

Maharaja Surajmal Brij University

Department of Education

## Course structure and syllabus

M. A. In education/ master of education program

Session -2024-25 Onwards



*Syllabus 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.*

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## **DEPARTMENT OF EDUCATION**

The vision of the Department is to prepare individuals who will bring change through teaching, leadership, research and services in their professions and communities. The mission of the Department is to develop professionally equipped and humane teachers and quality practitioners in the field of Education

Department of Education offers following programmes:

**Bachelor of Arts (B.A) (Hons.) Education**

**Masters of Arts in Education (M.A. Education)**

**Integrated B.A-M.A. in Education**

**PhD in Education**

## **MASTERS OF ARTS IN EDUCATION (M.A. EDUCATION)**

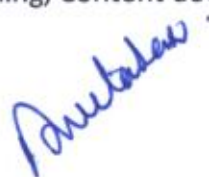
M.A Education is a postgraduate teaching and training course for two years (four semesters). This programme will help in developing basic understanding of the theories and Policies in Education. This course will enable the students to engage with core issues with education. It will equip students with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

## **EMPLOYMENT OPPORTUNITIES**

The students can take up career in NGOs and schools.

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

  
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**Eligibility:**

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

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

**Duration:** 2 years

**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 develop an ability to critically examine, educational theories, educational policies and also contribute in formulation of educational policies
7. The students will be able to serve as technology leaders, and use technology as an effective tool to support teaching and learning 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.

  
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**DEPARTMENT OF EDUCATION**  
**Masters of Arts in Education CURRICULUM STRUCTURE**

SEMESTER-I				
S. No	Course Code	Nature of Course	Course Title	Credits
1.	EDU-101	Core	Introduction to Educational Studies	4
2.	EDU-102	Core	History, Politics, & Economics of Education	4
3.	EDU-103	Core	Teachers Education	4
4.	EDU-104	Core	Introduction to Educational Research	4
5.	EDU-105	Core (Elective)	Open Elective I/MOOC Human Resource Management in Education/ Population Education in India	4
6.	VAC-1	Value Added Course	Communication Skill & Personality Development (Internal) .	2
7-	Seminar	—	Internal	2
Total Credits				24
SEMESTER-II				
1.	EDU-106	Core	Pedagogical Sciences	4
2.	EDU-107	Core	Educational Technology	4
3.	EDU-108	Core	Statistics in Education	4
4-	EDU-109	Core	Internship/Apprenticeship in Education	4
5.	EDU-110	Core (Elective)	Open Elective I/MOOC Assessment and Evaluation/Gender Studies	4
6.	VAC-2	Value Added Course	Moral Education (Internal) .	2
7-	Seminar	—	(Internal) .	2
Total Credit				24

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## MULTIPLE ENTRIES AND MULTIPLE EXITS

### Exit -1: After one year

The exit will be allowed only after completion of two semesters i.e one year of M.A (Education) The degree to be awarded after one years will be Post graduate diploma in Education

### Entry-1: After one year

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

## EVALUATION

### Continuous Internal assessment (30 Marks)

Internal assessment of 40 marks is done through CIA 1 (15 marks) and CIA 2 (15 Marks). The mode of assessment can be written tests, assignments, presentations, group work, quiz etc depending on the nature and scope of course. For some practical courses instead of CIA 1 & CIA 2 one Midterm assessment of 30 Marks can be done.

### End Semester Examination (70 Marks)

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

  
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# **SYLLABUS**

## **SEMESTER-1**

  
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COURSE CODE: EDU 101

COURSE TITLE: INTRODUCTION TO EDUCATIONAL STUDIES

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 70 Marks	04
3	1	0	Internal Assessment: 30 Marks	

**Prerequisite**

- Any graduate student who enrolled in the M.A. (Education) and master degree programme can study this Course. They should also know the basics various aspects of national values, Indian constitution and society.

**Learning Outcomes:** After completion of this course, the students will be able to;

- Understand the nature, meaning, methods, epistemological perspectives, different theories and shifts in the process of knowledge in an educational context.
- Appreciate the fundamental and theoretical development perspectives of education.
- Critically understand the nature, modes & functions of education and its relationship with the disciplines.
- Analyse the past and contemporary concerns and issues related to the education system and that helps them to formulate their own viewpoints.
- Critically examine the concept, aims and the relevance of Indian & western schools of thoughts in education and also appreciate educational thoughts of eminent philosophers in individual, social, economic, spiritual context.
- Orient about institutions, systems and structures of education and also about the short coming related with the contemporary concerns of education policy and practices.
- Critically study the philosophical & sociological approaches of education and related issues in such a way that their linkages with methods, pedagogy, approaches and practices & profession can be established.
- Appreciate the emerging trends in education and related perspectives that help them to develop their interest in education; further this helps them to select their interesting area for educational research.

**Course Outcomes** The student would be acquainted;

- To explain the fundamental perspectives of methods, epistemological perspectives, different theories and shifts in the process of knowledge in an educational context.
- To analyse fundamental and theoretical development perspectives of education and also nature, modes & functions of education and its relationship with the disciplines.
- To help the student to understand the nature, modes & functions of education and its relationship with the disciplines.
- To analysis the past and contemporary concerns and issues related to the education system and that helps them to formulate their own viewpoints.

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

#### COURSE CONTENT

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

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Stratification, Constraints of Social Change in India, Role of Education in Culture, Social institutions and their functions, Theories of Social Movements, Emerging concerns in education.

### Assessment

CIA-1	Written Exam	15 marks
CIA-II	Written Exams/Quizzes/Assignment /Presentations/ Viva-Voce	15 marks
ESE	Written Exam	70 marks

### Mode of transaction

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

### ASSIGNMENT

- Group discussions, debates and dialogue on the educational studies related themes.
- Individual and group presentations & open discussion on educational thoughts of various schools of thoughts & thinkers and other educational studies related concerns.
- Analysing of the documentaries, movies, literature and texts from the perspective of educational aims, philosophical, sociological and cultural concerns and development interface and make presentations and preparation of reports.
- Comparative study of aims of education of different education commissions and aims of education from ancient times to modern times.
- Writing reflective papers, assignments and project work on the influence of education on social change and the socio-cultural influences on educational aims & other related concerns of educational studies.
- Projects work on the constitutional provision & policies, programmes and schemes for educational development of Children from deprived section.

### SUGGESTED READINGS

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

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**WEB-LINKS:**

- [https://ddceutkal.ac.in/Syllabus/MA\\_Education/Paper\\_1.pdf](https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_1.pdf)
- [https://archive.mu.ac.in/myweb\\_test/ma%20edu/M.A.%20Edu.%20Philosophy.pdf](https://archive.mu.ac.in/myweb_test/ma%20edu/M.A.%20Edu.%20Philosophy.pdf)
- [http://sdeuoc.ac.in/sites/default/files/sde\\_videos/SLM-19510-Philo-Philosophy%20of%20Education.pdf](http://sdeuoc.ac.in/sites/default/files/sde_videos/SLM-19510-Philo-Philosophy%20of%20Education.pdf)

**Mapping of Programme Objective with Course Outcome**

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

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

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COURSE CODE: EDU 102

COURSE TITLE: HISTORY, POLITICS &amp; ECONOMICS OF EDUCATION

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 70 Marks	04
3	1	0	Internal Assessment: 30 Marks	

**Prerequisite**

Students should have basic knowledge of history of education, economics and politics.

**Learning Outcomes**

1. Students will be able to critically examine the status of education in different periods
2. Students will be able to compare and contrast education system in pre independent India and post independent India
3. Students will be able to analyse the policy documents in the field of education
4. Students will be able to examine the relationship between politics and education
5. Students will be able to appreciate the process of policy formulation
6. Students will be able design policy draft based on the steps of policy formulation



**Course Outcomes**

1. Develop knowledge and understanding of the history of education
2. Critically examine the education in different period
3. Critically analyse the different educational documents such as the reports of different commissions and committees
4. Understand the role of politics in education and its relationship.
5. Acquaint with role of education in economic development
6. Understand the process of policy formulation and contribute to the same in future
7. Understand the importance of economics in education and manpower approaches to educational planning
8. Create awareness related to different issues and concerns related to education

UNIT I	Historical perspective of Education in pre-independence India	12 hours
	Education in Ancient India Vedic Education: Important features of Vedic Education, methods of teaching, role of teacher and Pupil Buddhist Education: Important features of Buddhist Education, Methods of Education, role of Teacher and Pupil Education in Medieval India: Important features of Muslim education Education in British period	
UNIT II	Major Committees and Commissions post-independence	12 hours
	Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1968, 1986, 1992), NEP 2020 National Curriculum Framework	

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	2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012)	
<b>UNIT III</b>	<b>Political Aspects of Education:</b>	<b>10 hours</b>
	Relationship between politics and Education, Relationship between policies and Education, Relationship between Educational policy and National development, Determinants of educational policy, Process of Policy Formulation, Implementation and Evaluation of Policy	
<b>UNIT IV</b>	<b>Economics and Development</b>	<b>10 hours</b>
	Education and Economic Development Education as an Investment Education as public good and private good Manpower Approach to Educational Planning	
<b>UNIT V</b>	<b>Economics and Education</b>	<b>10 hours</b>
	Human Capital Theory Expenditure on Education, Concept of Educational Finance, Determinants of Financing of Education, Sources of Finance Concept of Budgeting	
<b>UNIT VI</b>	<b>Issues, Debates and Concerns of Education</b>	<b>6 hours</b>
	Resource Constraints and Resource Mobilization Public-Private Partnership Marketization and Commodification of Education GATS and Education Autonomy, Accountability and Accreditation	
<b>Internal Assessment</b>		
CIA-1	Written Examination	15 marks
CIA-II	Written Exams / Quizzes/Assignment /Presentations / Viva-Voce / projects / seminar	15 marks
ESE	Written Examination	70 marks
<b>Mode of transaction</b>		
Lecture, presentation, group discussion, document analysis		
<b>ASSIGNMENT</b>		
1. Prepare scrap book on education in ancient period and medieval period 2. Presentation on critical analysis of education system in ancient period and medieval period 3. Collect information regarding the education institutions in medieval period. 4. Critical analysis of different commissions and committees 5. Discussion on relationship between education and politics as well as relationship between education and economies 6. Justify education as an investment		
<div style="text-align: center;">   <b>Dr. Farbar Singh</b>          Asstt. Registrar          Acad. I       </div> <div style="text-align: right;">  </div>		



**SUGGESTED READINGS**

- Aggarwal, J.C. (2004). Development of Education System in India New Delhi: Shipra.
- Aggarwal, J.C. (2004). Modern Indian Education. New Delhi: Shipra.
- Blaug, M. (1970). Economics of Education. England: Penguin Books Limited.
- Geraint, J. (1993). The economics of education. Palgrave Macmillan. New York.
- Shrivastava, B.D. (1963). The Development of Modern Indian Education. Calcutta: Orient Longmans.
- Desai, D.M. (1957). A Critical Study of Primary Education in India. Vadodara: The Maharaja Sayajirao University of Baroda.
- Dongerker, S.R. (1955). Thoughts in University Education. Bombay: Popular Book Depot.
- Kabir, H. (1959). Education in New India. London: Allen and Unwin Ltd.
- Keay, F.F. (1973). A History of Education in India and Pakistan. Calcutta: Oxford University Press.
- Ministry of Education and Social Welfare (1953). Report of the Secondary Education Commission. Ministry of Education and Social Welfare. New Delhi: Government of India.
- Ministry of Education (1949). Report of the University Education Commission. New Delhi: Government of India.
- Mukherjee, L. (1975). Comparative Education. Bombay: Allied Publishers.
- Mukherjee, S.N. (1964). Education in India, Today and Tomorrow. Baroda: Acharya Book Depot.
- Mukherjee, S.N. (1966). History of Education in India: Modern Period. Baroda: Acharya Book Depot.
- Naik, J.P. (1965). Educational Planning in India. Bombay: Allied Publishers.
- Naik, J.P. (1965). Elementary Education in India: The Unfinished Business. Bombay: Asia Publishing House.
- NCERT (1966). Report of the Education Commission: Education and National Development. New Delhi: NCERT.
- NCERT (1964). Indian Year Book on Education: Elementary Education. New Delhi: NCERT.

**Mapping of Programme objective with Course Outcomes**

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

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

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COURSE CODE: EDU 103

COURSE TITLE: TEACHERS EDUCATION

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 70 Marks	04
3	1	0	Internal Assessment: 30 Marks	

**Prerequisite**

Student teachers must have some familiarity with the general functions of regulatory bodies. They must also have the knowledge of historical perspective of the development of teacher education in India

**Learning Outcomes**

The students will be able to:-

1. Understand the nature & objectives of teacher education
2. Realize the problems and challenges in secondary & senior secondary education
3. Understand the roles of different regulatory bodies and their contribution
4. Appreciate the historical development of teacher education as a system and its evolving
5. Examine the issues, concerns & problems related to in-service education of the teachers
6. Develop an understanding of the use of ICT for the professional development of teachers
7. Visualize the impact of the Right of children to free & compulsory education Act, 2009
8. Critically examine the recommendations of Education Policies with special reference to teacher education

**Course Outcomes**

The students will envisage to:

1. Explain the concepts of teacher education.
2. Understand the nature, need and scope of teacher education.
3. Critically analyse the problems & challenges related to teacher education.
4. Reflect on quality management at teacher education system at all levels.
5. Analysis of the recommendations of various policies on teacher education.
6. Analysis, and implement in a better way what they have learned from the course and how they hope to apply it in their future classroom.
7. Exhibit certain professional skills useful for professional development of teachers.

**COURSE CONTENTS**

UNIT I	Teacher Education: Meaning, Concept & Scope	12 Hours
	Concept, meaning, and nature of teacher education, Philosophical, sociological and psychological basis of teacher education, Aims, objectives, needs, and scope of teacher education. Understanding the knowledge base of teacher education from the viewpoint of Schulman, Deng & Luke & Habermas.	
UNIT II	Structure of Teacher Education	8 Hours
	Structure of teacher education; Pre-primary teacher education, Primary teacher education, Secondary teacher education, Tertiary teacher education. Pre-service and In-service Teacher Education.	
UNIT III	Teacher Education in India	10 Hours

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	Historical perspective of the development of teacher education in India- Ancient, Medieval, British period & post-Independence, Recommendations of various Education committees, commissions and policies for teacher education, NCFTE 2009, NEP 2020 & its reflection on teacher education	
<b>UNIT IV</b>	<b>Agencies of Teacher Education</b>	<b>10 Hours</b>
	Roles & Functions of IASEs, CTE, Role of In-service Teacher Education Programs for teacher education; orientation program, refresher courses, workshops, Faculty development programs, short term courses, seminars & conferences.	
<b>UNIT V</b>	<b>Quality Concerns of Teacher Education</b>	<b>10 Hours</b>
	Quality issues and challenges in Teacher Education, Challenges related to Globalization and Privatization of Teacher Education. Roles and functions of Regulatory Bodies; UGC, NCTE, CABE, NCERT, SCERT & DIETs etc.	
<b>UNIT VI</b>	<b>Professional Development of Teachers</b>	<b>10 Hours</b>
	Teaching as a profession, Obligations and accountability of teachers, Professional development and satisfaction of teachers, Interactive technologies- teleconferencing, E-learning, designing of e-content, challenges of these technologies for In-Service Education & Training (INSET).	
<b>Assessment</b>		
CIA-I	Written Exams	
CIA-II	Written Exams/Quizzes /Assignment /Presentations/Viva-Voci	15 marks
ESE	Written Exams	70 marks
<b>Mode of transaction</b>		
Interactive Learning, Peer Learning, Discussions, Group Work, Tutorials, Workshop Sessions, Assignments & Presentations by students		
<b>ASSIGNMENT</b>		
<ul style="list-style-type: none"> <li>• Reflection on New Education Policy 2020.</li> <li>• Presentation of paper on the issues related to secondary &amp; senior secondary education.</li> <li>• Presentations by the students on recent research in the field of teacher education.</li> </ul>		
<b>SUGGESTED READINGS</b>		
<ul style="list-style-type: none"> <li>• Beck, Clive &amp; Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist Approach. State University of York</li> <li>• Day, C, &amp; J, Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press</li> <li>• Desai D.M.: (1971). New directions in the Education of Indian teachers Baroda, M.S. University</li> <li>• Govt. of India, MHRD (2005). Universalization of Secondary Education: Report of CABE committee, New Delhi.</li> <li>• Herne Steve, Jessel John &amp; Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Routledge Falmer. London &amp; New York.</li> <li>• Hillard, F.H. (1971). Teaching the Teacher Education London: George Allen and Unwin Ltd.</li> <li>• Jangira N.K. (1979): Teacher training &amp; teacher effectiveness an experience in teacher, behaviour, New Delhi, National Publishing House.</li> </ul>		



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

#### Web links:

- <https://educationsummary.com/lesson/problems-issues-and-concerns-of-universalisation-of-secondary-education/>
- <https://jonasmuthoni.com/blog/role-of-ict-education/>
- [https://tyonote.com/quality\\_management\\_issues\\_and\\_challenges/](https://tyonote.com/quality_management_issues_and_challenges/)
- <https://www.thefreelibrary.com/Development%2C+issues+and+concerns+of+secondary+and+senior+secondary...-a0319228680>

#### Journal Articles/ Papers:

- Gupta, A. & Sharma, S. (2016). The Role of ICT In Teacher Education. *BBSSES*, 7(10), ISSN2321 – 9726(online)
- Sukumar, K. S. & Kumar, S. S. (2015). Problems faced in the implementation of Total Quality Management in higher secondary schools in Kerala, India. *Journal of Social and Economic Development*, 17, pp. 275–297

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

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COURSE CODE: EDU 104

COURSE TITLE: INTRODUCTION TO EDUCATIONAL RESEARCH

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 70 Marks	04
3	1	0	Internal Assessment: 30 Marks	

**Prerequisite**

Any Graduate

**Learning Outcomes**

The students will be able to :-

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

**Course Outcomes**

The instructor would fulfil the following objectives

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

**COURSE CONTENTS**

UNIT I	Overview of Research	5 Hours
	<ol style="list-style-type: none"> <li>1. Meaning, Characteristics and Purpose of Research</li> <li>2. Scientific Research and Scientific Thinking</li> <li>3. Scientific method – Steps, Characteristics (Replicability, Precision, Falsifiability and Parsimony and Types (Exploratory, Explanatory and Descriptive)</li> <li>4. Types of Research (Fundamental, Applied and Action)</li> </ol>	
UNIT II	Introduction of Educational Research	5 Hours

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	<ol style="list-style-type: none"> <li>1. Meaning and scope of Educational Research (Indian Perspectives)</li> <li>2. Research Philosophies (Positivism and Interpretivist)</li> <li>3. Research Ethics</li> <li>4. Approaches to educational Research (Quantitative and Qualitative, mixed method)</li> </ol>	
<b>UNIT III</b>	<b>Basics of Educational Research</b>	<b>15 Hours</b>
	<ol style="list-style-type: none"> <li>1. Review of Related Literature: meaning, purpose and writing a review, Citation and referencing</li> <li>2. Variables: Meaning, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)</li> <li>3. Hypotheses - Concept, Sources, Types- Research, Directional, Non-directional, Null, Formulating Hypothesis, Characteristics of a good hypothesis</li> <li>4. Sample and Sampling Techniques (Probability and Non- probability Sampling)</li> </ol>	
<b>UNIT IV</b>	<b>Research Tools and Techniques</b>	<b>15 Hours</b>
	<ol style="list-style-type: none"> <li>1. Standardization of Research Tool: Validity, Reliability and Item analysis</li> <li>2. Research Tools: Rating scale, Checklist, Attitude scale, Questionnaire/schedule, Aptitude test and Achievement Test, Inventory</li> <li>3. Techniques of Research (Observation, Interview and Projective Techniques)</li> </ol>	
<b>UNIT V</b>	<b>Research Methods</b>	<b>15 Hours</b>
	<ol style="list-style-type: none"> <li>1. Quantitative: Survey, Experimental and Historical Research</li> <li>2. Qualitative: Case Study, Ethnography and Narratives</li> </ol>	
<b>UNIT VI</b>	<b>Practical aspect Research</b>	<b>5 Hours</b>
	<ol style="list-style-type: none"> <li>1. Steps of Writing a Research Proposal (Identify Indian Perspective problems)</li> <li>2. Writing References in the APA Style.</li> <li>3. Writing In text Citation</li> <li>4. Criteria for Plagiarism</li> </ol>	
<b>Assessment</b>		
CIA-1	Written Exams	15 marks
CIA-II	Written Exams/Quizzes /Assignment /Presentations/Field Study	15marks
ESE	Written Exams	70 marks
<b>Mode of transaction</b>		

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Lecture, group study, field study

### SUGGESTED READINGS

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

### Web Links and Web source (Articles/Reading materials)

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

### Online courses (if any) Swayam Portal

#### Short Term course for knowledge and skill enhancement

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

#### Long term Courses

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

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

• MCO-03: Research Methodology and Statistical Analysis (16 weeks, Credit 4),  
Level: Postgraduate by Prof (Dr) Subodh Kesharwani | Indira Gandhi National Open University

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

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

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*Dr. Subodh Kesharwani*



## OPEN -ELECTIVES

-Human Resource Management in Education

-Population Education in India

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*Anurag*

COURSE CODE: EDU 105-A

COURSE TITLE: HUMAN RESOURCE MANAGEMENT IN EDUCATION

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 70 Marks	04
3	1	0	Internal Assessment: 30 Marks	

**Prerequisite**  
Any graduate

**Learning Outcomes**

Students will be able to explain the concept of Human resource management  
 Students will be able to explain the recruitment and selection process  
 Students will be able to decide the appropriate training method  
 Students will be able to explain the processes of performance management  
 Students will be able to design the performance appraisal format  
 Students will be able to critically examine the various method of performance appraisal

**Course Outcomes**

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

1. Gain knowledge of the concept and processes of Human Resource management in education.
2. Understand the process of recruitment and selection in educational organization.
3. understand the concept of training and development for human resource in Education
4. Understand the various types of training and development available for human resource in education.
5. Understand the processes of performance management and performance appraisal within an educational organization.
6. Critically examine the various performance appraisal methods and design suitable appraisal plan

**COURSE CONTENT**

UNIT I	Meaning and Concept	8 hours
	Meaning and concept of Human Resource management, Nature of Human Resource Management, Functions and objectives of Human Resource management, Impact of globalization and environment change on HRM	
UNIT II	Job Analysis	8 hours
	Concept and Meaning of Job Analysis Objectives of Job Analysis Steps in Job Analysis Concept of Job Description & Job Specification	
UNIT III	Human Resource Planning	8 hours

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**Mode of transaction**

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

**ASSIGNMENT**

Visit to schools to understand the performance appraisal system

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

**SUGGESTED READINGS**

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

Mapping of Programme objective with Course Outcomes

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

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

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**Paper – Population Education**  
**Paper Code-EDU- 105-B**

**Learning outcomes –**

Learners will be able to –

1. to understand the nature, scope, and need of population.
2. to know about the factors affecting population growth and understand the need for balancing composition through distribution.
3. to understand the concept of prosperous family.
4. to help students to appreciate the role of population education upgrading the quality of social functioning.

**Course content –**

**UNIT – I**

**Population Education –**

1. Meaning, Concept, Need, Scope, Important and Objectives of Population Education.
2. Population Situation and Dynamics - Distribution and Density.
3. Population Composition – Age, Sex, Rural, Urban, Literacy.
4. Factors affecting Population Growth, Fertility, Mortality and Immigration.

**UNIT – II**

1. Population and Quality of Life.
2. Population in relation to socio-economic development, Health Status, Health Services and Education.

**UNIT -III**

1. Effect of unchecked growth of Population on Natural resources and environment
2. Family Life Education – Concept of Family, Family role and responsibilities, Family needs and resources, Responsible Parenthood, Life Values and beliefs.

**UNIT – IV**

1. Population Related Policies and Programmes.
2. Population Policy in relation to health, environment education.
3. Policy programmes related to employment social movements violently and international Agencies

**Suggested Readings –**

1. Jacobson, Willard J., (1979) Population education: A Knowledge base, New York Teachers College, Columbia University.

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*Amulabas*



2. Mehta, T. S., et al. (1971) Plug Points for Population Education in School Curriculum. New Delhi: NCERT.
3. Parakh, B. S. and Associates. (1979). National Baseline Survey of Population Education in India. Report of the National Sample Survey. New Delhi: Population Education Unit, NCERT (Mimeographed).
4. Sarma, R. C. (1988). Population, Resources, Environment and Quality of Life. Handbook on Population Education. New Delhi: Dhanpati Rai & Sons.
5. Srinivasan, K., and Pathak, K. B. (eds). (1992). Dynamics of Population Education and Family Welfare 1991. Bombay: Himalayan Publishing House.
6. United Nations. (1983). Population Education Programme in Asia: What Research Says. Bangkok: UNESCO.
7. Rao, D.G., Population Education, sterling publishers.

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**Paper Name-Communication Skill & Personality Development**  
**Paper code- VAC-1 (FIRST SEMESTER)**

**TOTAL MARKS-50 (INTERNAL)**

**Course Objectives**

1. To understand the concept of personality.
2. To explore various aspects of personality development.
3. To understand the concept of Communication.
4. To acquire knowledge about the body language.
5. To learn about the leadership development.
6. To understand the concept of time management and communication skills.

**Course Outcome:**

1. Students will be able to understand the Concept of personality
2. Students will know various aspects of personality.
3. Students will be able develop effective communication skill
4. Students will be able to acquire knowledge of body language.
5. Students will be able to learn about the leadership development.
6. Students will be able understand the concept of time management and communication skill.

**Module I: Introduction**

Meaning and concept of personality, personality traits, Self-development, Personality development, Theory related to personality development, Motivation

**Module II: Aspects of personality development:**

Self-image, self-concept, self-identity, self-awareness and components improving self-awareness, emotional intelligence and its components, attitude-its meaning, importance and factors affecting attitude, creativity as personality development

**Module III: Team work and Leadership development:**

Group dynamic, team development, Body language- its types and role, conflict management, anger management, Leadership and importance of developing leadership

**Module IV: Mental health and Time management:**

Stress- meaning, nature, types, symptoms, causes, Stress management rules, Role of personality development in reducing stress  
 Time management- importance, need and techniques, effect of time management on personality

**Module V: Personality skills:**

Soft skills, communication skills, interpersonal skills, introduction skills, personal skills, presentation skill, resume writing, personal interview, mock interview, group- discussion

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### Reference Books:

1. Mangal, S.K. ,Advanced Educational Psychology, PHI Learning Private Limited, New Delhi
2. Lal and Joshi,Educational Psychology and Elementary Statistics, R.Lal Book Depot, Meerut
3. Personality development and soft skill- Goyal Brothers Prakasan
4. Bond M. (1988) Stress and Self Awareness: a Guide.
5. Linda Mendoza, Developing Effective Communication Skills.
6. H. S. Jamadagni, Digital Communication Systems
7. Dwivedi A., Communications skills for professionals and students.

  
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## SEMESTER-II

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PAPER- CODE: EDU 106

COURSE TITLE: PEDAGOGICAL SCIENCES

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 70 Marks	04
3	1	0	Internal Assessment: 30 Marks	

**Prerequisite**

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

**Learning Outcomes**

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

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

**Course Outcomes**

The students will envisage to:

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

**COURSE CONTENT**

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

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<b>UNIT IV</b>	<b>Andragogy; Meaning, Concept and Importance</b>	<b>10 hours</b>
	Meaning and elaboration of Andragogy in Education, Need and importance of Andragogy, Principles of Andragogy. Characteristics of Adult Learners.	
<b>UNIT V</b>	<b>Theory and Models of Andragogy</b>	<b>10 hours</b>
	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.	
<b>UNIT VI</b>	<b>Heutagogy: Meaning, Concept and Importance</b>	<b>10 hours</b>
	Meaning and development of concept heutagogy, Need and importance of heutagogy, Principles of heutagogy, heutagogy for continuous professional development, Applying heutagogy in distance learning, Heutagogy and lifelong learning.	

**Assessment**

CIA-1	Written examination	15 marks
CIA-II	Written Exams/Quizzes/Assignment /Presentations/ Viva-Voce-	15marks
ESE	Written Examination of Complete Course -	70 marks

**Mode of transaction**

Lecture-cum-discussions, Tutorials and Workshop Sessions,

**ASSIGNMENT**

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

**SUGGESTED READINGS:****Books:**

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

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**Web Links:**

- [https://www.researchgate.net/publication/345224426\\_Theories\\_of\\_Pedagogy](https://www.researchgate.net/publication/345224426_Theories_of_Pedagogy)
- <https://www.britannica.com/science/pedagogy>
- <https://www.researchgate.net/post/Why-is-Heutagogy-considered-a-theory-of-learning>
- [https://www.researchgate.net/publication/297767648\\_Pedagogy\\_Andragogy\\_and\\_Heutagogy](https://www.researchgate.net/publication/297767648_Pedagogy_Andragogy_and_Heutagogy)
- <https://www.uis.edu/colrs/teaching-resources/foundations-good-teaching/pedagogy-andragogy-heutagogy>

**heutagogy****Journal Articles/ Papers:**

- Agonács, N., & Matos, J. F. (2019). Heutagogy and self-determined learning: a review of the published literature on the application and implementation of the theory. *Open Learning: The Journal of Open, Distance and e-Learning*, 34(3), 223-240.
- Bansal, A., Jain, S., Sharma, L., Sharma, N., Jain, C., & Madaan, M. (2020). Students' perception regarding pedagogy, andragogy, and heutagogy as teaching-learning methods in undergraduate medical education. *Journal of Education and Health Promotion*, 9.
- Blaschke, L. M. (2012, January). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. *The International Review of Research in Open and Distance Learning* 13(1), 56-71. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/viewFile/1076/2113>
- Carr, A., Balasubramanian, K., Atieno, R., & Onyango, J. (2018). Lifelong learning to empowerment: Beyond formal education. *Distance Education* 39(1), 69-86. doi: <https://doi.org/10.1080/01587919.2017.1419819>
- Chacko, T. V. (2018). Emerging pedagogies for effective adult learning: From andragogy to heutagogy. *Archives of Medicine and Health Sciences*, 6(2), 278.
- Halupa, C. M. (2015). Pedagogy, Andragogy, and Heutagogy. In C. Halupa (Ed.), *Transformative Curriculum Design in Health Sciences Education* (pp. 143- 158). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-8571-0.ch005
- Hase S, Kenyon C. From Andragogy to Heutagogy. *Ulti-BASE In-Site*; December, 2000. Available from: <http://www.pandora.nla.gov.au/nph-wb/20010220130000/http://www.ultibase.rmit.edu.au/New/newdec00.html>.
- Moore, R. L. (2020). Developing lifelong learning with heutagogy: contexts, critiques, and challenges. *Distance Education*, 41(3), 381-401

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

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

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CODE: EDU 107

COURSE TITLE: EDUCATIONAL TECHNOLOGY

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE:70 Marks	04
3	1	0	Internal Assessment: 30 Marks	

Prerequisite: Any graduate

**Learning Outcomes**

The students will be able to:

1. explain the concept and significance of educational technology
2. apply various theories in designing instruction
3. to integrate new technology in educational
4. appreciate recent developments in educational technology and apply them in teaching learning process
5. acquire practical teaching skills and gain critical insight by using effective technology in education
6. apply technology in evaluation and research

**Course Outcomes**

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

1. understand about the concept and significance of educational technology
2. acquire knowledge of various theories in designing instruction
3. acquaint the students with the challenges and opportunities emerging in integrating new technology in educational process.
4. know about the recent developments in educational technology and apply them in teaching learning process
5. develop the practical teaching skills and gain critical insight by using effective technology in education.
6. acquire knowledge of applying technology in evaluation and research
7. enhance their levels of research activity through digital learning
8. acquire competency to become good practitioner of educational technology and ICT in teaching, evaluation and research

<b>UNIT I</b>	<b>Introduction of Educational Technology</b>	<b>10 hours</b>
	Meaning, Need, Scope and Objectives of Educational Technology, Hardware and Software Approaches, Forms of Educational Technology: Media Technology, Instructional Technology, Teaching Technology and Behavioural Technology	
<b>UNIT II</b>	<b>Programmed Instruction: Origin, Principles and characteristics</b>	<b>10 hours</b>
	Styles of Programming: - Linear, Branching Orientation to ICT: MS Word MS Power Point	

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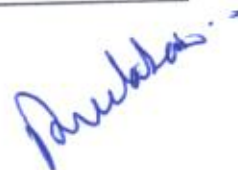
*Pr. Farbat Singh*



## Mapping of Programme objective with Course Outcomes

<b>UNIT III</b>	<b>Instructional Design: Concept and Models of Development</b>	<b>10 hours</b>
	Concept of Instructional Design, Models of Development of Instructional Design: ADDIE, ASSURE, Dick and Carey Model, Gagne's Nine Events of Instruction and Five E's of Constructivism	
<b>UNIT IV</b>	<b>Recent Developments in Educational Technology</b>	<b>14 hours</b>
	Open Education Resources: Meaning, Concept and Applications, Concept and use of web 2.0 tools for learning: social networking sites, blogs, Discussion forums and videoconferencing, Massive Open Online Courses: Concept and applications	
<b>UNIT V</b>	<b>Educational Technology and Virtual learning Environment</b>	<b>8 hours</b>
	Virtual learning Environment: Learning Management System, Google Classroom and Moodle	
<b>UNIT VI</b>	<b>Application of Educational Technology in Evaluation and Research</b>	<b>8 hours</b>
	Use of ICT in Evaluation and Research- Computer Assisted Assessment (CAA), E- portfolio, ICT for Research-Online Repositories and Libraries	
<b>Assessment</b>		
CIA-I	Written Examination	15 marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/ Viva-Voc	15 marks
ESE	Written Examination	70 marks
<b>Mode of transaction</b>		
Lecture-cum-discussions, Workshop Sessions, Assignments, Presentation by Students		
<b>ASSIGNMENT</b>		
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.		
<b>SUGGESTED READINGS</b>		
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 21 <sup>st</sup> Century. Springer. 4. Bates A.W (Tony). Teaching in a Digital Age: Guidelines for designing		

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

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

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

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

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COURSE CODE: EDU 108

COURSE TITLE: STATISTICS IN EDUCATION

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 70 Marks	04
3	1	0	Internal Assessment: 30 Marks	

**Learning Outcomes**

The student will be able to

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

**Course Outcomes**

After completing the course student will be able to

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

**COURSE CONTENT**

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

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	Correlation and Regression, z-test, t-test, Analysis of Variance (ANOVA)	
<b>UNIT V</b>	<b>Non-parametric Statistics</b>	<b>14 hours</b>
	Chi-square test, Mann Whitney U Test, Wilcoxon Sign-Rank Test, Sign Test, Kruskal-Wallis Test	
<b>UNIT VI</b>	<b>Computer Applications</b>	<b>7 hours</b>
	Computer Applications in the analysis of data	
<b>Assessment</b>		
CIA-I	Written Exam	15 marks
CIA-II	Written Exams/ Quizzes /Assignment /Presentations/ Viva-Voc	15 marks
ESE	Written Exam	70 marks
<b>Mode of transaction</b>		
Lecture cum discussion, demonstration, group presentations, seminars, panel discussion, project, assignments, brain storming sessions, peer group discussion		
<b>ASSIGNMENT</b>		
<ol style="list-style-type: none"> <li>1. Collect data of a psychological test from your peers and analyze whether the data follows normal probability distribution or not</li> <li>2. Analyse graphically the result of the previous batch of various departments of your institution.</li> <li>3. Illustrate the situations where parametric and non-parametric tests are used.</li> <li>4. Make an analysis of data of any research study using SPSS and derive conclusions based on the hypotheses of the study.</li> </ol>		
<b>BOOKS FOR REFERENCE</b>		
<ol style="list-style-type: none"> <li>1. Arthur, A., Elaine, A. N., &amp; Elliot C. J. (2012). Statistics for Psychology (6th ed.). Pearson Education</li> <li>2. Garrett, Henry E., &amp; Woodworth, R.S.(2018). Statistics in Psychology and Education. Paragon International Publishers</li> <li>3. Mangal, S.K.(2019). Statistics in Psychology and Education (2<sup>nd</sup> ed.). PHI Learning Pvt Ltd</li> </ol>		
<b>SUGGESTED READINGS</b>		
<ol style="list-style-type: none"> <li>1. Best, J. W., &amp; Kahn, J. V. (2006). Research in education (10th ed.). PHI Learning Private Limited.</li> <li>2. Ebel, R. L., &amp; Frisbie, D. A. (1991). Essentials of educational measurement (5th ed.). Prentice Hall of India</li> <li>3. Gay, L. R. (1996). Educational research competencies for analysis and applications (5th ed.). Englewood Cliffs, Prentice-Hall.</li> <li>4. Guilford, J. P. (1990). Fundamentals of statistics in psychology and education. Mc Graw Hill.</li> <li>5. Jackson, S. (2009). Research methods and statistics (3rd ed.). Wadsworth.</li> <li>6. Kothari, C.K.(2010). Research Methodology- Methods and Techniques (2<sup>nd</sup> ed.). New Age International Publishers</li> <li>7. Koul, L. (1996). Methodology of educational research (3rd ed.). Vikas Publishing House</li> <li>8. Ott, R., &amp; Longnecker, M. (2010). An introduction to statistical methods and data analysis (6th ed.). Brooks/Cole Cengage Learning.</li> <li>9. Selvamuthu, D., &amp; Das, D. (2018). Introduction to statistical methods, design of experiments and statistical quality control. Springer Nature Singapore Pte Ltd.</li> <li>10. Lewis-Beck, M. S. (1994). International handbook of quantitative applications of social sciences. Sage: Topan/London.</li> </ol>		

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

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

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

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## EDU 109: INTERNSHIP/ APPRENTICESHIP

CREDITS: 04

**COURSE OUTCOMES:**

1. Students will be able to integrate theory into practice
2. Students will get exposure to real-life job situations and the environment
3. Students will accumulate experience that will make more attractive employment prospect
4. Students will get opportunity to network with professionals within your industry
5. Students will get the hands on experience
6. Students will develop various skills such as communication, interpersonal relations, employability etc needed for job
7. Students will get an opportunity to explore the various opportunities of employment

The internship course will allow students to take their learning experiences outside the campus to develop the skills needed to be professionals. This internship will facilitate as a bridge between what they learn and what actually is practiced in the field.

**ASSESSMENT****Midterm assessment of 30 marks**

The students will present their initiatory experiences of the task given to them

**ESE OF 70 MARKS**

The students will submit their internship report and their assessment will be done on the basis of the submitted report, presentation and viva voce.

**Duration:** They would complete the internship of minimum period of Four weeks to Six weeks

**Where to do an internship?**

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

**Non-Government Organizations**

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.

**APPRENTICESHIP—Students can take short duration job or their own tutorial.**

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# DISCIPLINE ELECTIVES

## SEMESTER - II

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COURSE CODE: EDU 110- A  
COURSE TITLE: ASSESSMENT AND EVALUATION

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	EES: 70 Marks	04
3	1	0	Internal Assessment: 30 Marks	

### Prerequisite

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

### Learning Outcomes

The students will be able to



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

### Course Outcomes

After completing the course, the students will be able to

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

### COURSE CONTENT

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



<b>UNIT III</b>	<b>Educational Objectives and Evaluation</b>	<b>10hrs</b>
	Taxonomy of Educational Objectives- Bloom's Taxonomy and Revised version, Different approaches of formulating objectives and specific learning outcomes, Objective based Evaluation, Outcome Based Evaluation, Competency based evaluation	
<b>UNIT IV</b>	<b>Tools and Techniques of Assessment and Evaluation</b>	<b>13 hrs</b>
	Tools of evaluation- Tests (Normed referenced and Criterion referenced, Performance, intelligence, aptitude, creativity), Achievement Test and Standardized Test, Different types of scales, Checklist, Inventory, Questionnaire, Techniques of evaluation- Interview, Observation, projective techniques, Qualities of a good evaluation tool- Validity- methods of finding validity, Reliability- methods of finding reliability, objectivity, practicability, usability and norms	
<b>UNIT V</b>	<b>Modern Trends in Assessment and Evaluation</b>	<b>10 hrs</b>
	Grading- Concept, Types, merits and demerits, Credit and Semester System- Concept, merits and demerits, Continuous and Comprehensive Evaluation- concept, merits and demerits, Question Bank- Steps in preparation, merits and demerits, Open Book Examination, Online Examination, e portfolios- preparation	
<b>UNIT VI</b>	<b>Statistical Treatment of Data</b>	<b>13 hrs</b>
	Frequency Distribution and graphical representation of data, Measures of Central Tendency and Variation, Coefficient of Correlation- Rank correlation and Product Moment method, Percentile and Percentile rank, Skewness, Kurtosis, Normal Probability curve, Derived Score (Z- score, Standard Score and T-Score)	
<b>Assessment</b>		
CIA-1	Written Exam	15 marks
CIA-II	Written Exams/Quizzes /Assignment /Presentations/ Viva-Voci	15 marks
ESE	Written exam	70 marks
<b>Mode of transaction</b>		
Lecture- cum-discussions, Assignments, Seminars, practicum, Group Presentations		
<b>ASSIGNMENT</b>		
	<ul style="list-style-type: none"> <li>- Prepare an assignment of different types of evaluation and assessment</li> <li>- Choose any standardized tool of evaluation of your choice and examine whether the tool has all the qualities of a good evaluation tool</li> <li>- Prepare a question bank</li> <li>- Prepare an e- portfolio</li> </ul>	

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**SUGGESTED READINGS**

- Alkin, M.C. & Vo, A.T. (2017). *Evaluation Essentials: From A to Z*. 2<sup>nd</sup> Edition. New York, NY: Guildford Press.
- Anastasi, A. & Urbins, S. (2017). *Psychological Testing*. New Delhi: Pearson Education
- Bloom, S.B; Hastings, J.T & Madans, G.F. (1971). *Handbook on Formative and Summative Evaluation of Student Learning*. New York: Mc Graw- Hill Book Co
- Cronbach, L.J. (1970). *Essentials of Educational Measurement*. New Delhi. Prentice Hall of India Pvt. Ltd
- Ebel, R & Frisbie, D. (2003). *Essentials of Educational Measurements*. New Delhi: Prentice Hall of India Pvt. Ltd
- Edwards, A.L. (1975). *Techniques of Attitude Scale Construction*. Bombay: Feiffer and Simeno Pvt. Ltd.
- Gay, L.R. (1996). *Educational Research: Competencies for Analysis and Application*. USA: Prentice Hall International (UK) Ltd.
- Gronlund, N.E. & Linn, R.L. (2000). *Measurement and Evaluation in Teaching* (8<sup>th</sup> ed). USA: MacMillan Publishing Company
- Kilpatrick, D.L (2006). *Seen keys to unlock the four levels of evaluation*. Performance Improvement, 45(7), 5-8.
- Thronike, R.M. (1997). *Measurement and Evaluation in Psychology and Education*. Upper Saddle River, NJ: Prentice Hall
- Vashist, S.R. (1994). *Practice of Educational Evaluation*. New Delhi: Anmol Publications Pvt Ltd.

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

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

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COURSE CODE: EDU110 -B

COURSE TITLE: GENDER STUDIES

Teaching Scheme			Examination Scheme	Credits Allotted
L	T	P	ESE: 70 Marks	04
3	1	0	Internal Assessment: 30 Marks	

Prerequisite- Graduation

**Learning Outcomes**

The students will be able to:

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

**Course Outcomes**

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

- Understand the concept of gender, the difference between gender and sex, and gender-related notions prevail in society.
- Analysed the discriminatory practices in contemporary society and education in terms of gender across different socio-cultural contexts.
- 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.
- Explore the complex relationship of gender and education and understand how gender influences the subject and career choices
- Create awareness about the gender sensitization and gender sensitivity and their role in addressing gender issues.

**COURSE CONTENT**

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

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<b>UNIT II</b>	<b>Gendering as a process of Socialization</b>	
	Socialization - process of socialization by Freud, Cooley and Mead. Understanding the process of Gendering, Social role learning, Agencies of gender socialization, social construction of gender: Gender identity and Gender roles. Role of media in gendering.	<b>12 hrs</b>
<b>UNIT III</b>	<b>Gender and Education</b>	
	History of Women's Education in India (Ancient, Medieval, British and Modern). Problems of women in modern India. Social and cultural stereotypes regarding girls' education. Gender equality - equal opportunity, school environment, teacher attitude, and curriculum.	<b>10 hrs</b>
<b>UNIT IV</b>	<b>Gender gap in Education</b>	
	Gender gap in education- global and Indian context. Issues of access, retention and exclusion of girls in education concerning caste, tribe, religion and region. Constitutional provisions and policies for promoting girls' education. Role of Women's movement, media and Teachers as agents of change.	<b>10 hrs</b>
<b>UNIT V</b>	<b>Gender related occupational challenges and its remedies</b>	
	Status of Women in higher education and related occupational field. Gender role in the subject and career choice. Status of women in STEM education and related occupation. Gender sensitization and sensitivity at educational institute and work place and its role to address gender disparity.	<b>12 hrs</b>
<b>Assessment</b>		
CIA-1	Written Examination	15 marks
CIA-II	Written Exams/Quizzes /Assignment /Presentations/ Viva-Voc	15 marks
ESE	Written Examination	70 marks
<b>Mode of transaction-</b> Lecture cum discussion, Group Presentations, Debates, Quizzes, Brain Storming Sessions, Collaborative learning, Community Survey, Analyse the documentaries, movies, advertisements, literature, various articles, texts.		
<b>ASSIGNMENT</b>		
<b>SUGGESTED READINGS</b>		
1. Bhasin, Kamla. (2000). <i>Understanding Gender</i> . New Delhi: Kali for Women. 2. Chanana, Karuna(ed.). (1988). <i>Socialization, Education and Women: Explorations in Gender Identity</i> . New Delhi: Orient Longman 3. Oakley Ann (2015) <i>Sex, Gender and Society</i> , Ashgate publishing limited, England wey court east. 4. Kushwaha, Madhu (2014). <i>Gender and Education</i> . Varanasi: Ganga saran & Grand Sons. 5. NCERT (2006). <i>3.2 Position paper, National Focus Group on Gender Issues in Education</i> . New Delhi: NCERT.		

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## Mapping of Programme Objective with Course Outcomes

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

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

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**PAPER NAME- Morale Education**  
**PAPER CODE: VAC-11(SECOND SEMESTER)**

**TOTAL MARKS 50(INTERNAL)**

**Course Objectives:**

- 1.To Build Character
2. To Instil Ethical Outlook among Students
3. Foster Community
4. Endear Culture among students and enable them to value the wealth of culture Available across the world

**Course Outcomes:**

1. Enabling youth to grow into productive, contributing members of their Communities, And anchors of the nation's sustainable development.
2. Equipping youth with the skills they need to become a generation of responsible And resilient people, who know their rights and responsibilities.

**Module I: Introduction**

- What is Moral Education
- Need content and purpose
- Vedic values

**Module II: The Self and You**

- Understanding the Self- Self-awareness, fighting the five evils (lust, anger. attachment, Ego and greed), Self-growth.
- Personal ethics
- Aspiration v/s ambition, self- seeking v/s selflessness
- Self Discipline

**Module III: The Family and You**

- Importance of family- the basic unit of human interaction.
- Generation gap
- Relation with peer group, sibling, elders
- Globalization and IT boom - Cell phone menace
- Drug abuse
- Sex abuse

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## Module V: The Nation and You

- International peace and brotherhood
- 
- Saving the environment

### Reference Books

- Ethics and cognitive Science.
- Moral Character
- Moral enhancement.
- Moral states and Processes.

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