sessions, Assignments, Presentation by Students

Assignment

1. Mid-term tests, Group discussions, seminars, presentations and dialogue on the themes.
2. Writing review of at least one book related to Guidance and Counseling.

5. Preparation of the list of areas of guidance and counseling program for secondary students.

Suggested Readings:

1. Aggarwal, R. (2010).Elementary Guidance and Counselling, New Delhi: Shipra Publication.
2. Aggarwal, J.C. (2005). Career Information in Career Guidance Theory & Practice, Delhi: Doaba House.
3. Burnard, P. (2005).Counselling Skills Training, New Delhi: Viva Books Private Limited.
4. Chandra, R.(2009). Career information and Guidance and Counselling, Delhi: Isha Books.
5. Chauhan, S.S. (2007). Principle and Techniques of Guidance, New Delhi: Vika Publishing House.
6. Gibson, R. L. & Mitchell, M. (2008). Introduction Counselling and Guidance, New Delhi: PHI Learning Pvt. Ltd. 40
7. Kochhar, S.K. (2009). Guidance & Counselling in Colleges & Universities, New Delhi: Sterling Publishers Pvt Ltd.

EDU534 LIFE SKILLS EDUCATION

Credits: 4

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

After the transaction of the course, the students will be able to;

6. Understand the fundamental perspectives of life skills and get orientation for life skill-based living.
7. Appreciates and analyze different types of life skills needs for a better society.
8. 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.
9. Critically analyze the positive psychology, psychology of Spirituality, Peace and Happiness, used for self-improvements, personality development and growth mindset personality.
10. Critically examine the contemporary concerns and issues related to life skill education.

UNIT I

Introduction to Life Skills and life Skills Education, Need, Importance of Life Skills, Classification of Life Skills (Generic, Problem Specific and Area Specific Skills), Theoretical Foundations of Life Skills: Social Learning Theory by Bandura, Problem- Behaviour Theory by Jessor, Social Influence Theory by Kelman.

UNIT II

Approach in Education and Training, Quality Education and Life Skills, the Four Pillars of

Education, Learning throughout Life, Life Skills Education in the Indian Context. Life Skill Life Skills for Adolescents and Youth, Education for Teachers Life Skills, Methods and Strategies used for nurturing and Internalizing Life Skills, Concept and strategies to promote Healthy Life Style Skills.

UNIT III

Core Life Skills: Social Skills and Negotiation Skills, Thinking Skills and Coping Skills to cope up with Emotions & Stress, Six-factor Model of Psychological Well-being, Strength-based Approach, Multiple Intelligence, Mindset: The Psychology of Success & Failure, Growth Mind-Set Strategies, Process of adjustment, Conflicts and Defense Mechanisms.

UNIT IV

Applications of Life Skills, Concept and strategies to promote Area Specific Skills, Basics of Self-improvement & Personality Development, Principles of psychosocial supports to individuals, Positive Psychology Interventions, The Psychology of Spirituality, Peace and Happiness.

Mode of Transaction

Learning by Expositions, presentations, projects, seminars, collaborative & cooperative strategies, critical pedagogy, field visits, story-telling, role-playing, paraphrasing, reflection and brainstorming session on life skills education-related concepts, dialogue and open discussion, and blended learning approach.

Assignment

1. Group discussions, debates and dialogue on the life skills education related themes.
2. Individual and group presentations & open discussion on the life skills education related concerns.
3. Analyzing documentaries, movies, literature, and texts from the perspective of life skills education aims and preparing presentations and reports.
4. 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)
5. Case study of any life skills education-related concerns and analyses of self-help books and the collections of success stories related to life skills.
6. Comparative study of Curriculum and practices life skills education in different countries of the world.
7. Planning of various activities, workshop, training sessions related to life skills education concerns.
8. 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.
9. To organize and demonstrated various thinking skills and coping skills through role-plays, arts, music, theatre, dance, story-telling, debates etc. on diverse issues in the form of workshops, transaction mode lecture method, activity-based method, survey method, cooperative learning.
10. Conduct Life Skills Training Sessions to in the campus, schools or out-of-school for students.

EDU535 INCULSIVE EDUCATION

Credits: 4
Contact Hrs: 4/week
Exam Duration: 3 Hrs.

Max Marks: 100
Internal:40
Terminal:60

Course Outcomes:

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

1. Understand Inclusive, Integrated and Special Education and different perspectives of inclusive education
2. Know about the key legislations and policies for inclusive education
3. Know the need for Inclusive Education and its practice
4. Understand diverse learner's needs and challenges related to diverse learners
5. Understand the inclusive instructional design and collaborative instruction to promote inclusion
6. Enable the student to organize an inclusive classroom.

UNIT I

Introduction to Inclusive Education: Inclusive Education: Concept, Need, Objectives and Scope – Integrated Education – Special Education – Perspectives of Inclusive Education: Historical, philosophical, Psychological, Sociological and Political Economic – Contribution of Educational thinkers for the conceptualization of Inclusive Education – Advantages of inclusive education for the individual and society.

UNIT II

Initiatives in the direction of Inclusive Education: The International level: The Universal Declaration of Human Rights (1948), The U.N. Convention on the Rights of the Child (CRC), International Year/decade of the Disabled Persons (IYDP, 1981), The World Declaration on Education for All and its Framework for Action to meet Basic- Learning Needs, (1990), Salamanca Statement and Framework for Action on Special Needs Education (UNESCO) 1994) - National level: The Indian Education Commission (1964-66) – Integrated Education for Disabled Children (IEDC, 1974), National Policy on Education 1986 (POA, 1992). Rehabilitation Council of India Act, 1992, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999, Sarva Shiksha Abhiyan (SSA), RMSA, IEDSS- 2009, RTE-2009.

UNIT III

Curriculum adaptations and evaluation for children with diverse needs: Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children) developmental disabilities (autism, cerebral palsy, learning disabilities) - social and emotional problems, scholastic backward ness, underachievement, slow learners, children with unique health problems, environmental/ecological difficulties and children belonging to other marginal groups - Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.

UNIT IV

Challenges and Problems in Achieving Inclusion: Access, Enrolment, participation and learning achievements – establishment of inclusive schools, teacher preparation programme (Human Resource) – providing infrastructure facilities, development of instructional materials – Quality of Schooling – factors determining school effectiveness – Community mobilization and participation – Positive Behavior for Inclusion – Challenging Behavior – Violence & Touching – Class Meetings – Developing Action Plan.

UNIT V

Collaborative Instruction for Inclusion: Collaboration – Cooperative learning – Peer – mediated instruction and interventions – Inclusive classroom – Physical Layout of Inclusive Classroom – Special assistance to children – Medication in the classroom – Promotion research in Inclusive Education and Education of the disadvantaged with special reference to access, enrolment, participation and learning achievements, development of effective instructional strategies, assessment, diagnostic and evaluation devices.

Suggested References

8. Ainscow, M. and Booth, T (2002) Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.
9. Ainscow, M., Dyson, A. and Booth, T. (2006) Improving Schools, Developing Inclusion, London: Routledge.
10. Ainscow, M. (1999) Understanding the Development of Inclusive Schools, London: Falmer Press.
11. Booth, T., Nes, K., Stromstab, M. (2003) Developing Inclusive Teacher Education, London: Routledge Falmer.
12. Clough, P. and Corbet, J. (2002) Theories of Inclusive Education – A Students' Guide, Paul Chapman Publishing Ltd.
13. Cohen, L Manion, L and Morrison, K (2000) Research Methods in Education London: Routledge Coleman, M and Briggs, A (2002) Research Methods in Educational Leadership and Management, London: Paul Chapman Publishing
14. Collard, Jand Reynolds, C(eds)(2005) Leadership, Gender and Culture in Education, Maidenhead: Open University Press

EDU536 ENVIRONMENTAL EDUCATION

Contact Hrs.: 4/week
Exam Duration: 3 Hrs.

Internal:40
Terminal:60

Course Outcomes:

After this course, the student will be able to;

9. Develop comprehensive concept about the scope and importance of environmental education
10. Acquaint with ecological issues and problems.
11. Be aware of the recent environmental hazards and the plan to overcome this in a broad perspective.
12. Provide training in it enabled strategies for imparting Environmental Education.
13. Conduct an awareness program and develop an action plan for the public about sustainable development
14. Lead a nature-friendly life and promote green living in society.
15. Develop an attitude to conserve nature and natural resources.
16. Capacity to obtain, analyze, and communicate information on risks, relief needs and lessons learned from earlier disasters to formulate strategies for mitigation in future scenarios.

UNIT I

Introduction to Environment: Definition, Components of Environment, Relationship between different components, Man -Environment relationship, Impact of Technology on the environment, Environmental Degradation, Sustainable Development, Environmental Education. Concept of Ecology, ecosystem. - Food chain, Food web -Factors affecting the food chain and food web. - Meaning, need and significance of environmental education. - Structure and status of environmental education- primary, secondary and higher education. - Environmental Education in a global perspective –steps taken by National, International and State organizations in the promotion of environmental Education - Environmental Literacy.

UNIT II

Curriculum planning - Factors affecting Curriculum Construction., Methods in Environmental Education - Outdoor education, Experiential Education, Inquiry Method., Approaches in Environmental Education - Holistic, Integrated, Interdisciplinary, Multidisciplinary. Formal and Informal Strategies in environmental Education - Debate and discussion, Video, Case study, Action projects, Simulation - Poster and Brochure preparation, Workshop, Interactive website, Guided nature walk, Green classroom activities, Issues related to supervision and assisting in environmental education.

UNIT III

Environmental problems at Global and regional level: Global level-Global Warming and Glacier Erosion, e-Waste Management, Loss of Habitat and Biodiversity, Pollution;
Regional Level - Solid and Liquid Waste Management, Quarrying and Sand Mining, Ecological Hot Spot., Natural Disasters - Disaster Management, Conservation Nature and Natural Resources.

UNIT IV

Concept and need of environmental planning, Issues related to environmental planning. Need and scope of sustainable development, Environment monitoring System., Environmental Accountability – Environmental Ethics, Contributions of social activists in environmental Education in India. Recent Eco concepts – Ecotourism, Eco-feminism, green living, Organic farming, Family farming.

UNIT V

Types of Disaster -Introduction, Types of Natural Disasters, Accidental Disasters, Impact of Disasters

Floods, Drought, Tsunami, Volcanoes, Cyclones and Storms, Forest Fires, Severe Heat Waves, Landslides and Avalanches, Epidemics and Insect Infestations, Technological and Social Disasters- Introduction, Types of Technological Hazards, Hazardous Materials, Social Disasters, Political and Crowd Disasters, War and Terrorism, Disaster Management- Components of Disaster Management, Government's Role in Disaster Management through Control of Information, Actors in Disaster Management, Organizing Relief measures at National and Local Level, Psychological Issues, Carrying Out Rehabilitation Work, Government Response in Disaster

Assignment

1. Suggest conservation strategies to be adopted in your locality.
2. Prepare a biological album/CD on endangered species.
- 3 Write a proposal for observation of Environmental Day.
6. Report a field experience on an area of environmental issue.
7. Report on any disaster that occurred in any state of India and suggest disaster management ways

Mode of Transaction

Lecture Cum Demonstration, Demonstration, Group Presentations, Seminars, Debates, Assignments, Brain Storming Sessions, Peer Group Discussion, Interaction with Community, Case Study, Survey And Dialogue, Nature Camp.

Suggested Readings:

16. Bell, F. et al. (1996). Environmental Psychology, New York: Harcourt College Publishers44
17. Bennet, D. B. (1989). Evaluating Environmental Education in Schools- A Practical Guide for Teachers.
18. UNESCO- UNEP – International Environmental Education Programme.
19. Bridgeman, H. (1992). Global Air Pollution, New Delhi: CBC Publishers Distributors.
20. Chhockar, K. B. et al. (2005). Understanding environment. New Delhi: Sage.
21. Programme Structure And Syllabus Pgcsc – M.Ed. 91
22. Elliot, D. (1997). Energy, Society and Environment, London, Routledge
23. Goudie, A. (1993). The Nature of Environment, Great Britain: Hartnolls Ltd.
24. Harrison, L. (1995). Environmental Health and Safety. Auditing: Hand Book, New York: Mc. Graw- Hill Inc.
25. Jadhav, H. V. (1994). Principles of Environmental Science. New Delhi: Himalaya Publishing House.
26. Jones, M. A. (1997). Environmental Biology. New York: Routledge - Introduction to Environmental Series.
27. Khoshoo (1991). Environmental Concerns and Strategies. New Delhi: Ashish Publishing House.
28. Palmer, J. & Neal, P. (1996). The Hand Book of Environmental Education. London: Routledge.
29. Pepper, D. 1996). Modern Environmentalism: An Introduction. London: Routledge. Right, R. P.
30. Lacey. C. & Williams, R. (1987). Education, Ecology and Development. Great Britain: Dereck Doyle and Associates.

Ability Enhancement Courses

EDU481 TEACHING-LEARNING WORKSHOP

Credits: 2

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

At the end of this workshop, participants will be able to:

5. Exhibit different pedagogical skills
6. Prepare and execute constructivist, MI based, Meta Cognitive and Life skill-based activities
7. Implement and assess the psychological tests
8. Practice teacher education models

S. No	Topic	Transaction No of Session	Hands –on-experience in Hours
1	Pedagogical Skills:		
	Blooms Taxonomy: cognitive domain	2	04 Hours
	Blooms Taxonomy: Affective domain Psychomotor domain	2	04 Hours
	writing instructional objectives	1	02 Hours
2	Meta Cognitive Skills	2	04 Hours
3	Teaching skills	5	10 Hours
3	Multiple Intelligence based teaching: concept of multiple intelligence, MI based teaching (Mind effect)	3	06 Hours
4	Constructivism and learning	3	06 Hours
6	Administration of Psychological tests	6	12 Hours
7	Observation and interaction with children from diverse background and discuss their lived experience regarding learning within school and beyond the school.	3	06 Hours
9	Strategies for Promoting Reflective Teaching, Active Learning and Feedback	3	06 Hours
		30 Session	60 Hours

EDU482 TECHNOLOGY WORKSHOP I

Credits: 2

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

At the end of this workshop, participants will be able to:

1. Plan and design teaching strategies based on various instructional designs
2. Integrate productivity tools in the teaching-learning process
3. Utilize constructivist tools in classrooms
4. Use concept mapping tools
5. Design E content based on four quadrants
6. Integrate ICT in teaching learning process.

S. No	Topic	Transaction No of Session	Hands –on-experience in Hours
1	Instructional design:		
	ADDIE,	1	02 Hours
	ASSURE,	1	02 Hours
	DICK & CARY,	1	02 Hours
	MASON'S	1	02 Hours
	9 E	1	02 Hours
	5 E	1	02 Hours
2	Productivity tools:		
	Word Processing, SG Spreadsheet, SG Presentation, SG	6	12 Hours
	Photo & video editing software, Windows Moviemaker	4	08 Hours
3	Constructivist teaching tools: Mind tool	3	06 Hours
4	Concept Mapping Tools	3	06 Hours
5	E content design: 4 quadrants	4	08 Hours
6	Integration of ICT in teaching: white board, smart board, projector, animation, simulation etc.	4	08 Hours
		30 Session	60 Hours

EDU483 RESEARCH METHODS WORKSHOP

Credits: 2

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

At the end of this workshop, participants will be able to;

7. Plan and design a research proposal based on suitable research design and approach to the research problem
8. Identify the need and significance of the research topic, review of literature, variables, population and sampling technique
9. Utilize questionnaire and various tools for data collection
10. Develop capabilities for formulation and testing of hypotheses based on the nature of research.
11. Comprehend the appropriateness of statistical techniques for analyzing research data.
12. Know about references, citation and plagiarism

S. No	Topic	Transaction	Hands-on-experiences
1	Meaning and Objectives of Research		
	Types of research	2	04 Hours
	Research Design	2	04 Hours
	Defining research problem	2	04 Hours
	Variable's identification	2	04 Hours
	Objective's formulation	2	04 Hours
	Hypothesis	2	04 Hours
2	Review of Literature		
	Methods of Literature Review	2	04 Hours
	Use of library, books, journals, e-journals, thesis, documentation technique	2	04 Hours
3	Sampling Technique		
	Population, sampling, sample size, sampling procedure, Sample frame	2	04 Hours
4	Construction of tools		
	Questionnaire and types, interviews	1	02 Hours
	Achievement Test	1	02 Hours
	Item analysis, reliability and validity	2	04 Hours
5	Statistical Analysis		
	Levels of measurement,	1	02 Hours
	Numerical problems related to measures of central tendency.	1	02 Hours

	Classification of data,	1	02 Hours
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	Data processing, graphical representation of data	1	02 Hours
	Numerical problems related to parametric test and non-parametric test	2	04 Hours
6	Research Ethics		
	Plagiarism, use of plagiarism software References, citation	2	04 Hours
		30 Session	60 Hours

EDU484 Technology Workshop II

Credits: 2

Contact Hrs.: 4/week

Exam Duration: 3 Hrs.

Max Marks: 100

Internal:40

Terminal:60

Course Outcomes:

At the end of this workshop, participants will be able to;

- Use social networking services effectively
- Develop e- resources
- Create and handle online meetings and seminars
- Design multimedia
- Use Google tools for teaching and learning
- Develop assessment and feedback tools
- Develop e-content based on four quadrants
- Develop survey tools
- Access SWAYAM, NPTEL, MOOC, COURSE ERA courses
- Design e activities
- Develop e- portfolio

S. No	Topic	Transaction	Hands –on-experience
1.	Social Networking Services- Email, Forums, Blogs, Facebook, Twitter etc.	02 Hours	02 hours
2.	Development of e- resources	02 Hours	02 Hours
3.	Online Meeting, Seminar and Conference Platforms: Google Meet, Zoom etc	02 Hours	02 Hours
4.	Multimedia design	02 Hours	02 Hours
5.	Formative Assessment and Feedback tools	02 Hours	02 Hours
6.	E-content development -4 Quadrants	02 Hours	02 Hours
7.	Survey Tool: Survey Nuts	02 Hours	02 Hours
8.	Survey Tool & Assessment Tool: Google Form	02 Hours	02 Hours
9.	E-content development -4 Quadrants	02 Hours	02 Hours
10.	Virtual field trip preparation	02 Hours	02 Hours

11.	Assessing NPTEL, SWAYAM courses	02 Hours	02 Hours
12.	Assessing MOOC, COURSE ERA courses	02 Hours	02 Hours
13.	Google Classroom	02 Hours	02 Hours
14.	Designing e activities	02 Hours	02 Hours
15.	E-Portfolio	02 Hours	02 Hours
Total Hours - 60		30 Hours	30 hours

** For certain topics, Experts may be invited from the outside departments or other Universities.

EDU581 Vacation Internship

The internship course will allow students to take their learning experiences beyond the campus to develop the skills needed to be professionals. This internship will facilitate a bridge between they learn in the classroom and observe in the field.

Course Outcomes:

- Exposure to real-life job situations and the environment
- Accumulation of experience that makes you a more attractive employment prospect
- Development of the necessary skills for your chosen field
- Opportunity to network with professionals within your industry

Duration: They would complete the vacation internship during winter semester break for a minimum period of fifteen days.

Where to do an Internship?

The students can take up an internship in the following institutions.

Non-Government Organizations

They can associate themselves with any NGO and work with them. They have to identify the NGOs working for the cause of education or social upliftment like girls education, removal of social evils etc.

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.

ED 503 Dissertation

The goal is to provide the opportunity to get practical experience in conducting research and addressing recent educational issues.

It is a **twelve-credits course** The total weightage for evaluation is 100 marks, bifurcated Internal,40 marks, and Terminal is 60 marks.

The dissertation would be completed under the supervisor's guidance being allotted by the department in the educational area.

The formative assessment would be held in two terms per university evaluation policy, and the Summative assessment would be done through the external panel.

It would be through presentation and report submission.

Summative evaluation would be done through the external panel.

In Year II, Students have to study two elective courses (each of four credits)in another department, and they have to complete a Fitness course of 2 credits being mandatory as per UGC guidelines of 2 Credits offered by the Sport department

