

DEPARTMENT OF EDUCATION

SYLLABUS OF PG PROGRAMME (M.A.)



RAMA DEVI WOMEN'S UNIVERSITY
Vidya Vihar, Bhubaneswar-751022, Odisha
Website: <https://rdwu.ac.in>

SYLLABUS FOR POST GRADUATE COURSE IN
EDUCATION
(Master of Arts Examination)



RAMA DEVI WOMEN'S UNIVERSITY VIDYA
VIHAR, BHUBANESWAR-22

UNDER CHOICE BASED CREDIT SYSTEM

M. S. Patra
12.10.23
Controller of Examinations
R.D. Women's University
Bhubaneswar

CONTENTS**SYLLABUS STRUCTURE**

Semester-I								
S.N.	Course Name/ Type	Course Code	Course Title	Credits	Marks			Page No.
					Mid-Sem.	End-Sem.	Total	
1	Hard Core	HC-101	Philosophical and Sociological Perspectives of Education	5	30	70	100	
2	Hard Core	HC-102	Advanced Educational Psychology	5	30	70	100	
3	Hard Core	HC-103	Emerging Trends and Issues in Education	5	30	70	100	
4	Hard Core	HC-104	Practical: Project on Education and Community Activities	5	30	70	100	
5	Allied Core	AC-101	Computer Applications in Teaching learning (<i>Common to all P.G. students</i>)	3	10+10 =20	30	50	
Total Papers in Sem-I: 5				23	140	310	450	
Semester-II								
6	Hard Core	HC-201	Educational Research- Quantitative Perspective and Statistics	5	30	70	100	
7	Hard Core	HC-202	Curriculum Development	5	30	70	100	
8	Hard Core	HC-203	Assessment and Evaluation in Education	5	30	70	100	
9	Hard Core	HC-204	Practical: Academic Technical Writing and Seminar Presentation	5	30	70	100	
10	Core Elective	CE-201	Any One a. Pedagogy of English b. Pedagogy of Odia c. Pedagogy of Social Science	5	30	70	100	
11	Open Elective	OE-201	Pedagogical Perspectives in Education (<i>Open for other P.G. Students</i>) Or MOOCs (from SWAYAM/NPTEL etc.)	4	--	50	50	
Total Papers in Sem-II: 6				29	150	400	550	

Semester-III								
S. N.	Course Name/ Type	Course Code	Course Title	Credits	Marks			Page No.
					Mid-Sem.	End-Sem.	Total	
12	Hard Core	HC-301	Educational Research- Qualitative Perspective	5	30	70	100	
13	Hard Core	HC-302	ICT in Education	5	30	70	100	
14	Hard Core	HC-303	Practical: Research Proposal, Review of Related Literature and Tools	5	30	70	100	
15	Core Elective	CE-301	Any One a. Inclusive Education b. Early Childhood Care and Education c. Women Education	5	30	70	100	
16	Core Elective	CE-302	Any One a. Educational Management b. Teacher Education c. Open and Distance Learning	5	30	70	100	
17	Field Internship	FI-201	Field Internship in Education	3	--	50	50	
Total Papers in Sem-III: 6				28	150	400	550	
Semester-IV								
18	Hard Core	HC-401	Historical Bases of Education	5	30	70	100	
19	Hard Core	HC-402	Practical: Self-Development	5	30	70	100	
20	Hard Core	HC-403	Dissertation (Conducting Research and Report Writing)	5	--	100	100	
21	Core Elective	CE-401	Any One a) Comparative Education b) Peace and Human Rights Education c) Guidance and Counselling in Education	5	30	70	100	
22	Allied Core	AC-401	Women and Society (Common to all P.G. students)	3	15	35	50	
Total Papers in Sem.-IV: 5				23	105	345	450	
Grand Total Papers in Four Semesters: 22				103	580	1420	2000	

Summary

HC-Hard Core	14 x 100	1400
CE-Core Elective	4 x 100	400
OE-Open Elective	1 x 50	50
AC-Allied Core	2 x 50	100
FI-Field Internship	1 x 50	50
Total Marks:		2000

Summary

Semester	Credits	Total Marks
Sem-I	23	450
Sem-II	29	550
Sem-III	28	550
Sem-IV	23	450
TOTAL	103	2000

Practical Courses

Semester	Course Code	Course Title
Sem-I	HC-104	Practical: Project on Education and Community Activities
Sem-II	HC-204	Practical: Academic Technical Writing and Seminar Presentation
Sem-III	HC-303	Practical: Research Proposal, Review of Related Literature and Tools
Sem-IV	HC-402	Practical: Self Development

P.G. DEPARTMENT OF EDUCATION

PROGRAMME OUTCOMES (POs) OF M.A. IN EDUCATION

On completion of the programme, the students will be able to:

PO1: Holistic development of students to create responsible citizenry through social, moral, cultural, ethical and professional code of conduct.

PO2: Pursue advanced research by applying critical thinking and analytical reasoning in the field of education.

PO3: Develop managerial, analytical, communicative, creative, employability and strategic skills to meet the ever changing challenges of the global scenario.

PO4: Produce students as global citizenship through quality education.

PO5: Application of ICT and Digital tools in the field of education.

PO6: Familiarise students with dynamic organizational culture, managerial skills and leadership qualities.

PO7: Proficiency with the ability to qualify personal, professional, life skill and competitive examinations.

PO8: Describe and differentiate the process and different models of curriculum development.

PO9: Enumerate the importance of higher education and analyze various problems and issues for ensuring quality in higher education.

PO10: Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transactions.

HoD, Education

P.G. DEPARTMENT OF EDUCATION

PROGRAMME SPECIFIC OUTCOMES (PSOs) OF M.A. IN EDUCATION

On completion of the programme, the students will be able to:

PSO1: Students can go further professional courses like B.Ed., M.Ed., B.P.Ed., M.P.Ed., Ph.D., Distance education, Adult education and Population education etc.

PSO2: Acquired passion for multidisciplinary research in the field of Sociology, Psychology, Philosophy, History, Economics and Political Science etc.

PSO3: Acquired practical knowledge and skills from various field works, internship, research projects, community activities, formal and non-formal interactive sessions.

PSO4: Develop new dimensions of knowledge by opting different open and discipline specific electives to meet the needs of the present society.

HoD, Education

SEMESTER-I

Course Type: **HARD CORE**

Course Code: **HC-101 (Theory)**

Course Title: **PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

Credits: 5	MidSem.: 30Marks	EndSem.:70Marks	FullMarks:100	Total Hours:75
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L	T	P	Credits
5	0	0	5

CourseOutcomes (COs)

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

- CO1:** Establish relationship between Philosophy and education.
- CO2:** Understand common characteristics of Indian Philosophy and western schools of philosophy.
- CO3:** Describe the Indian schools of philosophy with its branches and contemporary theories of education.
- CO4:** Appreciate the contribution of great thinkers to the field of education at national, international and local levels.
- CO5:** Explain the relationship between sociology and education and the role of education in socialization process.

Course Contents

Unit-I: Philosophy and Education (CLO1, CLO2) 15 Hours

- Relationship between Philosophy and Education
- Common characteristics of Indian Philosophy: comparison of Eastern and Western Philosophy
- Contribution of Western schools of thoughts: Idealism, Realism, Naturalism, Pragmatism, Existentialism and their contribution to Education with special reference to knowledge, reality and values.

Unit-II: Indian Schools of Philosophy and Contemporary theories (CLO3) 15 Hours

- Indian Schools of Philosophy: Sankhya, Vedanta, Buddhism with reference to Metaphysics, Epistemology and Axiology and their educational implications.
- Contemporary theories of education: Perennialism, Essentialism, Progressivism.
- Modern concepts of Philosophical Analysis, Logical Analysis, Logical Empiricism, and Positive Relativism.

Unit-III:Contributions ofGreat Thinkers (CLO4)

15 Hours

- Contributions of Aurobindo, Mahatma Gandhi, J. Krishnamurthy with reference to their Philosophical orientation, Aims of education, Method of Teaching, role of Teacher and Student.
- Contributions of John Dewey, Paulo Freire and Ivan Illich with reference to their Philosophical orientation, Aims of education, Method of Teaching, role of Teacher and Student.
- Education and Social reforms of Pandit Gopabandhu Das and Maa Rama Devi.

Unit-IV:SociologyofEducation (CLO5)

15 Hours

- Relationship between Education and Sociology. Education as a factor of social change.
- Education and Socialization: Role of Family, Society, School, Religion, Culture. Social Mobility and Social Stratification.
- Multiculturalism and Multilingualism.

Unit-V:Approaches andTheories inSociologyof Education (CLO6)

15 Hours

- Approaches to Sociology of Education: Symbolic Interaction, Structural Functionalism and Conflict Theory.
- Concept and Theories of Social Movements: Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory.
- Constitutional values with reference to education- Socialism, Secularism, Justice, Liberty, Democracy, Equality and Freedom.

CourseTransactionMode

Lecture,Seminar, TeamTeaching,Dialogue,PeerGroupDiscussion,Collaborative and Cooperative Learning, Field Trip

BooksRecommendedforPhilosophyofEducation

Aggarwal,J.C.(2013).Basicideasineducation.NewDelhi:ShipraPublicationsBigge,Morris,L.Education alphilosophiesforteachers.Columbus,USA:ChariesE.MerrilPublishingCo.

Broudy,H.S.(1977).Typesofknowledgeandpurposesofeducation.InR.C.Anderson,R.J.,SpiroandW.E. Montanaque(Eds.)Schoolingandtheacquisitionofknowledge(PP.Hillsdale, NJ: Erlbaum.

Brubacher, John. S., Modern philosophies of education. New York, USA: McGraw HillBookCompany. Inc.

- Butler J. Donald, *Four Philosophies and their practices in Education and Religion*. New York, USA: Harper & Row.
- Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Gutek, Gerald L. (2009). *New perspectives on philosophy and education*. New Jersey, USA: Pearson.
- Kneller, George F. *Introduction to philosophy of education*. New York, USA: John Wiley and Sons, Inc.
- Matheson, David (2004). *An Introduction to the study of education (2nd Ed.)*. David Fulton Publish.
- Noddings, N. (2012). *Philosophy of education (Third Edition)*. Colorado, USA: Westview Press.
- Ozman, Howard A., & Craver, Samuel M., *Philosophical foundations of education*. Boston, USA: Allyn & Bacon.
- Palmer, Joy A. (2001). *Fifty modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
- Ravi, Samuel S. (2015). *A Comprehensive Study of Education*. Delhi: PHI Learning Pvt. Ltd.
- Ross, James S. (--) *Groundwork of educational theory*. London, U.K: Oxford University of London Press Ltd.
- Rusk, Robert R., *Philosophical bases of education*, London, U.K: Oxford University of London Press Ltd.
- Saiyadain, K. G. *Education and social order*. Bombay: Asia Publishing House,.
- Taneja, V. R. (2000). *Educational thought and practice*. New Delhi: Sterling Publishers.
- Wall, E. (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
- Winch, C. (1986). *Philosophy of human learning*, Routledge, London.
- Winch, C. (1st Ed. (1996). *Key Concepts in the philosophy of education*. Routledge.
- Wingo, G. Max. (nd). *Philosophies of education*. New Delhi: Sterling Publishers.
- Books Recommended for Sociology of Education**
- Anand, C. L. et al. (Ed.) (1983). *Teacher and education in emerging Indian society*. New Delhi: NCERT.
- Apple, M. W. (2007). *Whose markets, whose knowledge? In Sadovnik, A. R. (Ed.) Sociology of education a critical reader*. New York: Routledge.
- Collins, R. (2007). *Functional and conflict theories of educational stratification*. In Sadovnik, A. R. (Ed.) *Sociology of education a critical reader*. New York: Routledge.
- Coser, L. A. (1996). *Masters of sociological thoughts ideas in historical and social context*. Jaipur: Rawat Pub.
- Delor, J. (1996). *Learning: The treasure within-report to UNESCO of the international commission*. Paris: UNESCO.
- Deshpande, S. (2004). *Contemporary India: A sociological view*. New Delhi: Penguin.
- Gore, M. S., Desai, I. P. and Chitnis, S. (Eds.) (1967). *The sociology of education in India*. New Delhi: National Council of Educational Research and Training.
- Hughes, John A., Martin, Peter J. and Sharrock, W. W. (1995). *Understanding classical sociology- Marx, Durkheim and Weber*. London: Sage.
- Illich, I. (1996). *Deschooling society*. Marion Boyers, London.

- Kumar, K. and Oesterheld, J. (Eds.) (1995). Education and social change in South Asia. New Delhi: Orient Longman.
- Mathur, S.S. (2000). A sociological approach to Indian education. Agra: Vinod Pustak Mandir
- Ministry of Education (1966). Education and national development. Report of the education commission 1964-66. New Delhi: MHRD.
- Sadovnik, A.R. (2007). Theory and research in sociology of education. In Sadovnik, A.R. (Ed.). Sociology of education a critical reader. New York: Routledge.
- Saiyadain, K.G. Education and social order. Bombay: Asia Publishing House.
- Sharma, Y.S. (2004). Foundations in sociology of education, New Delhi: anishka Pub. Distributors.
- Shukla, S. and Kumar, K. (Eds.) (1985). Sociological perspectives in education: a reader. Delhi: Chanakya Publications, 1985.
- Srinivas, M.N. (1995). Social change in modern India. New Delhi: Orient Longman.
- Tedesco, J.C. (1997). Thinkers on education (V-1-4). Paris: UNESCO

Mapping of Course Outcomes with the Program outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	4	2	4	5	5	4	5
CO2	4	4	2	4	5	4	5	4	2	5
CO3	4	5	5	4	5	5	4	5	5	4
CO4	5	4	4	5	4	5	4	5	2	5
CO5	5	5	4	4	4	4	5	4	4	5

- Note related: 1
- From What Related: 2
- Nutral: 3
- Moderately Related: 4
- Highly Related: 5

Course Type: **HARD CORE**

Course Code: **HC-102 (Theory)**

Course Title: **ADVANCED EDUCATIONAL PSYCHOLOGY**

Credits: 5	Mid Sem.: 30	End Sem.: 70	Full Marks: 100	Total Hours: 75
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L	T	P	Credits
5	0	0	5

Course Outcomes (COs)

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

CO1: Understand the concept and key principles of different schools of psychology.

CO2: Describe the contribution of different schools of psychology to education.

CO3: Develop critical ideas on various theories of learning and processes of learning with their educational implications.

CO4: Explain the concept and theories of motivation.

CO5: Develop insight into the theories and measurement of intelligence and creativity.

Course Contents

Unit-I: Schools of Psychology and Learner Development (CLO1, CLO2) 15 hours

- Concept of Educational psychology and methods to understand learners: Observation, Experimental method and Case Study.
- Schools of Psychology: Behaviorism, Cognitivism and Constructivism.
- Learner Development: Piaget's Cognitive Development, Vygotsky's Socio-Cultural Development, Erickson's Psycho-social Development and Kohlberg's Moral Development. Educational Implications of these theories.

Unit-II: Learning Theories and Processes (CLO3) 15 hours

- Concept of Learning, nature and types of learning. Learning and Maturation. Factors affecting learning.
- Theories of Learning: Thorndike's Connectionism, Pavlov's Classical Conditioning, Skinner's Operant Conditioning.
- Processes of Learning: Ausubel's Theory of Meaningful Verbal Learning, Bruner's Theory of Instruction, Gagne's Hierarchy of Learning, Bandura's Social Learning Theory.

Unit-III: Motivation and Transfer of Learning (CLO4) 15 hours

- Motivation: Concept and Types- Need, Drive and Incentive.
- Maslow's Hierarchy of Needs and educational Implications.
- Transfer of Learning: Concept, theories and their educational Implications

Unit-IV: Intelligence and Creativity (CLO5)

15 hours

- Concept, nature and Factor theories of intelligence. Assessment of Intelligence-Verbal and Non-verbal tests, Individual and Group Tests, Culture-free, culture-faire and Culture specific tests.
- Gardener's theory of Multiple Intelligence. Emotional and Spiritual intelligence and its measurement.
- Creativity: Concept, Characteristics, Stages and its measurement.

Unit- V: Personality and Adjustment (CLO6)

15 hours

- Concept of Personality, Self-concept and Self Esteem.
- Theories of Personality: Type, Trait and Psychoanalytic theories with their educational implications. Assessment of personality.
- Mental health, Conflict Management, Adjustment Mechanism and its educational implications

Mode of Transaction

Discussion, Seminar, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning and Brain Storming.

Books/Documents Recommended

- Attri, A.K. (2015). Psychology of development and learning. New Delhi: APH Publishing Corporation.
- Bernard, P.H. (1970). Mental Health in the class room. New York: McGraw Hill.
- Biehler, R.F. & Snowman, J., (1997). Psychology applied to teaching. New York: Houghton Mifflin.
- Bigge, M.L., Psychological foundations of education, Harper and Row, New York, 1985.
- Chauhan, S.S. (1978). Advanced educational psychology. New Delhi: Vikas Publishing House.
- Dececco, J.P. & Crawford, W.R. (1997). Psychology of learning and institution. New Delhi: Prentice Half of India.
- Good, T. (1990). Educational psychology. Longman, New York, 1990.

Lindgren, H.C. (1980). Educational psychology in the classroom. New York: Oxford University Press.

Mangal, S.K. (2002). Advanced educational psychology. New Delhi: Prentice Hall of India.

Mouly, G.J. (1982). Psychology for teaching. Allyn & Bacon, Boston.

Rothstein, P.R. (1990). Educational psychology. New York: McGraw Hill.

Salvin, R. (1990). Educational psychology: theory into practice, N.J.: Prentice Hall, Englewood Cliffs,

Sprint hall, RC. & Sprint hall, NA, (1990). Educational psychology, development approach, New York: McGraw Hill.

Woolfolk, A. (2015). Educational psychology (9th Ed.). New Delhi: Pearson Publication.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	5	2	5	5	5	4	4	2	4
CO2	5	2	4	4	5	4	4	5	5	4
CO3	5	5	5	5	4	5	2	4	2	5
CO4	4	5	4	4	4	4	5	4	5	5
CO5	4	4	5	4	5	4	4	5	5	4

Course Type: **HARD CORE**

Course Code: **HC-103**

Course Title: **EMERGING TRENDS AND ISSUES IN EDUCATION**

Credits: 5	Mid Sem.: 30	End Sem.: 70	Full Marks: 100	Total Hours: 75
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Course Outcomes (COs):

On the completion of the course the students will be able to;

CO1: Understand the trends and issues in ECCE and Elementary school education.

CO2: Analyze the roles of various Government sponsored initiatives in secondary education.

CO3: Reflect upon scope and problems of Vocationalisation of secondary education.

CO4: Develop critical ideas on different current policies and practices in higher education.

CO5: Examine role and functions of various bodies for ensuring quality higher education.

Course Contents

Unit-I: Trends and Issues in Elementary Education (CLO1) 15 Hours

- ECCE and Elementary school Education: Its status and problems.
- Issues of universalization of elementary education with reference to school dropout, retention, attendance and disparities in enrolment and achievement across different social groups. Role of School Management Committee.
- Interventions for achieving UEE: MDM Programme, RTE Act. 2009, National program of education of girls at elementary level.

Unit-II: Trends and Issues in Secondary Education (CLO2, CLO3) 15 Hours

- Secondary school education: its status, problems.
- Role of various Government sponsored initiatives in secondary education: School Management and Development Committee (SMDC) and Rastriya Madhyamik Shiksha Abhiyan (RMSA)-issues of implementation and success of these programmes.
- Vocationalisation of School education: Scope and Problems

Unit-III: Trends and Issues in Higher Education (CLO4, CLO5) 15 Hours

- Higher education: its status and problems.
- Policy perspectives in higher education -RUSA: its objectives and implementation. Issues of access, equity, quality and excellence in higher education.
- Role and functions of NAAC, NIRF, UGC, NCTE, RCI, NIEPA, ICSSR and AICTE for ensuring quality higher education.

Unit-IV: Emerging Trends and Concerns-I (CLO6, CLO7) 15 Hours

- National Education Policy-2020.
- Liberalization, Privatization and Globalization in education.
- Language and medium of instructions: multi-lingualism and multi-culturalism. Policies of inclusion -women, minorities, differently abled, SCs and STs.

Unit-V: Emerging Trends and Concerns-II (CLO6, CLO7) 15 Hours

- Sustainable Development: Concept and Goals- 2030 Agenda.
- Intellectual Property Protection (IPP) and Intellectual Property Rights (IPR)
- Life-Skills Education: Concept, Importance, Components.

Course Transaction Mode

Group discussion, Lecturer method, Seminar, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning

Books/Documents Recommended

- Brocke-Utne, B. (1985) *Educating for peace: A feminist perspective*. New York: Pergamon Press.
- Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanque (Eds.) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Bruner, J.S. (1996). *The culture of education*. Cambridge, M.A.: Harvard University Press.
- Butchvarov, P. (1970). *The concept of knowledge*. Evanston, Illinois, North Western University Press.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- Delors, Jacques, et al; (1996). *Learning: The Treasure within report of the international commission on education for 21st century*, UNESCO.
- Harris, I. & Morrison, M. (2003). *Peace Education*. New York: McFarland & Co.
- Illich, I. (1996). *Deschooling society*. Marion Boyers, London.
- Johnson, D. W. & Johnson, R. T. (1991). *Teaching students to be peace makers*. Edina, MN: Interaction Book Company.
- Kumar, R. (2014). *Elementary education in India*. New Delhi: Atlantic Publishers and
- Matheson, David (2004). *An Introduction to the study of education* (2Ed.). David Fulton Publish.
- MHRD (2008). *Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for universalisation of access to and improvement of quality at the secondary stage*. New Delhi: Department of School Education and Literacy.
- MHRD (2011). *Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Department of School Education and Literacy.
- MHRD, Govt. of India. (2012). *Vision of Teacher Education in India: Quality and Regulatory Perspective*. Volume 1 & 3. New Delhi.
- Ministry of Law and Justice (2009). *Right to education Act 2009*. New Delhi: Govt of India.
- MoE, Gov. of India (2020). *National education policy 2020*. New Delhi.
- Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education*. Allied Publications, Bombay.

NCERT (2005). National curriculum framework 2005. New Delhi: NCERT.

NCERT (2005). National curriculum framework, New Delhi: NCERT.

Reardon, B. (1993). Women and peace: Feminist visions of global education. Albany, NY: State University of New York Press.

Slattery, P. and Dana R. (2002). Ethics and the foundations of education-Teaching Convictions in a postmodern world. Allyn & Bacon.

Timpson, W. (2002). Teaching and learning peace. Madison, WI: Atwood Publishing.

UN (2015). The sustainable development goals (SDGs) – UNDP. United Nations

UNESCO (1998). Educating for a sustainable future: A transdisciplinary vision for concerted action. Paris: UNESCO.

UNICEF (2000). Defining quality in education. New York: Programme Division (Education), Unicef.

Wall, Edmund (2001). Educational theory: philosophical and political Perspectives. Prometheus Books.

Yadav, M. S. & Lakshmi, T. K. S. (1995). Education: Its disciplinary identity. Journal of Indian Education, XXI (1), 01-21.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	2	4	5	5	4	5	4
CO2	4	4	2	5	4	2	5	2	5	4
CO3	5	4	4	5	5	5	4	4	4	5
CO4	5	5	4	4	4	4	5	5	5	4
CO5	4	5	5	4	5	4	5	2	5	4

Course Type: **HARD CORE**

Course Code: **HC-104 (Practical)**

Course Title: **PROJECT ON EDUCATION AND COMMUNITY ACTIVITIES**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75
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L	T	P	Credits
0	0	5	5

Course Outcomes (COs):

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

CO1: Construct different psychological tests and their purpose of application.

CO2: Develop skills for the administration and interpretation of psychological tools.

CO3: Conduct case studies and surveys on various areas of education, various programs, practices and community resources.

CO4: Organise and participate in community awareness programmes and activities.

CO5: Explore opportunities for bringing improvement among special children.

Course Contents

Unit-I: Psychological Tests and Its administration-I (CLO1, CLO2, CLO6)

- Achievement Test and Administration, Analysis and Interpretation
- Intelligence Test and Administration, Analysis and Interpretation.
- Personality Test and Administration, Analysis and Interpretation

Unit-II: Psychological Tests and Its administration-II (CLO1, CLO2, CLO6)

- Construction of Aptitude Test and Administration, Analysis and Interpretation.
- Construction of Attitude Scale and Administration, Analysis and Interpretation.
- Construction of Interest Inventory and Administration, Analysis and Interpretation.

Unit-III: Conducting Case Study (CLO3, CLO5, CLO6)

- Conducting case study on any unique academic practice.
- Conducting case study on any academic institution.

- Conducting case study on Special Children.

Unit-IV: Conducting Survey (CLO3, CLO6)

- Survey of out of school children in a community and community resources and their utilization in school improvement.
- Survey on any intervening programme and practice.
- Survey of factors affecting women education.

Unit-V: Community activity (CLO4, CLO6)

- Organisation of and participation in any community awareness programmes.
- Conducting any community activity like plantation, blood donation camp, and health check-up.
- School-Community Interface: strategies for strengthening their inter-relationships, and their roles in building learning communities.

Action Plan for Mid-Semester (Total Marks: 30)(Any two of the Following)

1. Construction of an Achievement Test.
2. Construction of Attitude Scale.
3. Construction of Interest Inventory.
4. Construction of Aptitude Test.

Action Plan for End-Semester (Total Marks: 70)(Any three of the following)

1. Conducting a case study on any academic institution and submission of report.
2. Conducting case study on any two different Special Children and submission of report.
3. Conducting case study on any unique academic practice and submission of report.
4. Administration of any one Psychological Test (constructed during mid-sem), Analysis and Interpretation of Results and submission of report.
5. Visit to a centre of learning or educational NGO, preparation and submission of report.
6. Preparation of a blueprint on the different areas of possible school community interface and submission of report.
7. Survey of resources available in a school and the manner of their utilization and submission of report.
8. Analysis of a secondary level textbook from gender perspective.
9. Assessment of the existing monitoring mechanism at the secondary school level in the state, and submission of report with suggestions for improvement.

10. Appraisal of aims of education and curriculum proposed by one of the educational thinkers in the present socio -cultural context of India.

Evaluation Criteria

Mid-semester:			
1	Two Project Reports including viva-voce Examination (Internal)	30 Marks	To be evaluated by Internal Examiner
End-semester:			
1	Three Project Reports (Internal and External)	60 Marks	To be evaluated by both External and Internal Examiner
2	Viva-Voce Examination	10 Marks	To be evaluated by both External and Internal Examiner
	Total	100 Marks	

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	2	5	4	5	4	4	5	5
CO2	4	5	4	5	5	5	2	5	5	4
CO3	5	4	4	4	4	2	5	2	4	5
CO4	4	5	5	5	5	5	4	4	4	5
CO5	4	4	5	5	5	2	5	4	5	2

Course Type: **ALLIED CORE**

Course Code: **AC-101 (Theory +Practical)**

Course Title: **COMPUTER APPLICATIONS IN TEACHING LEARNING**

(Common for All P.G. students)

Credits: 03	Marks: 50	Mid-Sem 10 + Pract. 10 = 20 marks	End Sem: 30 Marks	Total Hours: 45
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Course Outcomes (COs):

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

CLO1: Learn basis of Basics of MS Windows. (Remembering)

CLO2: Demonstrate basic understanding of computer applications with reference to MS Windows, MS excel and MS PowerPoint. (Applying)

CLO3: Generate spreadsheets, charts and presentations. (Creating)

CLO4: Design personal, academic and business documents using MS Office. (Creating)

CLO5: Model the modes of development of self-learning materials and prepare different types of instructional material. (Applying)

Contents

Unit-I: Basics of Computer Applications (CLO1, CLO2, CLO3, and CLO4) 15 Hours

- Basics of MS Windows: Desktop, Recycle bin, My Computer, Documents, Pictures, Music, Videos, Task Bar and Control Panel. MS-Word and its features: Creating, Editing, Formatting and Printing of Documents, Inserting, Word Art, Page Numbers, Mail Merge.
- MS-Excel and its features: Creating a new worksheet, selecting cells, Entering and editing Text, Numbers, Inserting Rows/Columns, changing widths and heights of row and columns, Formulae, referencing cells, changing of font sizes and colors.
- MS-PowerPoint and its features: Creating, Inserting and Deleting Slides of a Presentation. Adding Pictures, Inserting Objects, Audio, Video, Custom Animation and Hyperlinking of documents.

Unit-II: E-learning and its applications (CLO5, CLO2, CLO3) 15 Hours

- Concept of e-learning, Approaches to e-learning: Offline, Online, Synchronous, Asynchronous, Blended learning and Mobile Learning. Security concerns related to interactive contents: Viewing, disabling and managing interactive content; securing the computer from viruses and other internet attacks.
- Creating and Sharing: (i) G-Suite: Gmail, Drive, Calendar, Meet, Chat, Doc, Sheet, Slides (ii) Surveying: SurveyMonkey, Google Forms, online spreadsheets (iii) Google Classroom: conducting classes, assessment and evaluation.
- Development of Self-Learning Materials (SLM) and e-content: Concept and its purposes, Conventional Teaching versus SLMs & e-content, Types of SLMs and e-content, Process of Developing SLMs and e-content, Content Organization, Integrating video and audio into SLMs.

Unit-III: Trends in Teaching Learning Practices (CLO6, CLO7, CLO8, CLO9, CLO10) 15 Hours

- Open Education Resources: Creative Common, Massive Open Online Courses; creating learners' E-portfolios; Accessing Online Repositories, Online Libraries and E-Resources.
- Artificial Intelligence: Concept and its applications in teaching learning practices. Introduction to SPSS and R, Latex.

- Plagiarism: Regulations, similarity index of the various documents like dissertations, theses etc. through plagiarism testing software (Mendeley, Zotero).

Transaction Mode

Workshop, ICT-Lab Learning, Lecture Method, Seminar, team teaching, tutoring, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

Books and Materials Recommended (Any other Books and Materials may be followed):

- Creating learning materials for open and distance learning: A Handbook for Authors and Instructional Designers (2005). Commonwealth of Learning. Vancouver: Canada
- Excel 2020 in easy steps-Michael Price – TMH publications
- Foundations of Self-Learning Materials. http://wikieducator.org/Session_3.
- Garrison, D.R. and Anderson, T. (2003). e-learning in the 21st century: a framework for research and practice. London: Routledge.
- Haas, K.B. and Packer, H.Q. (1990): Preparation and use of audio-visual aids, 3rd Edition, Prentice Hall, Inc.
- Jayaram, K and Dorababu, K.K. (2015). Self-learning materials in distance education system. International Journal of Current Research. Vol. 7, Issue, 10, pp.21929-21934.
- Minnick, D.R. (1989). A guide to creating Self Learning Materials. International Rice Research Institute Los Baños, Laguna, Philippines.
- MS Office 2007 in a Nutshell –Sanjay Saxena – Vikas Publishing House.
- Murthy, CRK and Santosh Panda (2002). Report of the workshop on strategies for revision of self-learning materials, IGNOU, New Delhi. (Unpublished).
- Oreyet.al. (2009). Educational media and technology. New York: Springer Science Business Media.
- Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi.
- Roblyer, M.D. (2008). Integrating educational technology into teaching. New Delhi: Pearson.
- Rowntree, Derek (1986). Teaching through self-instruction, Kogan Page, London/Nichola Pub. Comp. New York.
- Senapaty, H.K. (2009). ICT integrated learning materials on basic school subjects from constructivist perspectives. Bhubaneswar: Regional Institute of Education, NCERT.
- UNESCO (2005). How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers. Paris: UNESCO.
- UNESCO (2008). Capacity building for ICT integration in education. Retrieved from <http://portal.unesco>.
- UNESCO (2008). ICT Competency standards for teachers: Policy Framework. Retrieved from <http://portal.unesco>.
- Working in Microsoft Office – Ron Mansfield - TMH.

Mapping of Course Outcomes with the programs outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	5	5	5	2	5	4	5
CO2	5	5	4	5	4	2	5	4	5	5
CO3	5	5	2	4	4	4	4	5	4	4
CO4	4	4	5	2	5	5	5	4	5	5
CO5	5	4	5	2	5	5	4	2	5	4

SEMESTER-II

Course Type: **HARD CORE**

Course Code: **HC-201 (Theory)**

Course Title: **EDUCATIONAL RESEARCH: QUANTITATIVE PERSPECTIVE AND STATISTICS**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75
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L	T	P	Credits
5	0	0	5

Course Outcomes (COs)

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

CO1: Describe the concept, nature and scope of educational research.

CO2: Differentiate basic, applied and action research.

CO3: Conduct a literature search and develop a research proposal

CO4: Formulate hypotheses for their studies.

CO5: Explain various research designs for educational research.

Course Contents

Unit-I: Introduction to Educational Research (CLO1, CLO2, CLO3, and CLO4) 15 Hours

- Educational Research: Concept, Nature and Scope. Types- Basic, Applied and Action Research.
- Research Problem: Sources, Identifying and Defining; Review of Related Literature: Purpose and Sources. Sources of Data: Primary and Secondary.
- Hypothesis: Concept, Types, and its testing

Unit-II: Quantitative Research Designs (CLO5, CLO6)

15 Hours

- Survey, Causal Comparative and Correlational Designs: Purpose, Types and Process.
- Key Characteristics of Experimental Research, threats to internal and external validity in experimental research.
- Experimental Designs: Between-Group Designs and Within-Group or Individual Designs.

Unit-III: Population, Sampling, Proposal and Final Reporting. (CLO7, CLO8) 15 Hours

- Population and Sample- Defining population and sample. Probability and Non-Probability Sampling techniques.
- Tools for Data Collection: Tests, Inventories, Scales, Questionnaire, Interview Schedule, Observation Schedule.
- Preparation of Research Proposal. Procedure of writing of Research Report.

Unit-IV: Descriptive Statistics (CLO9)

15 Hours

- Measures of Central Tendency and Variability.
- Normal Probability Curve: Genesis, Characteristics and its application. Standard Scores- z-score and T-score.
- Coefficient of Correlations: Rank Difference, Product Moment, Bi-serial and Point Bi-serial; Partial and Multiple Correlation.

Unit-V: Inferential Statistics (CLO10)

15 Hours

- Concept of Parameter and Statistics. Sampling distribution and Standard Error. Errors in Testing of Hypothesis-Type I & Type II. Levels of Significance. Degrees of Freedom.
- Significance difference between two means- Independent & Correlated Samples. Non-parametric statistics: Chi-Square test, Sign Test and Median Test.
- Analysis of Variance (ANOVA)-One-way & Two-way, assumptions, computation and uses.

Course Transaction Mode

Workshop, Hands-on Training, Lecture method, Team-Teaching, Peer Learning, Self-Learning, Collaborative and Cooperative Learning, Lab-work, Use of Raosoft software for sample size calculation, Use of Statistical Package-SPSS.

Books Recommended for Educational Research

- Ary, D., Jacobs, L. C., & Razavieh, A. (2002). Introduction to research in education (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Best J.W. and Kahn, J. V. (2006). Research in education (9th Ed.) New Delhi: Pearson Education Inc.

Bhandarkar, P.L. and Wilkinson, T.S. (2010). Methodology and techniques of social research. Himalaya Publishing House, New Delhi.

Creswell, J.W. (2007). Qualitative inquiry and research design: choosing among five approaches. London: SAGE Publication.

Creswell, J.W. (2014). Educational research-planning, conducting and evaluating quantitative and qualitative research (4th Ed.). New Jersey, USA: Pearson Education Inc. (Indian Reprint available at PHI Learning Pvt. Ltd.)

Gay, L.R. (1990). Educational research-competencies for analysis and application (3rd Ed.), Macmillan Publishing Company, New York.

Kaul, L. (1984). Methodology of educational research. New Delhi: Vikas Publication

Kerlinger, F.N. (1973). Foundation of behavioral research. New York: Holt Rinehart & Winston.

Rao, U. (2007). Action research. Himalaya Publishing House, New Delhi.

Borg, W.R. & Gall, M.D. (1989). Educational research: An introduction. New York: Longman.

Corey, S. M. (1953), Action research to improve school practice, New York: Teachers College Press

Johnson, B. & Christensen, L. (2008). Educational research: quantitative, qualitative, and mixed approaches. London: Sage Publication

McMillan, J.H. & Schumacher, S. (1989). Research in Education- a Conceptual Introduction. New York: Harper Collins.

Mertler, C.A. (2006). Action research: teachers as researchers in the classroom. London: Sage Publication.

Books Recommended for Educational Statistics

Aggarwal, Y.P. (2009). Statistical methods: concepts, application and computation. New Delhi: Sterling Publishers Pvt. Ltd.

Ferguson, G.A. (1971). Statistical analysis in psychology and education. Kogakusha, Tokyo: McGraw-Hill

Garrett, H.E. (1971). Statistics in psychology and education. New Delhi: Paragon International Publisher

Guilford, J.P. & Fruchter, B. (1981). Fundamental statistics in psychology and education. New York: McGraw Hill

Weblinks

<http://www.raosoft.com/samplesize.html> (for population and sampling)

<http://vassarstats.net/> (for statistical calculations)

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	5	2	5	5	4	2	4	5	4
CO2	4	5	4	5	2	5	2	4	5	5
CO3	5	5	5	4	4	2	4	5	4	5
CO4	5	4	5	4	5	4	5	5	4	4
CO5	5	4	4	5	4	5	4	4	5	5

Course Type: **HARD CORE**

Course Code: **HC-202 (Theory)**

Course Title: **CURRICULUM DEVELOPMENT**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75
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L	T	P	Credits
5	0	0	5

Course Outcomes (COs)

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

CO1: Explain the concept and bases of curriculum development.

CO2: Critically examine role of different bodies for curriculum development.

CO3: Analyze the principles of curriculum development.

CO4: Describe types of curriculum designs and CBCS.

CO5: Differentiate models and changes of curriculum development.

Course Contents

Unit-I: Concept of Curriculum Development (CLO1, CLO2)

15 hours

- Concept, Principles and Components of curriculum. Strategies of Curriculum Development, Stages in the Process of Curriculum development.
- Bases of Curriculum Development: Philosophical, Sociological and Psychological Bases.
- Role of different bodies for Curriculum development- UGC, NCERT, NCTE, SCERT, Textbook Bureau, Central and State Universities.

Unit-II: Principles and types of Curriculums. (CLO3, CLO4)

15 hours

- Principles for curriculum development: Activity centered, Community centered, forward-looking principle, Principles of integration, Balance, Relevance, flexibility, contextually and plurality.
- Types of Curriculum Designs: Subject centered, Learner centered, Experience centered, Problem centered, Core curriculum and Local specific curriculum.
- Choice Based Credit System and its implementation.

Unit-III: Models of Curriculum Development (CLO5)

15 hours

- Scientific Technical Models:
 - a) Administrative Model (Deductive Model)
 - b) Hilda Taba Model (Inductive Model/ Grassroots Model),
 - c) Taylor Model
- Non- Scientific/Non-Technical/Humanistic Models:
 - a) Glathorn's Naturalistic Model
 - b) Weinstein and Fantini Model
- Curriculum Change: Concept and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of Stakeholders in curriculum change and improvement

Unit-IV: Process and Designing Curriculum (CLO6, CLO7)

15 hours

- Process of Curriculum development: Formulation of graduate attributes, course learning outcomes and mapping, content selection, organization of content and learning experiences, transaction process, evaluation and follow-up.
- Dimensions of curriculum design: Scope, Sequence, Continuity, Integration, Articulation and Balance. Designing integrated and interdisciplinary learning experiences.
- Designing Curriculum: Selection and Organization of learning experiences. Horizontal and vertical relationship among components of curriculum. Scope of curriculum research and Types of Research in Curriculum Studies.

Unit-V: Curriculum Evaluation (CLO8)

15 hours

- Curriculum evaluation; Concept and purpose. Types of curriculum evaluation: Formative and Summative.
- Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model.

- Tools and Techniques of Curriculum evaluation: Observation, Oral, Interview, Opinionnaire and Focus group discussion, rating scale etc.

Transaction Mode

Lecture, Seminar, team teaching, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning and Role play.

Books Recommended/Essential Readings:

- Aggarwal, J.C (1990). Curriculum reform in India- world overviews, Doaba World Education Series- 3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.
- Beane, JA, Conrad, E.P. Jr. & Samuel JA, Jr. (1986). Curriculum planning and development. Allyn& Bacon, Boston.
- Brady, L. (1995). Curriculum development. Prentice Hall.
- Doll Ronald C. (1986). Curriculum improvement: decision making process. London, Allyn and Bacon Inc.
- Marsh, C.J. & Willis, G. (1999). Curriculum - alternative approaches, ongoing issues, Merhill I Prentic Hall. York.
- NCERT (1976). The curriculum for the ten-year school: A Framework. Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (1984). Curriculum and evaluation. NCERT, New Delhi.
- NCERT (1988). National Curriculum for elementary and secondary education: A framework, Revised Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2000). National Curriculum framework for School education. NCERT, New Delhi.
- NCERT (2005). National curriculum framework-2005. NCERT, Sri Aurobindo Marg, New Delhi.
- Oliva, P.F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman
- Ornstein, A.C. & Hunkins, E (1998). Curriculum. foundations, principles and issues. Allyn& Bacon, Boston.
- Saylor, J.G. Alexander, W.M. & Lewis, A.J. (1981). Curriculum planning for better teaching for better teaching and learning, Hott, Rinehart & Winston, New York.
- Tanner, D. & Tanner, L.N. (1980). Curriculum development. theory into practice. Macmillan New York.
- Walker, D. (1990). Fundamentals of curriculum. Harcourt Brace Jovanovich, San Diego.
- Zais, R.S. (1976). Curriculum: Principles and foundations. Harper & Row, New York.

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	4	4	5	2	5	2	5	5
CO2	5	4	4	2	5	4	4	4	4	4
CO3	5	5	4	4	4	5	5	5	5	2
CO4	5	4	5	4	2	5	5	5	4	4
CO5	4	4	5	2	4	4	5	4	5	4

Course Type: **HARD CORE**

Course Code: **HC-203 (Theory)**

Course Title: **ASSESSMENT AND EVALUATION IN EDUCATION**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75
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L	T	P	Credits
5	0	0	5

Course Outcomes (CLOs)

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

CLO1: Describe the paradigm shift approaches of assessment from behaviouristic to constructivist approach.

CLO2: Distinguish among measurement, assessment and evaluation.

CLO3: Explain different characteristics of tests.

CLO4: Use wide range of assessment tools, and techniques and construct these appropriately.

CLO5: Calculate item difficulty and discrimination of a test item.

Course Contents

Unit-I: Concepts of Measurement, Assessment and Evaluation (CLO1, CLO2) 15 Hours

- Measurement- Concept, Nature and Functions. Evaluation and Assessment in Education: Concept, process, and differences.
- Types of evaluation: Based on Performance (Maximum & Typical); based on Classroom Instruction (Placement, Formative, Diagnostic and Summative) and based on Interpretation of Results (Norm-referenced and Criterion-referenced).
- Paradigm shifts from Behavioristic to Constructivist: Assessment of Learning, Assessment

for Learning and Assessment as Learning.

Unit-II: Characteristics of Tests (CLO3)

15 Hours

- Validity: Concept and nature, Considerations of validity- Face validity, Content validity, Construct validity, Criterion validity and Predictive validity. Factors influencing validity.
- Reliability: Concept and nature; Methods of estimating Reliability-Test-retest, Equivalent forms, Split-half, Kuder-Richardson method. Factors influencing reliability.
- Norms: Steps in developing norms and Types of norms. Usability: Concept and Dimensions

Unit-III: Tools and Techniques-I (CLO4, CLO5, CLO6, CLO7)

15 Hours

- Concept of Tests, Scales, and Inventory. Test Items: Types, Principles writing Objective and Essay test items. Item analysis: Item Difficulty and Item Discrimination.
- Achievement Test: Purpose of Achievement Test. Standardized vs. informal classroom tests. Principles of constructing standardized achievement test.
- Intelligence Testing: Concept of IQ, Modern psychometric approaches to intelligence testing- Individual & Group intelligence tests.

Unit-IV: Tools and Techniques-II (CLO4, CLO7)

15 Hours

- Aptitude Testing: Types of aptitude test. Measures of specific aptitudes. Advantages of using aptitude tests. Educational significance of aptitude test.
- Attitude Measurement: Uses, Types of attitude scales-Thurstone, Likert and Semantic Differential scales.
- Personality Assessment: Purpose, Tools and Techniques of personality assessment. Measurement of Interests and Values.

Unit-V: Trends in Assessment (CLO8, CLO9, CLO10)

15 Hours

- Grading and Scoring; CBCS System of Examination. Continuous and Comprehensive Evaluation/Assessment. Systemic Reforms in examination: Online & participatory, on-demand, open book examination; Teacher assessment by students.
- Constructivist evaluation process: Self, Peer and Collaborative evaluation, Rubrics, Concept Mapping.
- Portfolio Assessment: Concept, Types, Areas covered under portfolio assessment; Reflective Journal; Competency Based Evaluation.

Course Transaction Mode

Lecture Method, Workshop, Seminar, Team-Teaching, Dialogue, Peer-Learning, Self-Learning, Collaborative and Cooperative Learning, Lab-work.

Books Recommended

Agrawal, J.C. (1997). Essentials of examination system, evaluation, tests and measurement. New Delhi: Vikas Publishing House Pvt Ltd.

Banks, S.R. (2005). Classroom assessment: issues and PRACTICES. Boston: Allyn& Bacon.

Blooms, B.S.(1956). Taxonomy of educational objectives. New York: Longman Green and Company

Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996).Psychological testing and assessment.an introduction to the tests and measurement. California: Mayfield Publishing Co.

Earl, L.M. (2006). Assessment as learning: using classroom assessment to maximize student learning. Thousand Oaks, California: Corwin Press

Goswami, M. (2011).Measurement and evaluation in psychology and education. Hyderabad: Neelkamal Publishers

Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn& Bacon.

Hopkins, K.D. (1998). Educational and psychological measurement and evaluation. Boston: Allyn and Bacon.

Linn, R.L. &Gronlund, N.E. (2000).Measurement and assessment in teaching. London: Prentice Hall.

Linn, R.L. & Miller, M.D. (2008).Measurement and assessment in teaching (9th Ed.). Pearson Education: New Delhi.

Macmillan, J.H. (1997). Classroom assessment, principles and practice for effective instruction. Boston: Allyn and Bacon

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	5	5	4	5	4	4	5	4	5
CO2	5	4	5	5	4	4	2	4	5	4
CO3	5	4	4	2	5	5	5	5	5	5
CO4	4	2	4	4	5	4	4	2	5	4
CO5	4	5	2	5	4	4	2	5	4	4

Course Type: **HARD CORE**

Course Code: **HC-204 (Practical)**

Course Title: **ACADEMIC TECHNICAL WRITING AND SEMINAR PRESENTATION**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75
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L	T	P	Credits
0	0	5	5

Course Outcomes (COs)

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

CO1: Describe the meaning, nature and importance of academic writing.

CO2: Develop the skill of review of books, articles etc.

CO3: Experience the process of writing and publication

CO4: Understand process of citation, Impact factor and h-index calculation.

CO5: Develop skill of writing original manuscripts free from plagiarism.

Course Contents

Unit-I: Academic Writing and Book Review (CLO1, CLO2)

15 Hours

- Academic Writing: Concept and types of academic writing. Challenges in Academic Writing
- Review of Books, Articles and Research Papers.
- In-text- Citation and Referencing Style (APA Style): Bibliography, Webliography

Unit-II: Publication Process (CLO3)

15 Hours

- Publication in Journals and Books: Manuscript preparation, submission, review and revision of articles.
- Finding journals and learn how to publish articles/papers journal indexed in Scopus, WoS, UGC-CARE etc.
- Acceptance for Publication: revision, editing, proofing, and printing (hands-on experience)

Unit-III: Citation and Impact Factor (CLO4)

15 Hours

- Citation, Impact factor and h-index calculation.
- Learning about journals indexed in Web of Science, Scopus, and UGC CARE.
- Learning about open and online sources Google Scholar, Research Gate, ProQuest, JSTOR, Publon, etc.

Unit-IV: Plagiarism Checking (CLO5)

15 Hours

- Plagiarism and Anti-Plagiarism: Concept, Regulations and Checking of Similarity Index.
- Use of software for checking plagiarism: Turnitin, Urkund etc.
- How to overcome from plagiarism.

Unit-V: Seminar Presentation (CLO6)

15 Hours

- Need of paper Presentation in seminars and conferences.
- Process of writing seminar papers on relevant topics.
- Process of preparation for presentation of papers in seminars/conferences.

Action Plan for Mid-Semester (Marks: 30) (Any two of the Following)

- 1) Review of a Book on education and reporting.
- 2) Review of two research papers/articles of education and reporting.
- 3) Listing 15 Nos. Journals of Education indexed in different databases and writing publication process.
- 4) Evaluate two research papers/articles with reference to intext-citation and reference style.

Action Plan for End-Semester (Marks: 70)

Part A. Tasks and Activities (Any two of the following)

1. Review of a Book on education, reporting and presentation.
2. Review of three research papers/articles of education, reporting and presentation.
3. Evaluate three research papers/articles with reference to in-textcitation and reference style, reporting and presentation.
4. Write a report how to publish articles/papers in journals indexed in Scopus, WoS, UGC-CARE etc.
5. Write a report on open and online sources like: Google Scholar, Research Gate, ProQuest, JSTOR, Publon, etc.
6. Write a report on Plagiarism and process of checking similarity index.

Part B. Seminar Presentation (Each student has to prepare a paper on any emerging topic of education and make presentation through PPT)

Assessment Criteria

Mid-semester: (Internal)			
1	Two Project Report including viva-voce examination (Internal)	: 30 Marks	To be evaluated by Internal Examiner
End-Semester:			
1	Two Projects from Part-A	: 40 Marks	To be evaluated by both External and Internal Examiner
2	One Seminar Presentation and submission of the paper from Part-B	: 20 Marks	To be evaluated by both External and Internal Examiner
3	Viva Voce Examination	: 10 Marks	To be evaluated by both External

			and Internal Examiner
Total	:	100	
	Marks		

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	2	5	4	5	2	5	4	5
CO2	5	5	4	5	4	4	4	5	4	4
CO3	4	4	4	2	5	4	2	4	5	2
CO4	4	5	5	4	5	5	5	5	2	5
CO5	5	5	4	4	4	4	5	4	5	2

Course Type: **CORE ELECTIVE**

Course Code: **CE-204 (Theory)**

(A student has to opt any one)

A. Course Title: **PEDAGOGY OF ENGLISH**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75
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L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1: Explain the place of English language in school curriculum.

CO2: Analyze various policy perspectives with regard to English language teaching in India.

CO3: Describe various pedagogical approaches to English language teaching.

CO4: Understand different language skills in teaching-learning process.

CO5: Prepare subject specific lesson plan for improvement of language skills.

Course Contents

Unit-I: English in School Curriculum (CLO1, CLO2)

15 Hours

- Language policy in India with reference to NCF-2005 and NEP-2020

- Place of English as a compulsory subject in school curriculum (both at Elementary and Secondary levels)
- Objectives of teaching English at Elementary and Secondary School levels

Unit-II: Acquisition of English Language: Methods and Approaches (CLO3) 15 Hours

- Understanding different Methods: Direct Method, Bilingual Method
- Understanding different Approaches: Structural approach, Communicative approach,
- Activities in Language Class: Language games, Peer interaction and Brain Storming.

Unit-III: Developing Language Skills (CLO4) 15 Hours

- Listening Skill: Tasks of developing Listening Comprehension.
- Speaking Skill: Tasks for developing Speaking skills.
- Reading skill: Strategies to develop reading Comprehension.
- Writing Skill: Strategies to improve writing skill, Creative writing in English.

Unit-IV: Transaction of Contents (CLO5) 15 Hours

- Transaction of Prose (Detailed and Non-detailed).
- Transaction of Poetry and Grammar.
- Preparation of Lesson Plan through 5E Approach and ICON Design Model. Strategies of Transaction: Collaborative Learning, Concept Mapping and Brain Storming.

Unit-V: Teaching-Learning Materials and Evaluation (CLO6, CLO7) 15 Hours

- Teaching learning materials in English: Types and Uses (Print media, ICT materials)
- Techniques of Evaluation: Portfolio; Self-evaluation; Peer evaluation.
- Assessment in English: Framing different types questions-Essay type and Objective type, Continuous and Comprehensive Assessment.

Course Transaction Mode

Lecture, Language Game, Workshop, Seminar, E-Teaching, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning, Role Play, Lab-work

Mid-Semester Assessment Process (30 Marks)

Each student has to prepare five (05) lesson plans in pedagogy of English in 5E approach and deliver lessons in a simulated class/real class room situation and submit the report.

Books Recommended

Kohli, A.L. (2010) Techniques of teaching English. New Delhi: Dhanpat Rai Publishing Company.
Jain, R.K. (1994) Essentials of English teaching, Agra: Vinod Pustak Mandir.
Sharma, K.L. (1970) Methods of teaching English in India. Agra: Laxmi Narayan Agrawal
Shrivastava, B.D. (1968). Structural approach to the teaching of English. Agra: Ramprasad and Sons
Baruah, T.C. (1984). The English teacher's handbook. New Delhi: Sterling Publishers Pvt. Ltd,

Bista, A.R. (1965). Teaching of English (Sixth Edition). Agra: VinodPustakMandir.
 Billows, F. L. (1975).The techniques of language teaching.London: Longman.
 Mukalel, J.C. (2009). Approaches to English language teaching.New Delhi: Discovery Publishing House Pvt Ltd.

Suggested Readings

Bright, J.A. (1976). Teaching English as second language.London: Long Man Group.
 Catarby, E. V. (1986) Teaching English as a foreign language in school curriculum. New Delhi: NCERT
 Pal, H.R., and Pal, R(2006). Curriculum – yesterday, today and tomorrow, New Delhi: Shipra Publications
 Joyce , B. and Weil, M. (2003). Models of teaching. New Delhi: Prentice Hall of India Pvt. Ltd.
 Agnihotri R. K. and Khanna A. L. (1994). Second language acquisition: socio-cultural and linguistic aspects of English in India. New Delhi: Sage Publications.
 Allen, H.B. (1965). Teaching English as a second language: A book of readings. New York: McGraw-Hill.
 Hudelson, S. (1995).English as a second language teacher resource handbook.A practical guide for K-12 ESL programs.California.: Corwin Press, Inc.

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	5	5	5	4	5	2	4	4
CO2	4	4	5	4	5	5	4	4	2	5
CO3	5	2	5	4	4	4	5	5	5	5
CO4	2	5	2	5	4	5	4	4	4	2
CO5	4	4	4	5	4	5	4	2	4	5

Title: **PEDAGOGY OF ODISIA**

Credits: 5	Mid Sem.: 30	End Sem.: 70	Marks	Full Marks: 100	Total Hours: 75
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L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1: Explain the concept of Mother Tongue.

CO2: Justify the importance of teaching Mother Tongue (Odia) at different stages.

CO3: Describe various pedagogical approaches of language teaching.

CO4: Prepare subject specific lesson plan for improvement of language skills.

CO5: Plan and construct test to assess various language skills.

Course Contents

Unit-I: Odia as Mother Tongue in School Curriculum(CLO1, CLO2) 15 Hours

- Concept and role of mother tongue in the life of an individual, Multilingualism and importance of mother tongue, Odia as medium of instruction (as first language and second language).
- Place of mother tongue in school curriculum (both at Elementary and Secondary levels) with reference to NCF 2005 and NEP-2020
- Objectives of teaching-learning Odia at elementary and secondary school levels.

Unit-II: Pedagogical Approaches to Teaching-Learning Odia (CLO3) 15 Hours

- Problems and issues related to acquisition of Odia language in multi-lingual context
- Strategies for facilitating acquisition of four-fold skills in Odia
- Different approaches of teaching Odia: Reading and comprehension method, Recitation and narration method, Play-way method, Activity method, Dramatization method and Communicative approach; Creative writing in Odia

Unit-III: Curricular Activities in Odia (CLO4) 15 Hours

- Transaction of prose (Detailed and Non-detailed), Poetry, Grammar and Composition of Lessons
- Preparation of lesson plan on prose, poetry, grammar and non-detailed of Odia using 5E and ICON design model.

- Strategies: Lecture, Language Games, Collaborative Learning, Learning through Narratives and Discourses, Brain Storming.

Unit-IV: Teaching aids and assessment for teaching Odia (CLO5, CLO6) 15 Hours

- Importance of teaching aids and types of teaching aids for teaching Odia.
- Learning assessment in Odia: Assessing Comprehension and expression skills, preparation of objective-based and objective-type test items, Portfolio assessment, continuous and Comprehensive assessment of learner's performance in Odia
- Tools of assessment in Odia language.

Unit-V: Linguistics in Odia (CLO7)

15 Hours

- Elements of language, sound, vocabulary and structures, Use of linguistics in effective teaching-learning of Odia language
- Odia syntax processes and principles
- Odia vocabulary: Types, Word formation process and Principles

Course Transaction Mode

Lecture, Workshop, Seminar, E-Teaching, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning, Role Play, Lab-work

Mid-Semester Assessment Process (30 Marks)

Each student has to prepare five (05) lesson plans in pedagogy of Odia in 5E approach and deliver lessons in a simulated class/real class room situation and submit the report.

Books Recommended

- Barik, N. (2014). Odiashikshyadanapaddhati. Cuttack: A.K.Mishra Publishers Pvt. Ltd.
- Daswani, C. J.(2001). Language Education in Multilingual India. New/Delhi (UNESCO)
- Kocchar, S.K. Teaching of Mother Tongue. Sterling Publishers, New Delhi.
- Nayak, B.; Mohanty, J.(1999): Odiabhasa O SahityaraBhitibhumi O Shikshyadan Padhati.Jagannath Process, Toni Road, Cutack-2.
- Palmer, H.P.(2001). Principles of Language Teaching.George G. Harrep and Co. Ltd.
- Pradhan, B., Pradhan, K.C., and Hota, K.(2018). Odia Grammar.
- Rybum, W.M.(1926). Suggestions for the Teaching of Mother Tongue.OUP.

Suggested Readings

NCERT (2005).National curriculum framework-2005.New Delhi: NCERT.

GoI (1986).National policy on education-1986: New Delhi: GoI

<http://modersmal.skolverket.se/engelska/index.php/mother-tongue-education>

http://en.wikipedia.org/wiki/Language_education

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	5	4	5	4	4	5	2	5	4
CO2	4	5	4	5	4	4	5	4	5	5
CO3	4	5	5	4	2	5	4	5	4	4
CO4	5	4	5	4	5	5	2	5	2	5
CO5	5	4	4	5	5	4	5	4	4	4

Course Type: **OPEN ELECTIVE**

Course Code: **OE-201 (Theory)**

Course Title: **PEDAGOGICAL PERSPECTIVES IN EDUCATION**

(Open for other P.G. students)

Credits: 4	Mid Sem.: 15 Marks	End Sem.: 35 Marks	Full Marks: 50	Total Hours: 60
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L	T	P	Credits
4	0	0	4

Course Outcomes (COs):

On the completion of the course, the students will be able to;

CO1: Explore the pedagogical skills in teaching and assessment techniques.

CO2: Understand the principles and levels of teaching.

CO3: Analyze various classroom management techniques.

CO4: Execute skills of teaching in classroom.

Course Contents

Unit-I: Pedagogy and Assessment (CLO1) 15 hours

- Pedagogy: Meaning, types, use of various pedagogies in teaching.
- Integrated Approach to Evaluation: Grading system, meaning and mechanism of grading system, problems of grading system, and interpretation of grades.
- Semester system, continuous and comprehensive assessment, portfolio assessment, question bank, Choice Based Credit System

Unit-II: Understanding Teaching (CLO2, CLO3) 15 hours

- Teaching: Principles and maxims of teaching.
- Strategies of teaching: Teacher-centred, and learner-centred, Levels of Teaching and Phases of Teaching, Characteristics of effective teaching
- Classroom Management: Meaning, principles, handling large and small classes. Techniques of classroom management.

Unit-III: Teaching Skills (CLO4) 15 hours

- Engagement and Exploration: Concept, types and techniques of engaging the learners. Concept techniques of exploration in the class.
- Skill of Explanation and Elaboration: Techniques of effective explanation and elaboration.
- Questioning and Evaluation Skill: Types of questions, framing and asking a good question, probing questions, Classroom evaluation techniques.

Mode of Transaction:

Discussion, Seminar, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning and Brain Storming

Books/Documents Recommended

Anandan, K. (2010). Instructional technology in teacher education. New Delhi: APH Publishing Corporation.

Chand, T. (2008). Principles of teaching. New Delhi: Anmol Publications Pvt. Ltd.

Chiniwar, P. S. (2014). Technology of teaching. New Delhi: Anmol Publications Pvt. Ltd.

Grootenboer, P., Groves, C.E. Choy, S.(2017). Practice Theory Perspectives on Pedagogy and Education. Springer.

Popham, W. J. (2014). Classroom assessment. U.S.A: Pearson Publications.

Purayil, A. V. (2015). Educational technology. New Delhi: APH Publishing Corporation.

Ranford, C. P. (2013). Strategies for successful student teaching. New Jersey: Pearson Publications.

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	2	5	2	4	5	5	4	5
CO2	5	4	4	5	5	2	5	4	2	5
CO3	4	4	4	4	5	4	4	2	5	4
CO4	2	5	2	5	4	4	5	2	4	5

SEMESTER-III

Course Type: **HARD CORE**

Course Code: **HC-301 (Theory)**

Course Title: **EDUCATIONAL RESEARCH: QUALITATIVE PERSPECTIVE**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75
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L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1: Explain importance of qualitative research in education.

CO2: Conceptualize the nature of different types of Researches in Education.

CO3: Situate them in a research perspective(s).

CO4: Select the suitable problem for qualitative research.

CO5: Explore the basic issues that confront qualitative researchers.

Course Contents

Unit-I: Conceptualizing Qualitative Research (CLO1, CLO2, and CLO3) 15 Hours

- Qualitative Research: Concept and Nature. Paradigms shifts: Qualitative vs. Quantitative

Research

- Paradigms of Research: Rationalistic and Naturalistic.
- Mixed Methods Designs: Concept, Types, Characteristics, and Steps.

Unit-II: Qualitative Research Designs (CLO4)

15 Hours

- Grounded Theory and Ethnographic Design: concept, types, characteristics, designs, steps and strengths and weakness.
- Narrative Research Designs: Concept, Types, Characteristics, and Steps.
- Case Study: characteristics, components of a case study, types, steps and strengths and weaknesses

Unit-III: Collecting Qualitative Data (CLO5, CLO10)

15 Hours

- Sampling approaches for selecting participants and research sites.
- Types of qualitative data. Types and process of qualitative data collection: Observations, Interview and Focus Group Discussion (FGD), Document Analysis, Audiovisual Materials, Anecdotes, Field diary.
- Procedure of data collection: Recording and its procedure. Field and Ethical issues.

Unit-IV: Analyzing and Interpreting Qualitative Data (CLO7)

15 Hours

- Data Organizing; Data Transcribing; Analyzing by Hand/Computer, Use of Qualitative Computer Programs, Data Categorizing; Coding of Data. Coding to Build Description and Themes.
- Use of technology for qualitative data analysis: Qualitative Analysis Software.
- Content Analysis, Inductive Analysis.

Unit-V: Establishing Authenticity of Qualitative Data (CLO6, CLO8, CLO9) Hours 15

- Credibility, Dependability, Transformability of Data. Triangulation: Data, Source and Theory triangulation. Member Checking and External Audit.
- Ethical Issues and Ethical Considerations in Qualitative Research.
- Qualitative Research Proposal; Report Writing and Evaluation

Course Transaction Mode

Workshop, Lecture, Seminar, E-Teaching, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning, Role Play, Lab-work

Books Recommended

ATLAS.ti. (Version 4.2). (1999). [Computer software]. Berlin: Scientific Software Development.
Becker, Howard S. (1996). The epistemology of qualitative research. Pp.53-71 in Richard Jessor, et al. (Ed.), Ethnography and human development, Chicago: University of Chicago Press.

- Best, J.W. & Kahn, J.V. (1989). *Research in education* (6th ed.). Englewoods Cliffs, NJ: Prentice Hall.
- Bhandarkar, P.L. and Wilkinson. (2010). *Methodology and techniques of social research*, Himalaya Publishing House, New Delhi
- Bogdan, R.C. & Biklen, S.K. (1998). *Qualitative research for education: An introduction to theory and methods* (3rd ed.). Boston, MA: Allyn and Bacon
- Creswell, J. W. (2007). *Qualitative inquiry & research design: choosing among five approaches*. Thousand Oaks, CA: Sage Publications.
- Creswell, J.W. (1994). *Research design: qualitative & quantitative approaches*. Thousand Oaks, CA: Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2003). *Strategies of qualitative inquiry* (2nd ed.). Thousand Oaks, CA: Sage.
- Denzin, N.K. (1971). The logic of naturalistic inquiry. *Social Forces*, vol. 51, 166- 1 182.
- Denzin, N.K., & Lincoln, Y.S. (Eds.).(1994). *Handbook of qualitative research*. Newbury Park, CA: Sage.
- DeWalt, K. M. & DeWalt, B. R. (2002). *Participant observation*. Walnut Creek, CA: AltaMira Press.
- Flick, Uwe (1996). *An introduction to qualitative research*. London: Sage Publication
- Fox, D. J. (1969). *The research process in education*. New York: Holt Rinehart and Winson Inc.
- Glesne, C. & Peshkin, A. (1992). *Becoming qualitative researchers*. NY: Longman
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). London: Sage.
- Guba, E.(1990). *The paradigm dialog*. Beverly Hills, CA: Sage.
- Jamesick, V.J. (1998). "Stretching" Exercises for qualitative researchers. Thousand Oaks, CA: Sage Publications.
- Jorgensen, O. (1989). *Participant observation*. Thousand Oaks, CA: Sage ublications.
- Kuhn, T.S. (1970). *The structure of scientific revolutions*. (2nd Ed.) Chicago: University of Chicago Press.
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage. This text outlines the positivist and naturalist research paradigms.
- Marshall, C. & Rosman, G. (1994). *Designing qualitative research*. Thousand Oaks, CA: Sage Publications.
- Merriam, S.B. (1998). *Qualitative Research and Case Study Applications in Education*. Publisher: Jossey-Bass.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage
- Minnis, J. R. (1985). *Ethnography, case study, grounded theory, and distance education research*. *Distance Education*, 6, 189-198.
- Mouly, G.J. (190). *The science of educational research* (2nd ed.). New York: Van Nostrand Reinhold Company.

Moustakas, C. (1994). Phenomenological research methods. Thousand Oaks, CA: Sage Publications.

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	2	4	5	4	5	2	4	5
CO2	4	5	4	5	5	2	5	4	4	5
CO3	5	4	2	4	4	2	5	4	5	5
CO4	4	4	4	2	5	4	4	5	4	4
CO5	2	5	5	4	5	4	5	4	5	5

Course Type: **HARD CORE**

Course Code: **HC-302 (Theory)**

Course Title: **ICT IN EDUCATION**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75
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L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1: Explain the nature, scope and importance of Educational Technology and ICT.

CO2: Reflect upon various models of teaching along with their educational implications.

CO3: Develop e-content and MOOCs in education.

CO4: Understand the application of computers in education.

CO5: Use e- learning tools in teaching learning and research.

Course Contents

Unit-I: Introduction to Technology in Education (CLO1)

15 Hours

- Educational technology: concept, nature and scope

- Phases of teaching and Levels of learning. Micro-teaching & Simulated teaching: Concept & applications.
- Educational Technology as a Discipline: Information Technology, Communication Technology & Information and Communication Technology (ICT).

Unit-II: Models of teaching and Instructional Materials (CLO2, CLO3) 15 Hours

- Models of teaching: Families and elements of teaching model. Glaser's basic teaching model, Inquiry training model, Inductive thinking model and Concept attainment model.
- Programmed instructional material- Concept, Types-Linear, Branching and Mathematics.
- Development of instructional material: MOOC and e-content.

Unit-III: Systems Approach to Instructional Design (CLO4) 15 Hours

- Systems Approach to Instructional Design, Models of Development of Instructional Design- ADDIE, ASSURE, Dick and Carey Model.
- Five E's of Constructivism, Nine Elements of Constructivist Instructional Design.
- Application of Computers in education: CAI, CAL, CBT and Artificial Intelligence.

Unit-IV: Emerging Trends in e-learning (CLO5, CLO6) 15 Hours

- Concept of e-learning, Approaches to e learning (Offline, Online, Synchronous, Asynchronous, Blended learning, Mobile Learning).
- Social Learning: (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, and discussion forum).
- Open Education Resources: (Creative Common, Massive Open Online Courses; Concept and application), Ethical Issues in E Learning and Research

Unit-V: ICT and Pedagogy (CLO7) 15 Hours

- Use of ICT in evaluation, administration and research: E-portfolios, Online Repositories and Online Libraries, Online and Offline assessment tools-Concept and Development.
- Artificial Intelligence: concept and applications of Artificial Intelligence in Education, Assistive technologies in education.
- Legal and ethical issues in Artificial Intelligence, Leveraging Artificial Intelligence towards teaching and learning.

Course Transaction Mode

Lecture, Seminar, E-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning and learning in Computer lab with hands-on training.

Books/Documents Recommended

- Bruce, J., & B. and Weil, M. (1972). *Models of teaching*. N.J.: Prentice-Hall.
- Das, R.C. (1993): *Educational technology – a basic text*. New Delhi: Sterling Publishers Pvt. Ltd.
- Dikshit, H. P., Garg, S., Panda, S. & Vijayshri (Eds.) (2002). *Access & equity: challenges for open and distance learning*. New Delhi: Kogan Page.
- Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006). *Open and distance education in global environment*. New Delhi: Viva Books.
- Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006). *Four decades of distance education in India: reflections on policy and practice*. New Delhi: Viva Books.
- Garrison, D.R. and Anderson, T. (2003). *e-learning in the 21st century: a framework for research and practice*. London: Routledge.
- Jangira, N.K. & Singh, A. (1992). *Core teaching skills – A microteaching approach*. New Delhi: NCERT.
- Kulkarni, S.S. (1996). *Introduction to educational technology*. New Delhi: Oxford and IBH.
- Kumar, K.L. (2008): *Educational technology*. New Delhi: New Age International Pvt. Ltd.
- Mishra, P. and Koehler, M. (2007). *Technological pedagogical content knowledge (TPCK): Confronting the wicked problems of teaching with technology*. In C. Crawford et al. (Eds.). *Proceedings of Society for Information Technology and Teacher Education International Conference 2007*. Chesapeake, VA: Association for the Advancement of Computing in Education. (pp. 2214-2226).
- Mishra, P. and Koehler, M.J. (2006). *Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge*. *Teachers College Record*, 108 (6), 1017-1054.
- Mukhopadhyay, M. (2001). *Educational technology: challenging issues*. New Delhi: Sterling Publishers.
- Mukhopadhyay, M. (2001). *Instructional science in Indian schools*. in Rajput J.S. and others (Eds), *Experiences in school education*. NCERT, New Delhi.
- Mukhopadhyay, M., Panda, S. K. et al (Eds) (1991). *Educational technology: Third Year book, Vol.I & II*. New Delhi: All India Association for Educational Technology.
- NCERT (2006). *National curriculum framework 2005 position paper national focus group on educational technology*. New Delhi.
- Resta, P. (Ed.) (2002). *Information and communication technologies in teacher education: A planning guide*. Paris: UNESCO.
- Roblyer, M.D. (2008). *Integrating educational technology into teaching*. New Delhi: Pearson.

- Sampath et. al. (1981): Introduction to educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
- Senapaty, H.K. (2009). ICT integrated learning materials on basic school subjects from constructivist perspectives. Bhubaneswar: Regional Institute of Education, NCERT.
- Senapaty, H.K. (2011). Pedagogy-technology integration for the professional development of teacher educators. Bhubaneswar: Regional Institute of Education, NCERT.
- Singh, L. C. (2010). Educational technology for teachers and educators. New Delhi: Vasunandi Publication.
- Singh, L. C. (Ed.) (2010). Educational technology for teachers and educators. New Delhi: Vasunandi Publication.
- Singh, L. C. et al. (1987). Micro-teaching- theory and practice. Agra: Psychological Corporation.
- UNESCO (2002). Information and communication technology in education: A curriculum for schools and programme of teacher development. Paris: UNESCO.
- UNESCO (2005). How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers. Paris: UNESCO.
- UNESCO (2008). Capacity building for ICT integration in education. Retrieved from <http://portal.unesco>.
- UNESCO (2008). ICT Competency standards for teachers: Policy Framework. Retrieved from <http://portal.unesco>.
- Venkataiah, N. (1996): Educational technology. New Delhi: APH Publishing Corporation.
- Walia, J.S. Essentials of educational technology. Jalandhar: Ahim Paul Pub.

Suggested Readings

- Allen, D.W. et al. (1969). Micro-teaching- A description. London: Stanford University Press.
- Mishra, S. (2008). Developing e-learning materials: some pedagogical Concerns. Indian Journal of Open Learning, 17 (2).
- Mishra, S. (2005). Distance teacher education, process-issues and concern. New Delhi: Mahamaya Publisher.
- Senapaty, H.K. and Pradhan, N. (2005). Designing instruction for constructivist learning. Staff and Educational Developmental International. 9 (2&3), 93-102
- Passi, B.K. (1976). Becoming better teacher: Micro-teaching approach. Baroda: Centre for Advanced Study in Education, M. S. University of Baroda.
- Roblyer, M.D. (2008). Integrating educational technology into teaching. New Delhi: Pearson.

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	2	5	5	5	4	5	2	4
CO2	4	4	5	4	5	5	4	2	4	5
CO3	5	4	4	2	4	4	5	4	5	5
CO4	2	5	5	4	5	2	5	4	5	4
CO5	5	5	2	5	4	5	4	5	4	5

Course Type: **HARD CORE**

Course Code: **HC-303 (Practical)**

Course Title: **RESEARCH PROPOSAL, REVIEW OF RELATED LITERATURE AND TOOLS**

Credits: 5	Mid Sem.: 30	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75
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L	T	P	Credits
0	0	5	5

Course Outcomes (COs):

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

CO1: Select a suitable research problem in an emerging area of education.

CO2: Review the related literature in the topic of research.

CO3: Find out a research gap from after conducting review of related literature.

CO4: Prepare a research proposal on the topic of research.

CO5: Develop tools like questionnaire, interview schedule, rating scale, Guidelines for FGD etc. for collection of data.

Course Contents:

Each student is required to complete the following activities:

1. Selection of research area and suitable topic in an emerging issue (CLO1).
2. Search various sources of research propble like-Inflibnet, ProQuest, ERIC, JSTOR etc. (CLO1)
3. Review the related literature in the topic of research (CLO2).
4. Writing rationale of the study (CLO3).
5. Identification of research gap and finalization of research problem (CLO3).
6. Preparation of research proposal (CLO4).
7. Selection /development of research tool (s) (such as: questionnaire, interview schedule, rating scale, guidelines for FGD etc. for collection of data) (CLO5, CLO6).
8. Presentation of the detailed review, research proposal and tools through PPT/doc.
9. Submission of the Report in three parts (Part-A: Research Proposal, Part-B: Review of Related Literature and Part-C: Tools).

Evaluation Criteria

Mid-Semester:			
1	Submission of a write-up/term paper on the research area (minimum 4000 words)	: 30 Marks	To be evaluated by Internal Examiner
End-Semester:			
1	a) Submission of a report on Review of Related Literature (20 Marks). b) Submission of Research Proposal (20 Marks) c) Development/selection and submission of research Tool (s) (20 Marks)	: 60 Marks	To be evaluated by both External and Internal Examiner
2	Viva-Voce Examination	: 10 Marks	
	Total	: 100 Marks	

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	4	5	5	5	5	5	5
CO2	5	5	2	5	4	4	4	5	4	5
CO3	4	5	4	4	4	5	4	4	4	4
CO4	4	4	5	5	5	4	5	5	5	4
CO5	5	4	4	4	4	5	4	4	4	5

Course Type: **CORE ELECTIVE**

Course Code: **CE-301 (Theory)**

(A student has to opt any one)

A. Course Title: INCLUSIVE EDUCATION

Credits: 5	Mid Sem.: 30	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75
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L	T	P	Credits
5	0	0	5

Course Outcomes (COs)

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

CO1: Identify the assumptions of disability underlying current general and special education practices.

CO2: Analyze the policy perspectives for disable children at national and international level.

CO3: Understand the educational needs of learners with disabilities.

CO4: Explore and utilize pedagogical approaches that can support students with a variety of learning profiles in respectful ways.

CO5: Examine various support services and collaboration for inclusive education.

Course Contents

Unit-I: Meaning, Genesis and Scope of Inclusive Education (CLO1)

15 Hours

- Concept of Inclusive and Special Education. Principles, Scope and target groups of Inclusive Education (Diverse learners; Including Marginalized group and Learners with Disabilities).

- Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education.
- Medical and Social Models of disability, barriers and facilitators in Inclusive Education: Attitude, Social and Educational

Unit-II: Policies & Frameworks Facilitating Inclusive Education (CLO2)15 Hours

- Rehabilitation Council of India Act (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), Inclusive Education under SSA; National Trust Act-1999 and RPwD Act. 2016.
- Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990).
- Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication. Salamanca Framework (1994).

Unit-III: Disability and Support to Students with Disability (CLO3) 15 Hours

- Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model.
- Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics.
- Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities.

Unit-IV: Frameworks for Inclusive Pedagogy (CLO4) 15 Hours

- Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners.
- Universal Design for Learning: Multiple means of access, Expression, Engagement & Assessment
- Principles of Differentiated Instruction and Assessment

Unit-V: Support and Collaboration for Inclusive Education (CLO5)15 Hours

- Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching).
- Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School.
- Ethical Issues of inclusive education in India.

Course Transaction Mode:

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning and Role and Role Play.

Books/Documents Recommended

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful inclusion for educational leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful inclusive teaching*. Allyn and Bacon.
- Daniels, H. (1999). *Inclusive education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*. Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*. Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*. Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King Sears, M. (1994). *Curriculum Based Assessment in Special Education*. California: Singular Publications.
- Kluth, P. (2009). *The autism checklist: A practical reference for parents and teachers*. San Francisco, CA: Jossey-Bass.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Panda, K.C. (--). *Education of Exceptional Children*
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Rose, D. A., Meyer, A. & Hitchcock, C. (2005). *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies*. Cambridge, MA:Harvard Education Press.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	5	4	5	2	5	5	4	2	5
CO2	4	5	4	4	5	2	5	4	5	2
CO3	5	2	5	4	5	4	4	5	4	4
CO4	5	2	4	4	4	2	5	4	2	4
CO5	5	4	2	5	4	5	2	4	5	5

Course Title: **EARLY CHILDHOOD CARE AND EDUCATION**

Credits: 5	Mid Sem.: 30	End Sem.: 70	Marks	Full	Marks:	Total Hours: 75
				100		

L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1: Understand the need and significance of early childhood care and education.

CO2: Explain the contribution of thinkers of education to ECCE.

CO3: Critically analyze the policy perspectives on ECCE in India and world

CO4: Reflect upon the scope and problems of quality dimensions in ECCE.

CO5: Examine the socio-emotional dimensions of curriculum at early stages of education.

Course Contents

Unit- I: ECCE- Conceptual Perspectives (CLO1, CLO2) 15 Hours

- Concept, significance and objectives of ECCE.
- Brief History of development of Early Childhood Education in India.
- Contributions of Rousseau, Froebel, Montessori, Piaget, Vygotsky, Gijubhai Bhadeka to Early Childhood Education.

Unit-II: ECCE-Policy Perspectives (CLO3) 15 Hours

- ECCE as envisaged in National Policy on Education, 1986 and POA, 1992, National Plan of Action for Children, 1992 and NEP 2020.
- ECCE in Global Perspective: United Convention on Rights of Child (UNCRC) 1989, Sustainable Development Goals 2030.

- UNICEF, WHO, CARE and ICDS.

Unit-III: Curriculum and Support Systems for Pre School-Education (CLO4)15 Hours

- Developmentally Appropriate Practices- Physical and Motor Development, Cognitive and Language Development, Socio-emotional dimensions.
- Principles of curriculum construction for ECCE.
- Different types of pre-school curriculum: Montessori and Kindergarten, Bodha, Prarambha, Anganwadis.

Unit-IV: Strategies / Approaches and Resources (CLO5, CLO6) 15 Hours

- Support of Workforce: Anganwadi Workers, Supervisors, CDPOs, Parents and Community members, District Welfare Officer.
- Methods of Transaction of Early Childhood Education Programmes: clay modelling, nature study, play-way, theme-based joyful learning, storytelling, puppetry, musical and rhythmical exercises, dramatization, role play, music and movement; art activities.
- Indoor and outdoor play as methods in early primary stages.

Unit-V: Training, Research and Evaluation of ECCE (CLO7) 15 Hours

- Teacher Education and Training for Early Childhood Education in India.
- Evaluation programmes, methodology and implications.
- Areas of research studies in ECCE.

Course Transaction Mode

Group discussion, Lecturer method, Seminar, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning

Books/Documents Recommended

- Aggarwal, J.C. and Gupta, S. (2007). Early childhood care and education (1st Ed.). Shipra Publications, New Delhi.
- Darragh, J. (2010). Introduction to early childhood education: equity and inclusion. Merrill: Prentice Hall: New York.
- Goode, T., & Jones, W. (2007). A guide for advancing family-centered and culturally and linguistically competent care. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.
- Government of India (1986). National Policy on Education. New Delhi: Government of India
- Mishra, R.C. (2005). Early childhood education today. Prentice Hall Publisher.
- NCERT (2005). National curriculum framework, New Delhi: Author
- NCTE (2005). Report on ECCE teacher education: curriculum framework and syllabus outline. New Delhi: NCTE.

Seefeldt, Carol (1990). Continuing issues in early childhood education, Merrill Publishing Company, Columbus, Ohio.

Swaminathan, M. and Daniel, P. (2000). Activity-based developmentally appropriate curriculum for young children, Indian association for pre-school education, Chennai.

Swaminathan, Mina (1998). The first five years: a critical perspective on early childhood care and education in India.

UNESCO (2007). Strong foundations: early childhood care and education. Paris: UNESCO.

UNICEF and MHRD (2001). Early childhood care for survival, growth and development. New Delhi: Author.

World Bank (2004). Reaching out to the child: an integrated approach to child development. New Delhi: Oxford University Press.

Mapping of Course Outcomes with the programs outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	2	5	4	4	4	4	5	5
CO2	5	4	4	5	4	2	5	4	4	4
CO3	5	2	5	4	5	5	2	5	4	5
CO4	4	4	4	2	5	2	5	4	5	4
CO5	4	5	4	4	4	4	5	4	2	4

Course Title: WOMEN EDUCATION

Credits: 5	Mid Sem.: 30	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75
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L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1:Conceptualize the socio-cultural aspects of women education

CO2: Understand the historical development of women education through the ages.

CO3: Critically analyze the current status of women in society.

CO4: Carry out plans for women empowerment.

CO5: Reflect upon various problems and issues of girls and women in society.

Course Contents

Unit-I: Epistemology of Women Education (CLO1) 15 Hours

- Women Education: Concept, importance and scope.
- Girl child education: Need, problems in educating girl child, causes of drop out. Present and futuristic plans of girl child education.
- Socio-cultural aspects of girl's education: Subject choice, attitude and expectations of school and society.

UNIT –II: Developmental perspectives of Women Education (CLO2)15 Hours

- Transition status of women through ages: Vedic, Buddhist, Jainism, Islamic.
- Review of various programs especially designed for women(KGBV, Beti Bachao Beti Padhao Scheme)
- Mahila Samakhya, NEP 2020 and women education.

UNIT –III: Women Empowerment (CLO3, CLO4) 15 Hours

- Women empowerment: Concept, indicators, ways for empowering the women.
- Socio-psychological factors of women education, women education of minority communities.
- Women's rights in Indian Constitution: Right to education and work, property, maintenance, equality, right against exploitation

Unit –IV: Issues related to Women (CLO5) 15 Hours

- Issues related to women: Bigamy, dowry, violence, exploitation at work place, extra marital affair and NRI deserted wives.
- Domestic violence: Meaning, types, causes and ways to avoid domestic violence
- Female feticides, early child marriage and girl child labour, social justice and empowerment.

Unit –V: Women and Social Change (CLO6, CLO7)15 Hours

- Role of media in changing the status of women, women and modernization, women entrepreneurship.
- Research in women education: Areas, literature and trends.
- Reflections on the contribution of Rama Devi, Tulsi Munda and Mother Teresa.

Course Transaction Mode:

Group discussion, Lecture, Seminar, Team-Teaching, Dialogue, Peer Learning, Self-Learning, Collaborative and Cooperative Learning and Role Play.

Books/Documents Recommended

Agrawal, S.P.(1992). Women’s Education in India. New Delhi: Concept Publishing Co.
 Mishra, R.N.(2010). Women education and development. New Delhi: Discovery Publishing House.
 Singh, U. K et.al. (2005). Women education. New Delhi: Common Wealth Publishers. .
 Rao, B. (2008). Women education. New Delhi: Discovery Publication.
 Tripathy, S.N. (2003). Women in informal sector. New Delhi: Discovery publishing house.

Mapping of Course Outcomes with the programs outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	2	5	4	4	4	2	4	5
CO2	4	5	4	5	2	5	4	4	4	4
CO3	5	4	5	4	4	4	5	5	5	4
CO4	4	2	4	5	2	5	5	5	4	5
CO5	2	5	5	5	5	4	4	4	2	5

Course Type: **CORE ELECTIVE**

Course Code: **CE-302 (Theory)**

(A student has to opt any one)

A. Course Title: EDUCATIONAL MANAGEMENT

Credits: 5	Mid Sem.: 30Marks	End Sem.: 70Marks	FullMarks:100	Total Hours:75
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L	T	P	Credits
5	0	0	5

CourseOutcomes (COs)

On completion ofthecourse the students will be able to:

CO1: Understandthe conceptandscopeofeducationalmanagement

CO2: Explore the concept and styles of leadership, administration process and approaches to it

CO3: Critically examine the concept of quality management with both national and international perspectives through the ways of quality gurus

CO4: Explain the concept of educational planning, process and approaches

CO5: Analyse the management of state agencies of education with quality assurance

Course Contents

Unit-I: Educational Management and Administration (CLO1) 15 Hours

- Educational Management and Administration-Concept, Principles, Functions and importance.
- Aspects of Educational Management: POSDCORB, CPM, PERT, Management as a system. Organizational compliance, Organizational development, Organizational climate
- Types of Educational Management: Centralized vs. Decentralized, Bureaucrats vs. Technocrats, Autocratic vs. Democratic

Unit-II: Understanding Leadership and Administration (CLO2) 15 Hours

- Leadership in Educational Management: Concept, nature and approaches to leadership-Trait, Transformational, Transactional, Value based, cultural, Psychodynamic and charismatic.
- Model of leadership- Blake and Mouton's Managerial Grid, Fiedler's Contingency model, Tri-dimensional Model, Hersey and Blanchard's Model and Leader-Member Exchange Theory.
- Administration as a process, Administration as a bureaucracy, Human relations approach to Administration.

Unit-III: Quality Management and Administration (CLO3) 15 Hours

- Concept of quality and quality in education- National and International Perspectives.
- Total Quality Management (TQM), SWOC analysis.
- Quality Gurus- Walter Shewhart, Edward Deming, C.K. Prahlada.

Unit-IV: Educational Planning and change Management (CLO4) 15 Hours

- Educational Planning: Concept, Process and Types.
- Approaches to Educational Planning: Social Demand Approach, Social Justice Approach, Rate of Return Approach and Man-power Planning Approach
- Change management- Concept, Need, three steps (unfreezing, moving and refreezing) models of change.

Unit-V: Agencies of Quality Educational Management (CLO5) 15 Hours

- Centre-state and local relationships in educational management
- Educational administration at State Level: BSE, CHSE, Textbook Bureau, TE & SCERT,

OSHEC, RDEs, OSEPA, District Education Office, Block Education Office.

- Quality Assurance Agencies- NAAC, NIRF, QS.

Course Transaction Mode

Lecture, Seminar, workshops, team teaching, field visits, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative and Cooperative learning and Role play

Books Recommended/Essential Reading Materials

- Adolph and Turner, H.E. (---). Supervision for change & Innovation. Houghton Mifflin Company.
- Anderson, C.A. & Bowman, M.J. (1971). Educational management, London, U.K: Franks
- Ashima, V.D. & Naik, A.P. (2010). Educational management. Girgaon, Mumbai: Himalaya Publishing House.
- Bhatnagar, R.P. & Verma, I.B. (1978). Educational administration. Meerut, India: Loyal Book Depot.
- Chau, T. (2003). Demographic aspects of educational planning. Paris: International Institute for Educational Planning.
- Hariss, B. M. (1963). Supervisory behaviour in education. USA: Englewood Cliffs. Kimbrough, S. Ralph, Michall & Nunnery. Educational administration. New York: Mc Millan Company.
- Kochar, S.K. (2011). School Administration and Management. New Delhi: Sterling Publishers Private Limited.
- Livack, et al. (1998). Rethinking Decentralization in developing countries. Washington, D.C, USA: World Bank.
- Mukerji, S.N. (---). Administration of educational planning and finance. Baroda, India: Acharya Book Depot.
- Naik, J.P. (1965). Educational planning in India. New Delhi, India: Allied.
- Naik, J.P. (1982). The educational commission & after. New Delhi: Allied. Newman and summer.
- Oliva, O. (1976). Supervision for today's school. New York, USA: Harper & Row. Ramani, K.V (2004). A text book of educational management. New Delhi, India: Dominant Publisher
- Safeya, R. & Saida, B.D. (1964). School administration and organisation. Jalandhar, India: Dhanpat Rai & Sons.
- Shukhia, P.O. (1983). Administration in India. New Delhi, India: Vikas Publication.
- Simon, H. A. (---). Administrative behaviour. New York: McMillan Company.
- Tilak, J.B.G. (1992). Educational planning at grassroots. New Delhi: India.

Waber, Clarence A. (---). Fundamentals of educational leadership. New York, USA: Exposition Press.

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	5	2	5	4	2	4	4	2	5
CO2	2	5	4	2	5	4	5	2	5	4
CO3	5	4	5	4	5	4	5	4	4	5
CO4	4	5	4	5	4	5	4	4	5	4
CO5	5	4	2	4	5	4	4	5	4	5

A. Course Title: TEACHER EDUCATION

Credits: 5	MidSem.: 30Marks	EndSem.: 70Marks	FullMarks: 100	Total Hours: 75
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L	T	P	Credits
5	0	0	5

On completion of the course, the students will be able to;

- CO1:** Explain concept, aims and objectives of teacher education at different levels.
- CO2:** Narrate pre-service and in-service teacher education program at different stage
- CO3:** Describe the functions of the institutions and agencies of teacher education
- CO4:** Describe the approaches to teacher education and teacher’s capacity building professionally.
- CO5:** Justify teaching as a profession and code of professional ethics of teachers and teacher educators.

Course Contents

Unit-I: Teacher Education: Policy Perspectives (CLO1)

15 Hours

- Meaning, Nature and Scope of Teacher Education; Aims and objectives of teacher education at different levels: Elementary, Secondary and Tertiary. Types of Teacher Education Programs.
- Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels.
- Organization of Components of Pre-service Teacher Education Transactional Approaches (for

foundation courses) Expository, Collaborative and Experiential learning.

Unit-II: Pre-service and In-service Teacher Education (CLO2, CLO3) 15 Hours

- Need of Pre-service Teacher Training at different levels of School education.
- Need of In-service Teacher Training at different levels of School education.
- Role of various institutions and agencies for pre-service and in-service Teacher Education: NCTE, SCERT, NCERT, IASEs, CTEs, DIETS, UGC-HRDC.

Unit-III: Professional Preparation of Teachers (CLO4) 15 Hours

- Modification of Teachers' Behaviour - Micro teaching, Simulation, Interaction analysis, Team Teaching.
- Approaches to teacher education- Consecutive Vs. integrated; Face-to-face Vs. distance mode.
- Capacity building programmes: Orientation, Refresher Course, Online Course, Conference, Seminar, Workshop, Panel Discussion, Innovation in Teacher Education

Unit-IV: Teaching as a Profession and Development (CLO5) 15 Hours

- Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers. Personal and Contextual factors affecting Teacher Development
- Performance appraisal of teachers and teacher educators
- Recommendations of Justice Verma Committee in strengthening teacher education programme.

Unit-V: Problems and Issues in Teacher Education (CLO6) 15 Hours

- Issues related to School internship: co-operative school, supervision and mentoring
- Curriculum of teacher education with reference to National Curriculum Framework for Teacher Education- 2009
- Challenges and Prospects related to teacher education policy, Privatization of teacher education.

Transaction Mode

Lecture, Seminar, team teaching, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning and Roleplay.

Books Recommended/Essential Reading Materials

Aggarwal, J.C. (1973). Landmarks in the history of modern Indian education. New Delhi: Vikas Publishing House Pvt. Ltd.

Aggarwal, J.C. and Aggarwal, S.P. (1992). Educational planning in India with a slant to educational financing and administration. New Delhi: Concept Pub.

Chattopadhyaya, D.P. (1985). The teacher and society: report of national commission of teachers in 1983-85. Govt. of India, New Delhi.

- MHRD(1986).Nationalpolicyoneducation–1986(withmodificationsundertakenin1992).
NewDelhi:MHRD.
- MHRD (1993). Learning without burden: report of the national advisory committee appointed by the ministry of human resource development. New Delhi: Govt. of India, Ministry of Human Resource Development.
- MHRD (1995).The teacherand society,Chattopadhyaya committeereport (1983-95). NewDelhi: MHRD, GOI
- MinistryofEducation(1966).Educationandnationaldevelopment.reportoftheeducation commission 1964-66. NewDelhi:Author.
- MinistryofLawJustice(2009).TheRightofChildrentoFreeandCompulsoryEducation Act, 2009. The Gazette of India, Ministry of Law Justice, Govt. of India.
- Mishra, S. (2004). Privatization of higher education: Policy perspectives and role of regulatory bodies. University News, Association of Indian Universities, New Delhi.
- Mohanty, J. (2008). Teacher education. New Delhi: Deep & Deep.
- Mudaliar, A. L. (1953). Report of the secondary education commission 1952-53. New Delhi: Govt. of India.
- Mukherjee, S. N. (Ed.) (1968). Education of teachers in India (Vols. 1 & 2). New Delhi: S. Chand & Co.
- NCERT (1978). Teacher education curriculum- a framework. New Delhi: NCERT.
- NCERT (1988a). Teacher education curriculum: a framework. New Delhi: NCERT.
- NCERT(1988b).Teachereducationcurriculum: a framework-revised draft. New Delhi: NCERT.
- NCERT (2004). Curriculum framework for teacher education. New Delhi: NCERT.
- NCERT (2006a). National curriculum framework–2005. New Delhi: NCERT.
- NCERT(2006b).Teachereducation for curriculum renewal. New Delhi: NCERT.
- NCERT(2007).Professional support system and classroom performance of parateachers. New Delhi: NCERT.
- NCERT (2008). Sixth survey of research in education Vol - II. New Delhi: NCERT.
- NCTE(1998a).PolicyperspectivesinTeacherEducation: Critique & Documentation. New Delhi: NCERT.
- NCTE(1998b).Curriculumframeworkforqualityteachereducation. New Delhi: NCTE.
- NCTE(1998c).Competencybasedandcommitment- oriented teacher education for quality schooleducation: pre-service education. New Delhi: Author.
- NCTE(2009).Nationalcurriculumframeworkforteachereducation towards preparing professional and humane teacher. New Delhi: NCTE
- Ram, S. (1999). Current issues in teacher education. New Delhi: Sarup & Sons Publications.
- Report of the National Commission on Teachers (1983-85). Website: <http://www.education.nic.in/cd50years/r/2Q/42/toc.htm>
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Mapping of Course Outcomes with the programsoutcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	2	5	4	2	5	5	4	5
CO2	4	4	5	4	5	4	2	4	5	4
CO3	2	4	5	4	5	5	4	5	2	5
CO4	4	5	4	4	4	4	5	2	5	2
CO5	5	4	2	5	5	4	4	4	4	2

Course Title: **OPEN AND DISTANCE LEARNING**

Credits: 5	MidSem.: 30Marks	EndSem.:70Marks	FullMarks:100	Total hour:75
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L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

On completion ofthecourse the students will be able to:

CO1: Explainthe concept, epistemology and theories of distanceeducation

CO2: Discuss the historical perspective and status of distance education.

CO3: Narrate the concept of distance learners, process and pedagogy of distance learning with challenges in quality assurance in it.

CO4: Critically examine the instructional process in distance learning.

CO5: Identify the concept, need, barriers and communication process ofcounselling in distance education.

Course Contents

Unit-I:GrowthandPhilosophyof DistanceEducation (CLO1, CLO2) 15 Hours

- Open and Distance Education: concept, significance, epistemology andobjectives. Historicalperspectiveofdistanceeducation.
- Theoriesof distanceeducation, CorrespondenceEducation, DistanceEducation andOpenLearning.
- Present statusofdistanceeducationinIndia:NIOS,IGNOU,MOOC

Unit-II-LearnerandLearning Process in DistanceEducation (CLO3) 15 Hours

- Distancelearners: nature andcharacteristics, motivationalfactors.

- Distance Education process: Pedagogy of distance learning; role of self-learning in distance education. Significance of study skills in distance learning.
- Quality assurance and challenges in distance education in India.

Unit-III-Instructional Process in Distance Education & Open Learning (CLO4) 15 Hours

- Difference between a classroom and distance tutor.
- Tutor comments-significance of tutor comments, levels of tutor communication (academic, personal and supplemental communication).
- Types of tutor comments- positive comments, constructive comments, null comments, hollow comments, harmful comments, misleading comments, negative comments, global comments and personal comments.

Unit-IV: Counseling in Distance Education (CLO5) 15 Hours

- Concept, meaning and importance of counseling in distance education
- Procedure of Counseling: decision points, barriers-study related, and time related, personal and institutional.
- Two-way communication in Distance Education and Open Learning.

Unit-V: Evaluation Procedure in Distance Education (CLO6) 15 Hours

- Evaluation in Distance Education: Concept and need; difference between evaluation in traditional learning and distance learning.
- Techniques of evaluation in Distance Education, Formative evaluation and Summative evaluation in Distance Education. Comprehensive and continuous evaluation in Distance Education.
- Issues in Distance Education-quantity, quality, relevance and effectiveness.
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Transaction Mode

Lecture, Seminar, team teaching, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning and Roleplay.

Books Recommended/Essential Reading Materials

- Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006). Open and distance education in global environment. New Delhi: Viva Books.
- Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006). Four decades of distance education in India: reflection on policy and practice. New Delhi: Viva Books.

ICDE (1995). 17th World conference for distance education, one world, many voices, conference papers, (Ed.) David Sewart (All references to Eastern Europe are form Vol. 1).

IGNOU(1988). Growth and philosophy of distance education. (Block 1, 2 & 3). IGNOU, New Delhi.

Rathore, H. C. S. (1993). Management of distance education in India. New Delhi: Ashish Publishing House.

Sahoo, P.K. (1987). Open learning system. New Delhi: Uppal.

Suggested Reading Materials

Criscito Pat (2004). Barron 's guide to distance learning. Barron's E Publisher.

Daniel, J.S. et al; (1982). Learning at a distance: a world perspective. Athabasca University, Edmonton.

Garrison, D.R. (1989). Understanding distance education framework for future. Routledge, Chapman and Hall, London.

Holmberg, B. (1986). Growth and structure of distance education. London: Croom Helm.

Holmberg, B. (1985). Status and structure of distance education (2 Ed.). Lector Publishing.

Holmberg, B. (1989). Theory and practice of distance education. Routledge, Chapman & Hall, London.

Kaye, & Rumble (Ed) (1981). Distance teaching for higher and adult education. London: Croom Helm.

Keegan, D. (1989). Foundations of distance education. London: Routledge.

Race, Phil (1994). The open learning handbook, second edition, London: Kogan Page.
Rumble Grevile and Harry, Keith (1982). The distance teaching universities. London: Croom Helm Ltd.

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	5	4	5	5	2	5	2
CO2	4	5	5	5	2	4	5	4	2	5
CO3	5	2	5	2	5	5	4	5	4	2
CO4	4	4	5	4	4	4	5	4	5	4
CO5	2	4	2	5	5	2	4	2	4	5

Course Type: **FIELD INTERNSHIP**

Course Code: **FI-301**

Course Title: **FIELD INTERNSHIP IN EDUCATION**

Credits: 3	Mid Sem.: NIL	End Sem.: 50 Marks	Full Marks: 50	Total Hours: 45
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L	T	P	Credits
0	0	3	3

Course Outcomes (COs):

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

CO1: Critically analyze the administrative activities of secondary teacher education program/Secondary school practices/Higher secondary school practices.

CO2: Discuss the process of curriculum designing and development.

CO3: Explain evaluation of training processes in in-service centers.

CO4: Assess the outcomes of training programs.

CO5: Practice innovative teaching techniques and evaluation in secondary teacher education program/Secondary school practices/Higher secondary school practices

Course Contents:

The field internship shall be conducted during the Semester-III. The fundamental purpose of this internship programme is to develop the pedagogical skills of the interns with regard to secondary teacher education programme/Secondary school practices/higher secondary school practices. It will be carried out under the supervision of the Internship Coordinator keeping in mind the following aspects:

1. The interns will be given comprehensive orientation about the detailed modalities of the internship by the internship coordinator and other faculty members.
2. The interns will be trained on different innovative method(s) of teaching, conduct of online class and evaluation, development of e-modules of four quadrants and its delivery, curriculum development as per CBCS pattern, question preparation of different difficulty level i.e., easy, moderate and difficult covering different domains of Revised Bloom's Taxonomy like Remembering, Understanding, Applying, Analyzing, Evaluating and Creating, text-book analysis and application of educational apps. in the teaching-learning process, action research etc. as will be decided by the faculty members and the internship coordinator and will practice all these in a simulated condition in the University for at least two weeks.

3. After the simulated practice on different activities the interns will go to the field i.e., any secondary teacher training institution/Secondary school/Higher secondary school as per allotment and will deliver there at least five lessons and will carry out other activities as will be decided by the Department from time to time.
4. The interns will carry out these activities in the institution for at least one week under the supervision of their mentors as decided by the internship coordinator with the approval of the HoD.
5. On completion of the internship, the interns will prepare a report and submit to the Department.

Evaluation Criteria

A three member-examiner panel will be prepared by the HoD including the internship coordinator for the conduct of the presentation of the internship report and final viva-voce examination.

Mid-Semester: NIL			
End-Semester:			
1	a) Attendance: 05 Marks b) Overall behaviour of interns: 10 Marks c) Performance in the field: 05 Marks d) Internship report preparation: 10 Marks e) Presentation of the internship report: 10 Marks	: 40 Marks	To be evaluated by Internal Examiners panel.
2	Viva-Voce Examination	: 10 Marks	
	Total	: 50 Marks	

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	5	4	4	5	4	4	2	5	4
CO2	5	2	4	5	4	5	4	4	5	2
CO3	5	5	4	4	5	5	5	5	4	5
CO4	4	2	5	5	2	4	4	4	2	4
CO5	5	4	2	4	4	5	2	5	5	5

SEMESTER-IV

Course Type: **HARD CORE**

Course Code: **HC-401 (Theory)**

Course Title: **HISTORICAL BASES OF EDUCATION**

Credits: 5	MidSem.: 30Marks	EndSem.:70Marks	FullMarks:100	Total Hours: 75
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L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1: Critically examine the ancient system of education.

CO2: Analyze the impact of ancient educational system on the present educational system.

CO3: Understand the educational development in medieval India.

CO4: Evaluate the impact of British educational system on Indian education system.

CO5: Acquaint them the reports of different commissions on educational improvement in the country.

Course Contents

Unit-I: Ancient System of Education (CLO1, CLO2)

15 Hours

- Development of education during Vedic and Post Vedic periods with reference to aims, admission system, centres of learning, curriculum, methods of teaching, discipline, examination system, role of the teacher.
- Development of education during Jainism period with reference to aims, admission system, centres of learning, curriculum, methods of teaching, discipline, examination system, role of the teacher.
- Development of education during Buddhist period with reference to aims, admission system, centres of learning, curriculum, methods of teaching, discipline, examination system, role of the teacher.

Unit-II: Education in Medieval Era (CLO3)

15 Hours

- Progress of Education during Medieval Times: Concept of Education in Islam, Need of Islamic Education in modern education system. .

- State Patronage and Growth of Education in Muslim Period. Important Educational Centres.
- Primary and secondary education, Education of Women, curriculum, methods of teaching, Teacher-Pupil Relationship during Muslim Period.

Unit-III: Education in Pre-independence Period (CLO4) 15 Hours

- Contributions of Indian Charter Act 1813 and Macaulay's Minute (1835) to progress of education in the country.
- Contributions of Woods Dispatch (1854) and Hunter Education Commission (1882) to progress of education in the country.
- Contributions of Calcutta University Education Commission (1917), Zakir Hussain Committee (1937) and Sargent Report (1944) to progress of education in the country.

Unit-IV: Education in Post Independent India-I (CLO5) 15 Hours

- Recommendations of University Education Commission (1948) for development of higher education.
- Recommendations of Secondary Education Commission (1952-53) and Kothari Commission (1964-66) for progress of education.
- Features of National Policies on Education-1968, 1986, 1992 and POA.

Unit-V: Education in Post Independent India-II (CLO6) 15 Hours

- Initiatives for School Education: Operation Blackboard, DPEP, Sarva Shiksha Abhiyan (SSA), RMSA, RTE Act.
- Recommendations of National Knowledge Commission (2006), Yashpal Committee Report (2009) and Justice Verma Committee Report (2012) for development of education system.
- Role of National Curriculum Framework-2005 and National Curriculum Framework for Teacher Education (2009) for reformation of curriculum.

Transaction Mode

Lecture, Seminar, team teaching, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning and Role play. Books Recommended/Essential Readings

Aggarwal, J.C. (2010). Landmarks in the history of modern Indian education (7th Ed) New Delhi: Vikash Publishing Pvt. Ltd.

Das, K.K. (1993). Development of education in India. New Delhi: Kalyani Publishers

Dash, B.N. (1991). Development of education in India. New Delhi: Ajanta Prakashan.

Keay, F.E. & Mitra, Sukumar (1978). A history of education in India. New Delhi: Oxford University Press

Mukherjee, R.K. (1988). Ancient Indian education. New Delhi: Motilal Banarsidass.

Mukherjee, R.K. (1989). The Gupta Empire. New Delhi: Motilal Banarsidass

Naik, J.P. & Narullah, S. (1996). A student's history of education in India. New Delhi: McMillan India Ltd.

Rawat, P.L. (1989). History of Indian education New Delhi: Ram Prasad & Sons.

Ghosh, S.C. (1989). Education policy in India since Warren Hastings, Calcutta: N-Prakashan.

Suggested Readings

Altekar, A.S. (1934), Education in ancient India, Banaras: Indian Book Shop.

Das Gupta, S.N. (1988). A history of Indian philosophy. (5 Vols.) Delhi: Motilal Banarasi Dass.

MHRD, GOI (1986). National policy on education. New Delhi: The Author

MHRD, GOI (1993). Learning without burden. Yashpal Committee Report (1993). New Delhi: The Author

Ministry of Education, GOI (1964-66). Education and national development. (Report of education commission (1964-66). New Delhi: The Author

Sen, B. (1989). Development of technical education in India and state policy - a historical perspective. Indian Journal of History of Science, 24 (2): 224-248, Indian National Science Academy.

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	5	4	5	5	4	5	2
CO2	4	4	5	4	4	4	4	4	4	4
CO3	5	5	4	5	5	2	5	2	2	4
CO4	2	5	2	4	4	4	4	4	4	4
CO5	4	4	2	4	2	4	2	5	4	5

Course Type: **HARD CORE**

Course Code: **HC-402 (Practical)**

Course Title: **SELF DEVELOPMENT**

Credits: 5	Mid Sem.: 30	End Sem.: 70	Marks	Full Marks: 100	Total Hours: 75
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L	T	P	Credits
0	0	5	5

Course Outcomes (COs):

On completion of the course, students will be able to;

CO1: Identify personality traits, values, skills and interests.

CO2: Gain self-awareness and emotional awareness.

CO3: Manage time effectively.

CO4: Exhibit the qualities of a professional teacher.

CO5: Develop sensitivity towards socio-cultural issues.

Course Contents

Unit-I: Understanding Self(CLO1) 15 Hours

Activities

- “Who am I” Self-concept.
- SWOT analysis-an exercise to identify Strengths, Weaknesses, Opportunity and Threats
- Use of Johari’s Window to know one’s perception about self and others.

Unit-II: Self-management in Stressful Situations (CLO2, CLO3) 15 Hours

Activities

- Workshop for inner observation for self-knowing while in stress or in emotions and to develop skills of self-management
- Understanding Emotions and Interpersonal Relationships.
- Managing Conflict and managing/ resolving critical situations in life.

Unit-III: Developing ‘Self ‘as Professional (Teacher) (CLO4) 15 Hours

Activities

- Observe the effective teacher in the classroom.
- Training on skill of presentation in Seminars.

- Training on Group Discussion/ Sharing Personal Experiences, Facing Mock Interview.

Unit-IV: Self and Social Responsibilities (CLO5, CLO6) 15 Hours

Activities

- Organising awareness programme on socio-cultural issues.
- Organising awareness programme on educational issues.
- Organising awareness programme on eco-system and environmental issues.

Unit-V: Self-reflection and Documentation (CLO7) 15 Hours

Activities

- Interviewing an effective Teacher.
- Review of educational films, Analysis of biography and autobiography of educationists.
- Visualizing life aspirations.

Course Transaction Mode

Workshop, Group Discussion, Seminar/Presentation, Field Visit

Action Plan for Mid-Semester (Total Marks: 30)

- *Each Student has to complete any two practical and submit reports.*

Action Plan for End-Semester (Total Marks: 70)

- *Each Student has to complete any three practical and submit reports.*

List of Practical

1. SWOC Analysis of self and writing a report.
2. Managing time (Preparation of report on managing time).
3. Preparation of CV and facing mock interview.
4. Writing a report on awareness programme.
5. Analysis of biography/autobiography of educational thinkers and writing a report.
6. Preparing PPTs and giving presentation on any emerging topic.
7. Preparing an interview schedule for an effective teacher and taking interview.
8. Reviewing an educational film and writing a report.

Evaluation Criteria

Mid-semester:			
1	Two Practical Reports including viva-voce Examination (Internal)	30 Marks	To be evaluated by Internal Examiner
End-semester:			
1	Three Practical Reports (Internal and External)	60 Marks	To be evaluated by both External and Internal Examiner
2	Viva-Voce Examination	10 Marks	To be evaluated by both External and Internal Examiner

Total	100 Marks	
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Books/Documents Recommended

Agochiya, D. (2010). Life competencies for adolescents-training manual for facilitators, teachers and parents. New Delhi: Sage Publications Pvt. Ltd.

Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.

International Journal of Life Skills Education.

Krishnamurti, J. (1998). On Self- knowledge. Chennai: Krishnamurti Foundation, India.

Krishnamurti, J. (2000). Education and significance of life. Chennai: Krishnamurti Foundation, India.

Palmer, J. A. (ed.) (2001). Fifty modern thinkers of education, Routledge Publishers.

Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012). Applied social psychology understanding and addressing social and practical problems, Second edition, New Delhi: Sage Publications Pvt. Ltd.

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	4	2	5	4	5	2	5	2
CO2	4	4	2	4	4	2	4	5	4	4
CO3	5	4	4	5	2	5	4	4	2	5
CO4	5	2	5	5	5	4	2	5	4	5
CO5	2	5	5	4	5	2	4	4	4	4

Course Type: **HARD CORE**

Course Code: **HC-403**

Course Title: **DISSERTATION**

Conducting Research and Writing Report

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75
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L	T	P	Credits
0	0	5	5

Course Contents

Course Activities:

1. Each student has to conduct research on a relevant and duly approved educational topic under the supervision of a faculty member of the P.G. Department of Education.
2. The dissertation must be submitted along with a plagiarism free test certificate as per the date notified.
3. The dissertation shall be evaluated jointly by an External Examiner and Internal Examiner (supervisor is the internal examiner) on the basis of relevance of the topic, quality of research input, quality of report and presentation.
4. There shall be an open viva-voce test where all the students of the P.G. and Ph.D. students of the Department will remain present and participate in the discussion of the presentation.
5. The student will be evaluated on the basis of her knowledge of the topic, research methodology followed, style of presentation and clarification of doubts raised by examiners or any other aspect of the research work that the examiners would consider suitable.

Evaluation Criteria for Dissertation

1	Conduct research and submission of dissertation (Final Report for evaluation by External and Internal Examiners)	80 Marks (End Sem.)
2	Viva-Voce Examination of the dissertation (External and Internal Examiner)	20 Marks (End Sem.)
	Total	100 Marks

Course Outcomes (COs):

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

CO1: Conduct research independently on an educational problem.

CO2: Develop analytical skills and logical thinking in the process of conducting research.

CO3: Understand the implications of educational research in generating new knowledge.

CO4: Prepare a research report.

Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	5	5	5	2	5	4	2
CO2	5	5	5	2	4	4	4	5	4	5
CO3	4	4	4	4	5	4	4	4	5	4
CO4	2	5	5	5	4	5	5	5	5	4

Course Type: **CORE ELECTIVE**

Course Code: **CE-401 (Theory)**

A. Course Title: COMPARATIVE EDUCATION

Credits: 5	MidSem.: 30Marks	EndSem.:70Marks	FullMarks:100	Total Hours:75
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L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1: Develop understanding about comparative education, its conceptual framework and relevance.

CO2: Critically examine the different approaches in comparative education.

CO3: Acquire knowledge to examine the education systems in relation to other countries and international standards.

CO4: Comprehend the system of education in India and other countries like USA, South Korea in particular.

CO5: Improve the skills necessary for working with international databases, to critically reflect and to analyze the educational systems from a comparative perspective.

Course content

Unit-I: Comparative Education

15 Hours

- Comparative Education- nature, need, scope and importance.
- History and development of comparative education. The Factors determining the education system of a country.
- Approaches of comparative education-Historical,Cross/multi-disciplinary, Sociological, Quantitative/Scientific and Issue Oriented Approach.

Unit-II: Education across the Globe.

15 Hours

- Innovations and changes in education in India and across the Globe.
- Schooling in the Government (public) schools: insights from PROBE and ASER
- Influence of international actors and professional societies like UNESCO, BRICS, EU, IECD, World Bank, WCCES (World Council of Comparative Education Societies), CIES (Comparative and International Education Society) etc. on educational policy in general.

UNIT-III: Education in India and USA

15 Hours

- Elementary, Secondary and Higher Secondary Education in India and USA.
- Higher Education in India and USA.
- Teacher Education in India and USA.

UNIT-IV: Education in India and UK

15 Hours

- Elementary, Secondary and Higher Secondary Education in India and UK.
- Higher Education in India and UK.
- Teacher Education in India and UK.

UNIT-V: Education in India and South Korea

15 Hours

- Elementary, Secondary and Higher Secondary Education in India and South Korea.
- Higher Education in India and South Korea.
- Teacher Education in India and South Korea.

Course Transaction Mode

Lecture, Seminar, E-Team Teaching, E-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning

Books Recommended/ Essential Readings

- Alexander & Robin, J. (2001). Culture and Pedagogy-International Comparisons in Primary Education: Wiley-Blackwell; UK
- Barrett, M.(2007).Children's Knowledge, Beliefs and Feelings About Nations and National Groups-Essays in Developmental Psychology. Psychology Press; Sussex

- Benavot, A.& Braslavsky,C.(ed.)(2006).School Knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education. Springer; Comparative Education Research Centre, University of Hongkong.
- Bray, M., Adamson, B. & Mason, M. (Eds.) (2007).Comparative Education Research. Approaches and Methods. Hong Kong: Springer.
- Bray,M.& Adamson,B. & Mason, M.(ed.)(2007).Comparative Education Research-Approaches and Methods.Springer;Comparative Education Research Centre, University of Hongkong.
- Chakravarti, B.K. (2005). A text book of comparative education. Delhi; Dominant Publishers and Distributors.
- Chaube, S.P. and Chaube, A.(1985). Comparative education. New Delhi: Vikas Publishing House.
- Choube & Choube, (1986).Tulnaatmak shiksha ka adhyayan:Vikas Publishing House,Agra (in Hindi).
- Cowen, R. & Kazamias, A.M. (eds.) (2009). International Handbook of Comparative Education. Part Two. London: Springer.
- Cowen, R. (2000). Comparing futures or comparing pasts? Comparative Education, 36(3), p.333–342.
- Cowen,R.&Kazamias,A.M.(ed.)(2009).International Handbook of Comparative Education-Part One and Two.London.Springer;New York.
- Crossley,M.(2008).Bridging Cultures and Traditions for Educational and International Development: Comparative Research, Dialogue and Difference. International Review of Education, 54, p.319-336.
- Dale, R., & Robertson, S. (Eds.) (2009).Globalisation and Europeisation in Education. Symposium Books: Cambridge University Press.
- David, B., LeTendre, &Gerald, (2005).National Differences, Global Similarities: World Culture and the Future of Schooling. Edition: Publisher: Stanford University Press
- European Commission, (2007).Progress towards the Lisbon Objectives in Education and Training. Indicators and benchmarks, Publisher: European Commission
- Geetha,T.(ed.)(2009).A Comparative Study of Curriculum in I.B., C.I.S.C.E. and C.B.S.E. Boards, Project Report of The International Baccalaureate; Singapore.
- Gupta, N. (2001).The Development of Higher Education in India and China since the 1950s in The 11thCongress of WCCES (World Council of Comparative Education Societies),Korean National University of Education, Chungbuk, South Korea.
- Hellsten, M., & Reid, A. (2008). Researching International Pedagogies. Sustainable Practice for Teaching and Learning in Higher Education. Dordrecht: Springer.
- Kaushik, V.K. and Sharma, S.R. (2002). Comparative education. New Delhi: Anmol Publications.
- Kubow, P. K., & Fossum, P. R. (2007). Comparative education: Exploring issues in international context. Boston: Pearson Merrill.

Kubow, Patricia K. & Fossum, Paul, R. (2007). Comparative Education: Exploring Issues in International Context (2nd Edition), Publisher: Prentice-Hall.

Larsen, Marianne, A.(2010).New thinking in Comparative Education-Honoring Robert Cowen.Rotterdam;Sense Publishers.

Lawal, B. O. (2004). Comparative education. Oshogbo: Swift Publishers Nigeria Ltd.

Madhu Singh, (2013).Educational practice in India and its foundations in Indian heritage: a synthesis of the East and West? UNESCO Institute of Life Long Learning, Hamburg, Germany
<https://doi.org/10.1080/03050068.2012.740222>

Manzon,M.(2011).Comparative Education: Springer; The Construction of a Field. Comparative Education Research Centre, University of Hong Kong.

Marshall, J. (2014). Introduction to Comparative and International Education. London: Sage.

Meyer, H.D. & Benavot, A. (eds.) (2013). PISA, Power, and Policy: the emergence of global educational governance. Oxford: Symposium Books Ltd.

OECD, (2007). Education at a Glance 2007, Publisher: OECD IndicatorsSouth Asia. Hyderabad: Orient Longman.

Sharma, R.A. (--) Comparative education. Meerut: Lall book depot

Sharma, Y.K.(--) comparative education: A Comparative Study of Educational System. New Delhi:

Kanishka Publishers.Ninnes, P., & Hellsten, M. (2005). Internationalizing Higher Education. Critical Explorations of Pedagogy and Policy. CERC Hong Kong: Springer.

Tobin, J. J., Hsueh, Y., & Karasawa, M. (2009). Preschool in three cultures revisited: Japan, China, and the United States. Chicago: University of Chicago Press.

Web Resources

Comparative and International Education Society: <http://www.cies.us>

<http://data.worldbank.org>

<http://en.unesco.org>

<http://hdr.undp.org/en>

<http://mhrd.gov.in/>

<http://shodhganga.inflibnet.ac.in/>

<http://wcces-online.org/>

<http://www.asercentre.org/p/51.html?p=61>

<http://www.euroeducation.net/prof/russco.html>

http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe_2792/

<https://doi.org/10.1086/695486>

<https://www.ugc.ac.in/>

ncert.nic.in/

ncte-india.org/

Mapping of Course Outcomes with the programmes outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	4	4	5	5	2	5	4	4	2
CO2	4	4	4	2	4	5	5	2	4	2
CO3	5	2	5	4	2	5	4	2	5	4
CO4	5	5	5	4	4	4	2	5	5	4
CO5	2	5	2	5	4	4	4	5	5	5

Course Title: **PEACE AND HUMAN RIGHTS EDUCATION**

Credits: 5	MidSem.: 30Marks	EndSem.:70Marks	FullMarks:100	Total Hours:75
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L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

On the completion of the course, the students will be able to;

CLO1: Understand the need of peace education in life and role of education for the establishment of world peace.

CLO2: Critically examine the aspects of conflicts management, results of conflicts and role of world community.

CLO3: Explain the importance of human rights and education at different level of education.

CLO4: Locate the most vulnerable human rights violation places nearby and visit to gain direct experience.

CLO5: Discuss the reports of different commissions and role of eminent personalities for the establishment of world peace.

Course Contents

Unit-I:IntroductiontoPeaceEducation (CLO1)

15 Hours

- Peace-concept, need importanceof peaceinhuman life.
- PeaceEducation-concept, Scope,needandimportance;keycomponentof peace Education.

- Aims and objectives of peace education at different levels. Role of education in world peace.

Unit-II: Conflicts and their Resolutions (CLO2)

15 Hours

- Conflicts- concept and types; Bases of Conflicts. Conflict Management Strategies.
- Positive and Negative aspects of Conflicts (Impacts of Conflicts).
- Economic Exploitation, Deprivation, Equitable Economic World Order, Non-Aligned Movement, Campaign for Nuclear Disarmament.

Unit-III: Human Rights Education (CLO3, CLO4)

15 Hours

- Human Rights Education: concept, genesis and need.
- Principles of Human Rights Education. Human Rights Education at various levels of education.
- Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level.

Unit-IV: Transaction of Human Rights Education (CLO3, CLO4)

15 Hours

- Methods of Teaching Human Rights: Drama and Role Play, Brainstorming, Lecture, Discussion, Seminars and Workshops, and Projects.
- Becoming peace teacher – acquisition of relevant knowledge, attitudes, values and skills.
- Visits to Orphanage and Old age home, Celebration of International Days, Collecting documents on human rights, displaying human rights materials on bulletin board and organizing debate.

Unit-V: Commission Reports on Peace Education and Contribution of eminent personalities for peace (CLO5)

15 Hours

- Delor's Commission 1996, UNESCO's Conference for Peace and International Understanding, Tokyo 1999, Global Campaign for Peace Education 1999.
- Conflict resolution as a fundamental type of peace education.
- Role of National Human Rights Commission and State Human Rights Commission for peace education. Contribution of eminent personalities for peace: Mother Teresa, Gandhi, Tagore, and Aurobindo.

Course Transaction Mode

Lecture, Seminar, workshops, team teaching, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative and Cooperative learning and Roleplay

Books Recommended

Agarwal, H.D. (1993) Implementation of Human Rights Contents with special reference to India. D.K Publishers. New Delhi.

Bhalla, S.L (1993). Human Rights: An Institutional Framework for Implementation. D.K. Publishers. New Delhi.

Brocke-Utne, B. (1985) Educating for peace: A feminist perspective. New York: Pergamon Press.

Delor Jacques. (1996). Learning the Treasures Within. UNESCO Publishing, Paris. Harris, I. & Morrison, M. (2003). Peace Education. New York: McFarland & Co. Johnson, D.W. & Johnson, R.T. (1991). Teaching students to be peacemakers. Edina, MN: Interaction Book Company.

Loknath, M. (2009). Peace Education Framework for Teachers. New Delhi: A.P.H Publishing Corporation.

Montessori, M. (1972). Education and peace. Chicago: Henry Regnery. Naseema, C. (2002). Human rights Education. Kanishka Publications. New Delhi

NCERT. (2004). Peace Education: Self Instructional Package for Teacher Education. NCERT, New Delhi.

NCERT. (2005). National Curriculum Framework, New Delhi.

NCERT. (2006). NCF 2005 Position Paper, National Focus Group on Education for Peace. New Delhi.

Pathak, C.k. (2003). Human Rights Education. Rajat Publications. New Delhi.

Reardon, B. (1993). Women and peace: Feminist visions of global education. Albany, NY: State University of New York Press.

Timpson, W. (2002). Teaching and learning peace. Madison, WI: Atwood Publishing.

Mapping of Course Outcomes with the programs outcomes:

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	2	4	2	4	5	5	4	5	5
CO2	5	5	5	4	5	4	4	4	5	2
CO3	4	4	4	5	4	4	5	2	4	2
CO4	2	5	4	4	5	4	4	4	2	4
CO5	5	5	5	5	4	5	5	5	5	5

A. Course Title: **GUIDANCE AND COUNSELLING IN EDUCATION**

Credits: 5	MidSem.: 30Marks	EndSem.:70Marks	FullMarks:100	Total Hours:75
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L	T	P	Credits
5	0	0	5

Course Outcomes (COs):

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

CO1: Describe the concept, nature and purpose of guidance and counselling.

CO2: Understand the techniques and theories of counselling.

CO3: Identify the concept and technique of group and individual guidance.

CO4: Develop skills for guidance and counseling in secondary schools

Course Contents

Unit-I: Introduction to Guidance and Types (CLO1, CLO2) 15 Hours

- Concept and Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization.
- Guidance : Scope and Principles with reference to India.
- Types of guidance-educational guidance, vocational guidance and personal guidance.

Unit-II: Concept and Techniques of Counselling (CLO1, CLO2) 15 Hours

- Counseling—Meaning, Need, Procedure and Types.
- Techniques of counselling: Directive counseling-concept, advantages and limitations. Non-Directive Counseling-concept, advantages and limitations. Eclectic Counselling-concept, advantages and limitations
- Theories of Counseling (Behaviouristic, Rational, Emotive and reality)

Unit-III: Group Guidance (CLO3) 15 Hours

- Meaning, advantages, principles and kinds of group guidance.
- Organizing guidance services at school and college level
- Group guidance techniques: Career talk, orientation talk, group discussion, career conference, career corner

Unit-IV: Individual Guidance (CLO3) 15 Hours

- Individual guidance with special emphasis on problems of adolescents.

- Guidance of exceptional children-Physically Handicapped, Gifted and children with Behavioral Problems
- Nature and causes of behavioral problems among underachieving students. School discipline problems, bullying, drug abuse, truancy, and dropout.

Unit-V: Guidance Services and Curriculum (CLO4)

15 Hours

- Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation, Resources required for organizing guidance services.
- Role of principal and teachers in guidance programmes.
- Integration of guidance and curriculum: need, importance and role of teachers.

Course Transaction Mode

Lecture, seminar, workshops, team teaching, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, collaborative and cooperative learning and roleplay.

Books Recommended/Suggested Books

- Gibson, R.L., & Mitchell, M.H. (2008). Introduction to counselling and guidance. New Jersey: Pearson Prentice Hall.
- Gupta, S. (2013). Guidance and career counselling. New Delhi: A.P.H. Publishing Corporation.
- Jothiet. al. (2009). Guidance and counselling. New Delhi: Centrum Press.
- Naik, D. (2007). Fundamentals of guidance and counselling. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A.K. (2014). Guidance and counselling. New Delhi: A.P.H. Publishing Corporation.
- Pal, O. (2011). Educational and vocational guidance and counselling. New Delhi: A.P.H. Publishing Corporation.
- Sharma, R.N., & Sharma, R. (2013). Guidance and counselling in India. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Siddiqui, M.H. (2015). Guidance and counselling. New Delhi: A.P.H. Publishing Corporation. Suggested

Suggested books

Educational and Vocational Guidance In Secondary Schools

Suggested

Websites [http://www.counselling-](http://www.counselling-directory.org.uk)

[http://www.counselling-](http://www.counselling-directory.org.uk)

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Mapping of Course Outcomes with the programs outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	5	2	4	4	4	5	2	2	5
CO2	4	2	4	2	4	2	4	4	4	5
CO3	4	2	4	2	5	4	4	2	4	4
CO4	5	5	5	5	2	4	2	2	5	4

Course Type: **ALLIED CORE**

Course Code: **401 (Theory)**

Course Title: **WOMEN AND SOCIETY**

(Common to all P.G. students)

Course Outcomes (COs)

After completion of Course students will be able to:

CO1.Familiarize with the women lead environmental movements and women’s participation in the climate resilience natural resources management.

CO2.Acquire knowledge on the differential impact of climate change disasters.

CO3.Be familiar with the role of technology and how has ICT brought about a change in on women’s everyday lives and livelihoods.

CO4.It will enhance students’ critical thinking in the use and management of technology in different productive sectors across different category of women.

CO5.Gain an insight into the women and law from rights and equality of opportunity in the access to justice as well as the nuances involved in it.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	5	5	5	4	4	5	2	4	4
CO2	4	5	4	5	4	5	4	4	5	4
CO3	5	4	2	4	2	4	4	5	5	5
CO4	5	2	5	2	4	5	5	4	2	4
CO5	2	5	5	5	5	5	2	5	5	5

Nature of Course: Allied Core

Course Code: AC-401

Theory: Women and Society

Unit: 3 Credit: 3

Total Mark: 50 (MidSem.15 + EndSem: 30)

Course Outcomes (COs)

After completion of Course students will be able to:

CO1.Familiarize with the women lead environmental movements and women’s participation in the climate resilience natural resources management.

CO2.Acquire knowledge on the differential impact of climate change disasters.

CO3.Be familiar with the role of technology and how has ICT brought about a change in on women’s everyday lives and livelihoods.

CO4.It will enhance students’ critical thinking in the use and management of technology in different productive sectors across different category of women.

CO5.Gain an insight into the women and law from rights and equality of opportunity in the access to justice as well as the nuances involved in it.

CO6.Entrust with the duties of framing reports, conducting research and development activities and solving the issues of injustice imparted to the public.

Mapping of Course Outcomes with the programmes outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	5	5	5	5	2	5	4	4	2	2
CO2	4	4	2	5	4	5	2	5	4	4
CO3	2	5	2	2	5	5	4	4	5	5
CO4	4	5	4	4	4	4	5	2	4	4
CO5	5	4	4	4	5	2	4	4	4	5
CO6	5	2	5	5	4	4	2	5	5	4

- Note related: 1
- From What Related: 2
- Nutral: 3
- Moderately Related: 4
- Highly Related: 5

HOD, EDUCATION