



आईएफटीएम विश्वविद्यालय, मुरादाबाद, उत्तर प्रदेश
IFTM University, Moradabad, Uttar Pradesh
NAAC ACCREDITED

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Study & Evaluation Scheme of
M.A. (Education)
[Session 2022-23]
(As per CBCS guidelines)

Programme	M.A. (Education)
Course Level	PG Degree
Duration	Two years (four semesters) Full Time
Medium of Instruction	English/Hindi
Minimum Required Attendance	75%
Maximum Credits	96

	Evaluation Scheme:		
	Internal	External	Total
Theory	30	70	100
Practicum	100	--	100
Seminar/Educational Training	100	--	100
Project/ Dissertation	30	70	100

Programme Objectives (POs):

To prepare students to –

1. Master over the prescribed academic content with reflective thinking approach.
2. Critically examine different prevailing and anticipated issues dealing with local to global levels.
3. Preserve the academic ingredients rooted to Indian culture, heritage and values.
4. Create new knowledge for giving a befitting shape to the Indian Society for meeting 21st century requirements.
5. Cherish knowledge with multidisciplinary approach.
6. Extend the benefits of generated knowledge to all the stake holders.
7. Shift the focus from individual self to collective self.

Programme Outcomes (POs):

After completing Master's programme, students will be able to -

1. Demonstrate competence on academic ingredients from philosophical, psychological, social and scientific perspective.
2. Reflect critical and collaborative/cooperative abilities to not only understand but also provide guidance for coming generations.
3. Not just cover the curriculum but discover the curriculum to enrich their knowledge.
4. Interlink existing knowledge with the new generated knowledge with the help of research and collaborative efforts.
5. Demonstrate the skills to serve the society from the knowledge generated in higher education institutes.
6. Develop their personality to make themselves valuable at national as well as international level and thus satisfying national and global needs.
7. Establish linkages between rooted to culture and committed to progress academic environment.

8. Develop research capabilities to create new knowledge for better understanding and fulfill local needs of the society.
9. Explore the basis of Education to develop Education subject as an enriched body of knowledge.
10. Infer the real meaning of Education and its catalyst power to enrich the strength of the stake holders and thus satisfying local, national and global needs.

Programme Specific Outcomes (PSOs):

After completion of this programme, students will be able to –

1. Explore the basis of Education to develop Education subject as an enriched body of knowledge.
2. Infer the real meaning of Education and its catalyst power to enrich the strength of the stake holders.
3. Generate critical thinking regarding issues related to modern trends, anticipated educational challenges and global scenario.
4. Develop research capabilities to create new knowledge for better understanding of the society.
5. Enrich conceptual, transactional and judging capacities to make them techno driven, socially comprehensive and leaders of the society.
6. Establish linkages between rooted to culture and committed to progress academic environment.
7. Show the competencies to be academically rich with explorative approach to move from individual self to collective self.

Study and Evaluation Scheme
Programme: Master of Arts (Education)
M.A. (Education) - 2 Years PG Programme

S. N .	Paper Code	Title of the Course	Hours per Week			Credits	Evaluation Scheme		
			L	T	P		Internal	External	Total
SEMESTER -I									
1.	EDUCC101	Philosophical and Sociological Foundation of Education-I	3	1	--	04	30	70	100
2.	EDUCC102	Psychological Foundation of Education-I	3	1	--	04	30	70	100
3.	EDUCC103	Introduction to Research in Education	3	1	--	04	30	70	100
4.	EDUCC104	Educational Measurement and Evaluation-I	3	1	--	04	30	70	100
5.	EDUCC151	Practicum – 1. Critical Analysis of any two Educational Schemes 2. Psychology Practical	--	--	4	04	100	--	100
Select any one (Elective Course) of the following-									
6.	EDUEC105	Non-Formal and Adult Education	3	1	--	04	30	70	100
	EDUEC106	Problems of Secondary Education	3	1	--				
	EDUEC107	Guidance and Counseling	3	1	--				
Total Number of Credits for Semester – I						24			
SEMESTER –II									
7.	EDUCC201	Philosophical and Sociological Foundation of Education-II	3	1	--	04	30	70	100
8.	EDUCC202	Psychological Foundation of Education-II	3	1	--	04	30	70	100
9.	EDUCC203	Methodology of Educational Research	3	1	--	04	30	70	100
10.	EDUCC204	Educational Measurement	3	1	--	04	30	70	100

		and Evaluation-II							
11.	EDUCC251	Practicum: Tool Construction for Research	--	--	4	04	100	--	100
Select any one (Elective Course) of the following-									
12.	EDUEC205	Education and Social Concerns	3	1	--	04	30	70	100
	EDUEC206	Inclusive Education	3	1	--				
	EDUEC207	Environmental Education	3	1	--				
		Total Number of Credits for Semester – II				24			
		Total Number of Credits for First Year				48			

*CC- Core Course, EC- Elective Course, OE- Open Elective, RC- Research Course

**FIRST YEAR
Master of Arts (Education)
Programme
Semester – I**

**EDUCC101; PHILOSOPHICAL AND SOCIOLOGICAL
FOUNDATIONS OF EDUCATION-I**

Course Objectives:

Objective of this course is to familiarize students with the critical evaluation of aims, ideas and education, analysis of human nature, educational values, theory knowledge and relationship of education and social progress and inculcate skill, provide employability and entrepreneurial skill.

Course Content:

Unit- I

Philosophy of Education, Meaning, Nature, Scope, Importance, Functions. Relationship of Philosophy and Education. Modern concept of Philosophy- logical analysis, logical empiricism etc.

Unit- II

Educational visions of Shri Aurobindo, Rabindra Nath Tagore, Mahatma Gandhi and Swami Vivekananda. Brief discussion of following Schools of Philosophy, Buddhism, Jainism and Islam.

Unit- III

Sociology of Education, Meaning, Nature, Scope and Importance. Approaches of Sociology and its impact on Education with special references to structural, functional and system approach.

Social Change, Concept and determinants of Social Change, Education as an agency of Social Change for skill development.

Unit- IV

Equity and Equality of Educational opportunity, Concept and Determinants of educational opportunity with special reference to socio-economically disadvantaged sections of society based on caste, class, gender, locale, income disparity and different disabilities for skill development.

Social Stratification and Social Mobility, Concepts and Effecting Factors; Education in relation to Social Stratification and Social Mobility with special reference to Indian Society for skill development.

Course Outcomes:

Students completing this course will be able to:

CO1: Understand the nature and function of Philosophy in education and modern philosophies.

CO2: Understand educational thoughts of Indian thinkers and Indian schools of philosophy.

CO3: Understand the nature and approaches of sociology of education for skill development.

CO4: Understand emerging social issues in education, and implications of social stratification and mobility for skill development and to meet local needs.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	2	3	3	1	2	2	2
CO2	2	2	2	2	3	2	2	2	1	2
CO3	2	3	2	2	2	3	1	2	2	3
CO4	2	2	2	3	1	2	2	2	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Suggested Readings:

1. Banerjee, A.C. & Sharma, S.R. (1999), Sociological and Philosophical Issues in Education, Book Enclave, Jaipur.
2. Brubacher, John S. (ed) (1962), Modern Philosophy of Education, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
3. Hiriyanna, M. (1995), The Essentials of Indian Philosophy, Motilal Banarasidas Publishers, Delhi.
4. Kneller G.F., (1963), Foundations of Education, John Wiley and Sons, Inc, London and New York.
5. Pandey R.S., (1997), East West Thoughts on Education, Horizon Publishers, Allahabad.
6. Park, J. (1961), The Philosophy of Education, Macmillan Company, New York.
7. Phenix, P.H. (1960), Philosophy of Education, Holt, Rinehart and Winston, New York.
8. Sharma, A.P. (1997), An Approach to Philosophy of Education, Indian Publications, Delhi.

Website Sources:

1. www.slideshare.net
2. ebooks.lpude.in
3. ddceutkal.ac.in
4. sg.inflibnet.ac.in

**FIRST YEAR
Master of Arts (Education)
Programme**

EDUCC102; PSYCHOLOGICAL FOUNDATION OF EDUCATION-I

Course Objectives: Objective of this course is to familiarize students with realizing goals and ideals that helps primarily in answering questions of how and when and thus skills and employability could be developed.

Course Content:

Unit- I

Psychology of Education, Meaning, Nature, Aims, Scope and Needs of Educational Psychology. Relationship between Education and Psychology. Recent Trend in Educational Psychology. Methods of Educational Psychology, Observation, Experimental and Case Study for skill development.

Unit- II

Growth and Development, Concept, Differences, Principles of development; factors affecting human development. Cognitive, Social and Emotional development during adolescence and their Educational Implication.

Individual differences, Concept and its Determinant. Implication of Individual differences for organizing educational programmed for skill development and employability.

Unit- III

Learning, Meaning, Types and Factor Affecting learning, Gagne's Hierarchy of learning. Transfer of learning, Meaning, Types and Implications for education. Motivation, Concept, types and various techniques for motivating the studentsfordeveloping skills and employability.

Unit -IV

Learning Theories, S-R theories by Thorndike, Skinner's operant conditioning and Hull's Reinforcement Theory. Cognitive and Contextual Learning Theories by Kohler, Bandura, Vygotsky.

Course Outcomes:

Students completing this course will be able to:

CO1: Understand the nature, concept and principles of educational psychology for skill development and employability.

CO2: Understand the implications of child's growth and development for skill development and employability.

CO3: Understand the concept and factors of learning and techniques of motivation for skill development and employability.

CO4: Develop understanding about theories of learning.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	2	3	3	1	2	2	2
CO2	2	2	2	2	3	2	2	2	1	2
CO3	2	3	2	2	2	3	1	2	2	3
CO4	2	2	2	3	1	2	2	2	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Suggested Readings:

1. Alur, M. & Timmons, V. (Eds.). (2009). *Inclusive education across cultures, Crossing boundaries, sharing ideas*, SAGE Publications, Pvt Ltd, New Delhi, India.
2. Baron, R.A. (2007), *Psychology*, Porling Kindersley & Pearson Education, India.
3. Bigge, Morris L. & Hunt, Maurice P. (1968), *Psychological Foundations of Education*, 2nd Edition. Harper & Row, N.Y.
4. Biggee Morris, C., and Row, (1971), *Learning Theories for Teachers*, 2nd Edition, Harper, N.Y.
5. Chauhan, S.S. (1978), *Advanced Educational Psychology*, Vikas Publishing House.
6. Danion, W. (1983), *Social and Personality Development Infancy Through Adolescence*, Norton, New York.
7. Dash, M. (1994), *Educational Psychology*, Deep & Deep Publications, New Delhi.
8. Dececco, John P., (1968), *The Psychology of Learning and Instruction*, Prentice Hall of India, New Delhi.
9. Engler, Barbara (1991), *Personality Theories, An Introduction*, 3rd Ed. Boston, Houghton Mifflin Company.
10. Gagne, Peter M. (1965), *Conditions of Learning*, Hall, N. Y.
11. Good, Thomas L. & Brodhy, Jore E. (1977), *Educational Psychology and Realistic Approach*, Holt, N.Y.

9. Hall, C.S. & Lindsey (1976) , Theories of Personality, John Wiley and Sons.
12. Hegarty, S & Alur, M. (2002), Education and children with special needs, From segregation to inclusion, Sage, New Delhi.
10. Hilgard, E.R. and Bower, S.H., (1975), Theories of Learning, Cliffs, Prentice Hall.
13. Hurlock, EB (2004), Developmental Psychology, A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill publishing Co. Ltd.
14. JaanValsiner& Kevin Connolly (2003), Handbook of Developmental Psychology, Sage Publication, New Delhi.
15. Kundu, C.L. & Tutoo., D.N. (1989), Educational Psychology, Sterling Publishers Pvt. Ltd, New Delhi.
11. Lazrus Richard, S. (1963), Personality and Adjustment, Englewood Cliffs, Prentice Hall.
16. Mangal, S.K. (2006), Advanced Education Psychology, Prentice Hall of India, New Delhi.
17. Mathur, S.S., (1986), Educational Psychology, Revised and Enlarged Text Edition, Vinod PustakMandir, Agra.
18. Mazur, J.E. (1994), Learning and Behaviour. (3rd ed.), Englewood Cliffs, Prentice Hall, New Jersey.
19. Santrock, J.W. (2007). Child Development (11th ed.), Tata McGraw-Hill Publishing Co. Ltd, New Delhi.
12. Singh, D. (2000), Emotional Intelligence at work, Sage, New Delhi.
13. Vergas, J.S. (1977), Behaviour Psychology for Teachers, Harper Row, New York.
20. Wnag, M.C. & Walber, H.J. (eds) (1985), Adopting instruction to Individual Differences, Berkeley Cl. Mg. Catchan.
21. Woolfolk, Anita, E. (1987), Educational Psychology (3rd Ed.) Englewood Cliffs, Printice Hall.
22. Zohar Danah& Marshal Ian (2001), Spiritual Intelligence, the ultimate intelligence, Bloomsbury Publishing, New York.

Website Sources:

1. www.psychologydiscussion.net
2. www.preservearticles.com
3. www.shareyouressays.com
4. www.scientificworldinfo.com

**FIRST YEAR
Master of Arts (Education)
Programme**

EDUCC103; INTRODUCTION TO RESEARCH IN EDUCATION

Course Objectives:

The objective of this course is to enable the students about conducting educational research for solving emerging concerns in education and thus developing their skills for the same.

Course Content:

UNIT- I

Research in Education-Conceptual issues

1. Meaning, purpose, scope and areas of Educational Research.
2. Kinds of Educational Research: basic & applied, and action research, and their characteristics
3. Approaches to Research in Education: qualitative, quantitative and mixed and their characteristics, Types of research under each paradigm for Skill development.

UNIT- II

Developing Assumptions and Hypotheses

1. Meaning and difference between assumptions, postulates and hypotheses.
2. Nature and types of hypotheses: their sources
3. Characteristics of good hypotheses
4. Role of hypotheses in theory building.
5. Hypothesis testing and Types of errorsforskill development and employability.

UNIT- III

Sampling

1. Concept of population and sample.
2. Sample frame, units of sampling.
3. Determiners of sample size.
4. Various methods of probability and non-probability sampling.
5. Characteristics of a good sample.
6. Sampling errors and avoidance of sampling biasforskill development and employability.

UNIT IV

1. Planning a Research Study

Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources

Research Ethics

2. Preparation of a Research Proposal

Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research

Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposal for skill development.

Course Outcomes:

Students completing this course, the learners will be able to:

CO1: Understand concept, kinds and approaches of educational research for skill development and employability.

CO2: Develop understanding about formulation and testing of hypotheses in research for skill development and employability.

CO3: Acquaint about different sampling methods used in selecting sample in research for skill development and employability.

CO4: Develop understanding about sources of problem and preparation of research proposal for skill development and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	2	3	3	1	2	2	2
CO2	2	2	2	2	3	2	2	2	1	2
CO3	2	3	2	2	2	3	1	2	2	3
CO4	2	2	2	3	1	2	2	2	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Suggested Reading:

1. Aggarwal, Y.P. (1989), Statistical Methods, Sterling, New Delhi.
2. Best, J.W. (1981), Research in Education, Prentice Hall, New Delhi.
3. Dalen, Van D.B. (1962), Understanding Educational Research, McGraw Hill, New York.
4. Ferguson, G.E. (1981), Statistical Analysis in Psychology and Education, McGraw Hill, New York.
5. Garret, H.E. (1978), Statistics - In Education and Psychology, Vakils, Feffer and Simons, Bombay.
6. Gay, L.R. (1992), Educational Research Competencies for Analysis and Applications, Macmillan.
7. Good, C.V. (1966), Essentials of Educational Research, Methodology and Design, Appleton-Century Crafts, New York.
8. Guilford, J.P. (19789), Fundamental Statistics - In Psychology and Education (6th Edition), McGraw Hill, New York.
9. Kamber, D. (2000), Action Learning and Action Research, Kogan Page Ltd, London.
10. Kaul, L. (2000), Methodology of Educational Research, Vikas Publishing House Pvt. Ltd, New Delhi.
11. Siegel, S. & Castellan, N.J. (1988), Nonparametric Statistics for the Behavioural Sciences, McGraw Hill.

Website Sources:

1. www.edugyan.in
2. www.ijbssnet.com
3. www.researchgate.net
4. www.tandtonline.com

**FIRST YEAR
Master of Arts (Education)
Programme**

EDUCC104; EDUCATIONAL MEASUREMENT AND EVALUATION-I

Course Objectives:

Objective of this course is to familiarize students with measure abilities and levels of attainment by students in areas such as reading, writing, mathematics, science and so forthand thus developing skills.

Course Content:

Unit-I

Measurement, assessment and Evaluation- Meaning, importance, functions. Levels of measurement. Tools of measurement- Questionnaires, Schedules, Inventories, and Performance Tests for skill development and employability.

Unit-II

Norm-referenced and Criterion referenced Tests, standardized and teacher made tests; Steps, Construction and standardization of Achievement testSkill development and employability.

Unit-III

Measurement of personality, Intelligence and Attitude testsSkill development and employability.

Unit-IV

Test standardization and Norms, Age Norms, Grade Norms, T- Score and Standard score. Step in the Standardization of a testSkill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO1: Distinguish the critical features of measurement, evaluation and assessment.

CO2: Explain different types of tests used in educationfor skill development and employability.

CO3: Understand the procedure of measuring personality, intelligence and attitude to meet local needs and for developing skills and employability.

CO4: Develop understanding about the standardization of test for skill development and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	2	3	3	1	2	2	2
CO2	2	2	2	2	3	2	2	2	1	2
CO3	2	3	2	2	2	3	1	2	2	3
CO4	2	2	2	3	1	2	2	2	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Suggested Reading:

1. Anastasi, A. (1988), Psychological Testing (6th Ed.), The Macmillan Co., New York.
2. Ebel, L.R. and Fristris, D.A. (1991), Essentials of Educational Measurement, Prentice Hall of India Pvt. Ltd, New Delhi.
3. Edwards, A.L. (1957), Techniques of Attitudes Scale Construction, New York.
4. Freeman, F.S. (1965), Theory and Practice of Psychological Testing, Rinehart and Winston, New York.
5. Gakhar, S.C.(2009), Statistics - in Education and Psychology.
6. Garret, H.E. (1973), Statistics - In Education and Psychology, Vakils, Feffer and Simons, Bombay.
7. Guilford, S.P. and Fruchter, B. (1973), Fundamental Statistics - In Psychology and Education (5th Edition), McGraw Hill and Co., New York.
8. Thorndike, R.L. and Hagen, E. (1977), Measurement and Evaluation - In Psychology and Education, John Wiley and Sons, Inc, New York.

Website Sources:

1. www.bilaterals.org
2. www.tripurauniv.ac.in
3. www.jstar.org
4. www.academia.edu

**FIRST YEAR
Master of Arts (Education)
Programme**

EDUCC151: PRACTICUM

Course Objective:

The objective of this course is to develop practical knowledge among students regarding critical analysis of educational policies and administration of psychological tests to inculcate skill, provide employability skills.

Content:

1. Critical Analysis of any two Educational Schemes
2. Psychology Practical – (Any one of the followings)
 - (i) Any one Intelligence Test
 - (ii) Any one Personality Test
 - (iii) Study of Sociometry of a class
 - (iv) Study of effect of Mental Work and Fatigue on Learning

Course Outcomes:

After completing this course, the students will be able to

CO1: Understand about critical analysis of educational policies for skill development.

CO2: Understand about the administration of intelligence, personality and sociometry test for skill development and employability.

CO3: Understand about reporting of psychological.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1.	PO2.	PO3.	PO4.	PO5.	PO6.	PO7.	PO8.	PO9.	PO10.
CO1	3	1	2	2	3	3	1	2	2	2
CO2	2	2	2	2	3	2	2	2	1	2
CO3	2	3	2	2	2	3	1	2	2	3
CO4	2	2	2	3	1	2	2	2	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped

	Skill Development	Employability	Entrepreneurship Development
CO1	1	2	1
CO2	1	2	1
CO3	1	2	1

**FIRST YEAR
Master of Arts (Education)
Programme**

EDUEC105: NON-FORMAL AND ADULT EDUCATION IN INDIA

Course Objective:

The objective of this course is to acquaint the learners with the need and purpose of non-Formal and adult education along with some special aspects to inculcate skills and employability.

Course Content:

UNIT-I

1. Non-Formal Education

Concept, need and purpose of Non-Formal Education
National Scheme of Non-Formal Education
Methods and materials for Non-Formal Education
Selection and Training of personnel for Non-Formal Education
Monitoring, evaluation and research in Non-Formal Education for skill development.

UNIT-II

2. Adult Education

Concept, need and purpose of Adult Education
National Adult Education Programme (NAEP) and National Literacy Mission (NLM)
Methods and materials for Adult Education
Selection and training for personnel for Adult Education
Monitoring, evaluation and research in Adult Education for developing skills.

UNIT-III

3. Some Special Aspects of Non-Formal Education

Role of Universities in NFE Programmes.
Continuing education Programmes.
Correspondence education and Open University System, their need and advantages.
Major Issues of Non-formal education in India for skill development and employability.

UNIT-IV

4. Adult Education

Role of Adult Education Programmes.
Extension Programmes.

Mass Programme for Functional Literacy (MPFL).

Major Issues of Adult education in India Skill development and employability

Course Outcomes:

After completing the course, the students will be able to:

CO1: Understand the concept and need of Non-Formal Education for achieving universalization of elementary education.

CO2: Acquaint with meaning and concept of adult education and methods and techniques of adult learning for skill development and employability.

CO3: Comprehend the role of open university, continuing education and correspondence courses for the illiterate adults and to fulfill their national and global needs and developing skills and employability.

CO4: Understand some adult education programme and its related issues for skill development and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	2	3	3	1	2	2	2
CO2	2	2	2	2	3	2	2	2	1	2
CO3	2	3	2	2	2	3	1	2	2	3
CO4	2	2	2	3	1	2	2	2	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Suggested Reading:

- Gupta, Y.K. & Vyast, Jaipal Singh: "Literacy at Cross-Roads" VidyaPrakashanMandir, (1999) Ltd. Meerut,
- Nail, J.P. (1977): Some Perspectives on Non-formal Education (Allied Publishers Pvt. Ltd., Bombay
- Chandra, Arvind: Non-formal Education for all (Sterling Publishers Anupama Shah (1987) : Pvt. Ltd., New Delhi
- Singh, R.P (1987): Non-formal Education: An alternative Approach (Sterling Pubs. Pvt. Ltd., New Delhi

- Singh, R.P. and Neerja (1979): Non-formal Education: An alternative to formal system (Bahri Publications Pvt. Ltd., New Delhi)
- Ansari, N.A.: Adult Education in India (S. Chand & Co. Ltd. New Delhi)
- Anand, Satayapal 1979): University without Walls: Correspondence Education in India, Vikas Publishing House Pvt., Ltd., New Delhi
- Report of the Education: Ministry of Education, Govt. of India, Govt. of India Commission (1964-66) Press, New Delhi, 1966
- National Policy on Education: Ministry of Human Resource Development, Govt. of India (Deptt. Of Education) New Delhi,
- National Literacy Mission: Ministry of Human Resource Development, Govt. Of India, New Delhi.

Website Sources:

- www.bilaterals.org
- www.tripurauniv.ac.in
- www.jstar.org
- www.academia.edu

**FIRST YEAR
Master of Arts (Education)
Programme**

EDUEC106; PROBLEMS OF SECONDARY EDUCATION

Course Objective:

The objective of this course is to inspire learners to be sensitive about the growth and development, problems and issues of secondary education and functioning of some government organizationsto inculcate skills and provide employability.

Course Content:

UNIT-I

- **Brief History of Secondary Education System in India**

Pre independence secondary education

Post-independence secondary education

UNIT-II

- **Growth and Development of Secondary Education System in India**

Secondary education commission

Kothari education commission

NPE1986

10+2+3 System of educationto develop skills and employability.

UNIT-III

- **Government Organizations for Secondary Education in India**

NCERT CBSE and other state secondary education boards

National Institute of Open Schooling

KendriyaVidyalyaSangthan

NavodayVidyalayaSamiti

UNIT-IV

- **Problems and Issues of Secondary Education in India**

Different types of challenges to secondary education in India.

Measures to improve quality of secondary education.

RashtriyaMadhyamikShikshaAbhiyan

Continuous and comprehensive evaluation at secondary school level.

Computerization of secondary schools in India for skill development and employability.

Course Outcomes:

After completing the course, the students will be able to:

CO1: Know the history of development of secondary education system in India.CO2: Explain the reports of Mudaliar and Kothari commissions on secondary education.

CO3: Interpret functioning of various government organizations for secondary Education in India so that local and national needs could be fulfilled andfor developing skills and employability.

CO4: Enumerate problems and issues of secondary education in India for skill development and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	2	3	3	1	2	2	2
CO2	2	2	2	2	3	2	2	2	1	2
CO3	2	3	2	2	2	3	1	2	2	3
CO4	2	2	2	3	1	2	2	2	1	2

Co Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Suggested Readings:

1. Chauhan, C.P.S. (2004). Modern Indian Education: Policies, Progress and Problems. Kanishka publishers.
2. Kothari Education Commission Report. Govt. of India
3. National Policy of Education-1986. Govt. of India
4. Rao, V.K. (2008). Secondary Education. Ashish publishing house, New Delhi
5. Rao, V.V. (2004). Education in India. Discovery publishing house, New Delhi
6. Secondary Education Commission Report. Govt. of India
7. Sharma, R.N. & Sharma, R.K. (2004). History of Education in India. Atlantic publishers, New Delhi
8. Sharma, R.N. & Sharma, R.K. (2004). Problems of Education in India. Atlantic publishers, New Delhi

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1. www.bilaterals.org
2. www.tripurauniv.ac.in
3. www.jstar.org
4. www.academia.edu

**FIRST YEAR
Master of Arts (Education)
Programme**

EDUEC107; GUIDANCE AND COUNSELLING

Course Objectives:

The objective of this course is to familiarize students with academic, social, emotional and personal development. To reach this aim guidance and counseling helps students get to know themselves better and find effective solutions to their daily problems to inculcate skills and develop employability.

Course Content:

Unit-I

Guidance, Concept, Objectives, Needs and Principles. Guidance programmed for Primary, Secondary and Higher Education Students. Problems and Improvement of Guidance in India for skill development and employability.

Unit-II

Educational, Vocational, Individual and Group Guidance—Meaning, Aims, Needs and Process.

Role of Teacher in Educational and Vocational Guidance for skill development and employability.

Unit-III

Counseling - Meaning, Nature, Purpose, Types, Scope, Techniques, Skill and Process to develop skills and employability.

Unit- IV

Approaches and Principles of counseling - Directive, Non-directive and Eclectic Counseling.

Counseling for Special Children, Gifted, Mentally Retarded, Physically Handicapped, Problematic and Backward Children for skill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO1: Understand concept, need and objectives of guidance.

CO2: Distinguish educational, vocational, personal and group guidance for skill development and employability.

CO3: Understand concept, purpose, types and skills of counselling for skill development and employability.

CO4:Analyze approaches and principles of counseling for skill development and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	2	3	3	1	2	2	2
CO2	2	2	2	2	3	2	2	2	1	2
CO3	2	3	2	2	2	3	1	2	2	3
CO4	2	2	2	3	1	2	2	2	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped

	Skill Development	Employability	Entrepreneurship Development
CO1	1	2	1
CO2	1	2	1
CO3	1	2	1
CO4	1	2	1

Suggested Readings:

1. Anastasi, A. & Urbina, S. (1997), Psychological testing, 7th Ed., Upper Saddle River, Prentice Hall.
2. Bantole, M.D. (1984), Guidance and counseling, Sheth and Sheth Publications, Bombay.
3. Bhatnagar, A. & Gupta, N (Eds) (1999), Guidance and counseling, vol. I, a practical approach, Vikas, New Delhi.
4. Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counseling, vol. II, a theoretical perspective, Vikas, New Delhi.
5. Chaturvedi, R. (2007). Guidance and Counselling Skills, Crescent Publishing Corporation, New Delhi.
6. Gardner, H. (1999), Multiple Intelligence, Intelligence, Understanding and The Mind, National Professional Resources, NY.
7. Ghosh J. (1995), Vocational guidance, U.S.S. Publication, New Delhi.
8. Gibson, R.L. & Mitchell, M. H. (2008), Introduction to Counseling and Guidance (7th Edition), Pearson Education, Inc, New Delhi.
9. Gupta, N. (1991), Career Maturity of Indian School Students, Anupam Publications, New Delhi.
10. Isaacson, L. E. & Broen, D. Career Information, Career Counseling and Career Development (5th ed.), Allyn & Bacon, Boston.
11. Joneja, G. K. (1997). Occupational Information in Guidance, NCERT, New Delhi.
12. Mohan, S. & Sibia, A. (1998). Handbook of Personality Measurement in India, NCERT, New Delhi.

13. Mohan, S. (1998). Career Development In India, Theory, Research and Development, Vikas Publishing House, New Delhi.
14. Myers, G.E. (1948). Principles and Techniques Of Vocational Guidance, Mcgraw Hills Company, London.

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1. www.normanpublicschools.org
2. www.icps.org
3. www.shareyouressays.com
4. www.gcoekmr.org

**FIRST YEAR
Master of Arts (Education)
Programme
Semester – II**

**EDUCC201; PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS
OF EDUCATION-II**

Course Objectives: The objective of this course is to familiarize students with the philosophical and sociological foundation of education includes evaluation of aims, ideas and education, analysis of human nature, educational values, theory of knowledge and relationship of education and social progress and thus enhancing skills and employability.

Course Content:

Unit – I

Concept and Educational Implications of following Schools of Philosophy, Sankhya, Vedanta and Marxism for skill development.

Unit- II

Western Schools of Philosophy with Special reference to their concept of Reality, Knowledge, values and their educational implications for the Aims, Contents and Methods of Education, Idealism, Realism, Naturalism, Pragmatism and Existentialism for entrepreneurship development.

Unit –III

National Values as enshrined in Indian Constitution and Provision for Education. Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context.

Unit –IV

Culture: meaning and nature, Cultural Lag, Acculturation. Relationship of Culture & Education. Economic of Education- Meaning, Aims, Role of Education in Economic Development for Skill and employability development.

Course Outcomes:

Students completing this course will be able to:

CO1: Understand the concept and educational implications of Indian schools of Philosophy for skill development.

CO2: Understand the concept and educational implications of Western schools of Philosophy for entrepreneurship development.

CO3: Understand national values as enshrined in India.

CO4: Understand the relationship of culture and education for skill development and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	2	3	2	3	3	2	2
CO2	3	2	1	2	3	1	1	2	3	2
CO3	2	3	3	1	2	3	2	2	3	1
CO4	1	3	1	3	2	2	3	2	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	2
CO2	3	2	3
CO3	3	1	2
CO4	3	3	1

Suggested Reading:

1. Aggarwal, J.C. (2005), Theory and Principles of Education Philosophical and Sociological Basis of Education, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bhattacharya, S. (1996), Sociological Foundation of Education, Atlantic Publishers and Distribution, New Delhi.
3. Blake, N. Smeyers, P. et.al., (eds) (2008), The Blackwell guide to the Philosophy of Education, 350 Main Street, Maiden, Blackwell Publishing Ltd, U.S.A.
4. Brucacher, J.S. (1962), Eclectic Philosophy of Education, Prentice- Hall Inc, Englewood Cliffs, New Jersey.
5. Chaudhary, K. (2008), A Handbook of Philosophy of Education, New Delhi.
6. Mathur, S.S. (1998), A Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
7. Seetharamu, A.S. (2004), Philosophies of Education, Ashish Publishing House, New Delhi.
8. Taneja, V.R. (2002), Foundation of Education, Philosophical and Sociological, Mohindra Capital Publisher, Chandigarh.
9. Taneja, V.R. (2005), Foundation of Education, Abhishek Publishers, Chandigarh .

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1. www.shareyouessays.com
2. www.slideshare.net
3. www.ddceutkal.ac.in
4. www.sg.inflibnet.ac.in

**FIRST YEAR
Master of Arts (Education)
Programme**

EDUCC202; PSYCHOLOGICAL FOUNDATION OF EDUCATION-II

Course Objectives: The objective of this course is to familiarize students with understanding human nature so that they may be able to motivate and direct the learning and growth and conduct *to inculcate skills, provide employability.*

Course Content:

Unit –I

Intelligence, Meaning; Nature, Concept and Theories (Spearman, Thurston, Guilford, Gardner and Sternberg). I.Q and E.Q, their implication for organizing teaching learning process. Measurement and type of Intelligence, uses of intelligence test in education for developing skills and employability.

Unit- II

Personality, Meaning, Determinants of personality. Theories by Catell, Eysenck, Allport and Freud, Assessment of Personality. Adjustment, Nature, process, Defense- Mechanism and characteristics of well-adjusted person for inculcating skills and develop employability.

Unit- III

Psychology and Education of Children with special needs, Mentally Challenged, Learning Disabled, Giftedness. Creativity, Concept, differences, Nature and Measurements understanding for entrepreneurial skill.

Unit- IV

Social Learning, Concept & Importance, factors affecting social learning. Social Conformity, Nature and Socio-cultural environment of School and Classroom. Classroom dynamics, concept, need and its relevance, strategies for promoting healthy classroom dynamics. Measures to create healthy Socio-cultural environment of School and Classroom. Violence in School, Types – Bullying, Relational Aggression, Punishment, Defaming, Vandalism and their effects. Role of teacher in curbing to develop skills and employability.

Course Outcomes:

Students completing this course will be able to:

CO1: Understand the nature, concept and theories of intelligence for developing skills.

CO2: Understand theories of personality for developing skills.

CO3: Understand psychology and the needs of special children to meet their local needs and for developing entrepreneurial skill.

CO4: Understand concepts, and factors of social learning for developing employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	1	3	2	1	1	3	2	3
CO2	2	3	3	1	2	3	3	2	2	1
CO3	3	3	2	1	3	1	2	2	1	3
CO4	2	3	2	1	2	1	3	1	2	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	2
CO2	3	1	2
CO3	3	2	3
CO4	3	3	1

Suggested Reading:

- Bigge, M.L. & Hunt, M.P. (1968), Psychological Foundations of Education (2nd Edition).
- Dececco, J.P. (1968), The Psychology of Learning and Instruction, Prentice Hall of India, New Delhi.
- Gagne, P.M. (1965), Conditions of Learning. Prentice Hall, N.Y.
- Goleman, D.L. (1995), Emotional Intelligence, Bloomsbury, London.
- Good, T.L. & Brodhy, J.E. (1977), Educational Psychology and Realistic Approach, Rhine Holt, N.Y.
- Hall, C.S. & Lindsey. (1976), Theories of Personality, John Wiley & Sons.
- Hilgard, E.R. & Bower, S.H. (1975), Theories of Learning, Cliffs, Prentice Hall.
- Laarus, R.S. (1963), Personality and Adjustment, Cliffs, Prentice Hall.
- Mathur, S.S. (1986), Educational Psychology, Revised and Enlarged Text Edition, Vinod Pustak Mandir, Agra.
- N.Y., Harper & Row. Bigge, M.C. & Row. (1971), Learning Theories for Teachers (2nd Edition), Harper Collins, N.Y.
- Singh, D. (2000), Emotional Intelligence at Work, Sage Publications, New Delhi.

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1. www.shareyouressays.com
2. www.preservearticles.com
3. www.psychologydiscussion.net
4. www.scientificworldinfo.com

**FIRST YEAR
Master of Arts (Education)
Programme**

EDUCC203; METHODOLOGY OF EDUCATIONAL RESEARCH

Course Objectives:

Objective of this course is to familiarize students and try to understand the specific of some phenomena or some situation to develop tentative hypotheses or generalization about it *to inculcate skills and provide employability.*

Course Content:

UNIT I

QUALITATIVE RESEARCH

- Qualitative Research – Meaning, Nature, Concept
- Main steps of Qualitative Research
- Sources of Data
- Qualitative research approaches - Phenomenology, Ethnography, Case studies and Grounded theory- characteristics, limitations
- Study of some recent Qualitative Research studies reported in educational research literature for developing employability.

UNIT II

HISTORICAL RESEARCH

- Nature of historical knowledge, Principles and main steps of historical research, new trends in historical approaches to education, Limitations of historical research
- Sources of data: Classification of historical sources and documents.
- Validation of sources and documents: External and Internal Criticism.
- Some important historical researches for skills development.

UNIT III

SURVEY RESEARCH

- Concept need and types of survey studies: school survey, public opinion survey and community surveys. Self- administered survey, Telephone/ Mail survey
- Design and steps in survey research for developing skills.
- Survey instruments and devices. Reliability and validity of instruments.

UNIT IV

EXPERIMENTAL & MIXED METHOD RESEARCH

- Characteristics and general steps of experimental research ‘Laboratory experiments’ and ‘Field experiments’ thus developing employability.

- Variables, Controls, and the Experimental design. External and internal validity of experimental research.
- Study of some recent experimental studies reported in educational research literature.
- Mixed Research – Meaning, Nature, Concept
- Main steps of Mixed Research
- Sources of Data

Course Outcomes:

Students completing this course will be able to:

CO1: Understand approaches of qualitative research in education for developing employability.

CO2: Grasp principles and steps of historical research for developing skills.

CO3: Develop understanding about survey research for developing entrepreneurship.

CO4: Understand about experimental and mixed method research for developing employability and entrepreneurship.

Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	1	3	2	3	1	2	2	1
CO2	2	3	1	2	2	1	3	3	1	1
CO3	1	2	1	3	3	2	3	2	2	1
CO4	1	2	1	3	2	1	2	2	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	3	1	2
CO3	2	1	3
CO4	2	3	2

Suggested Readings:

1. Aggarwal, Y.P. (1989), Statistical Methods, Sterling, New Delhi.
2. Best, J.W. (1981), Research in Education, Prentice Hall, New Delhi.
3. Dalen, Van D.B. (1962), Understanding Educational Research, McGraw Hill, New York.
4. Ferguson, G.E. (1981), Statistical Analysis in Psychology and Education, McGraw Hill, New York.

5. Garret, H.E. (1978), Statistics - In Education and Psychology, Vakils, Feffer and Simons, Bombay.
6. Gay, L.R. (1992), Educational Research Competencies for Analysis and Applications, Macmillan.
7. Good, C.V. (1966), Essentials of Educational Research, Methodology and Design, Appleton-Century Crafts, New York.
8. Guilford, J.P., Fundamental Statistics - In Psychology and Education (6th Edition), McGraw Hill, New York.
9. Kaul, L. (2000), Methodology of Educational Research, Vikas Publishing House Pvt. Ltd, New Delhi.
10. Siegel, S. & Castellan, N.J. (1988), Nonparametric Statistics for the Behavioural Sciences, McGraw Hill.

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2. www.researchgate.net
3. www.tandtonline.com
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5. www.ijbssnet.com

FIRST YEAR

Master of Arts (Education) Programme

EDUCC204, EDUCATIONAL MEASUREMENT AND EVALUATION-II

Course Objectives: The objective of this course is to familiarize students with measurement determines the degree which an individual possesses a defined characteristic. It involves first defining the characteristics to be measured and then selecting the instrument with which measure *to inculcate skills and provide employability.*

Course Content:

Unit – I

Characteristics of a good measuring tool. Reliability, Meaning, Types and factors affecting reliability for skill development.

Unit – II

Validity- Meaning, Types and factors effecting validity. Formative and Summative Evaluation for skill development.

Unit – III

Measurement of Achievement, Aptitudes and Interest for skill development and employability.

Unit – IV

Innovation evaluative practices, Question Bank, grading system, continuous and comprehensive evaluation, semester system and thus developing skills and employability.

Course Outcomes:

Students completing this course will be able to:

CO1: Understand the concept, types and factors of reliability for skill development.

CO2: Understand concept, types and factors of validity for skill development

CO3: Understand about the measurement of achievement, aptitude and interest and development

.CO4: Understand about innovative evaluative practices to meet national and global needs and for developing employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	3	2	1	3	1	3	2	2	1

CO2	1	2	1	2	3	2	3	3	2	2
CO3	2	1	2	3	3	1	2	2	1	1
CO4	1	2	3	1	1	2	1	1	2	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	3	1	2
CO3	3	2	3
CO4	3	3	1

Suggested Reading:

1. Anastasi, A. (1988), Psychological Testing (6th Ed.), The Macmillan Co., New York.
2. Ebel, L.R. and Fristris, D.A. (1991), Essentials of Educational Measurement, Prentice Hall of India Pvt. Ltd., New Delhi.
3. Edwards, A.L. (1957), Techniques of Attitudes Scale Construction, New York.
4. Freeman, F.S. (1965), Theory and Practice of Psychological Testing, Rinehart and Winston, New York.
5. Fruchter, B. (1954), Introduction to Factor Analysis.
6. Gakhar, S.C. (2009), Statistics - in Education and Psychology.
7. Garret, H.E. (1973), Statistics - In Education and Psychology, Vakils, Feffer and Simons, Bombay.
8. Guilford, S.P. and Fruchter, B. (1973), Fundamental Statistics - In Psychology and Education (5th Edition), McGraw Hill and Co., New York.
9. Thorndike, R.L. and Hagen, E. (1977), Measurement and Evaluation - In Psychology and Education, John Wiley and Sons Inc., New York.

Website Sources:

1. www.bilaterals.org
2. www.tripurauniv.ac.in
3. www.online.stu.edu
4. www.academia.edu

FIRST YEAR
Master of Arts (Education)
Programme

EDUCC251: Practicum: Tool Construction for Research

Course Objectives:

The purpose of this course is to expose the student to:

- Understand the various methods of preparation of research tools Understand the role and use of statistics in administration of research tools.
- Use the library, Internet services and other sources of knowledge for educational research tools purposes.
- Select the appropriate statistical methods in administration of educational research tools Use computers for administration of tools. *to inculcate skill, provide employability.*

Course Content:

- Field Based Administration of Tools will be of maximum 50 marks. It will involve the detailed knowledge of 05 Psychological Tools and the administration of 02 Psychological Tools in the field along with preparation of a file.
- The Psychological Tools (any five) may be chosen from the following areas:
 - Intelligence (IQ, EQ, SQ)
 - Personality (Projective, Non-Projective)
 - Learning (Laws of Learning, Transfer of Learning)
 - Adjustment
 - Aptitude

Course Outcomes:

After going through this course, the students will be able to

CO1: Identify a research tool and develop research tools to develop skills.

CO2: Describe characteristics of philosophical, psychological and sociological research tool and apply to educational research for skill development.

CO3: Explain and adopt different strategies of administration research tools for developing employability.

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	2	3	3	2	3	2	1	1
CO2	3	2	1	3	2	2	3	3	2	2
CO3	1	2	1	3	2	1	1	2	2	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	3	1	2
CO3	2	3	1

Website Sources:

- www.epdc.org
- www.apa.org
- www.investopedia.com
- www.open.edu
- www.ed.gov
- www.learningforallap.ca

**FIRST YEAR
Master of Arts (Education)
Programme**

EDUEC205: Education and Social Concerns

Course Objectives:

The objective of the course is to develop a sociological outlook among students towards education and to enable them to know and become sensitive to the issues of equality, excellence, and inequalities in education to provide entrepreneurship and skills.

Course Content:

UNIT I

- Education in Indian society - nature, concepts and basic postulates of Indian society for developing skills.
- Knowledge about Indian constitution and its directive principles, value enshrined in Indian constitution.
- Educational opportunities and excellence - equality vs. Equity, inequalities in Indian social system with special reference to socially and economically disadvantaged groups - SC, ST, gender and habitation (rural, urban, hilly region) measures

UNIT II

- Emerging needs of Indian society - alternative modes of education- open, distance, and non-formal education and their impact on society
- Environmental education, population education, citizenship education, yoga education, peace education and role of mass media of communication

UNIT III

- Modernization, urbanization, westernization, globalization and their impact on education and society, for developing employability
- Role of community in solving problems in the field of education for skill development.
- Education as an investment - human resource development,
- Population and resource,

UNIT IV

- Concerns and issues in education - education and democracy, constitutional provisions for education in India, education for national integration, and international understanding.
- Social thoughts and contribution of Indian social thinkers - G. S. Ghurye, R. K. Mukerjee, M. N. Srinivas, S. C. Dubey
Education and national welfare for providing employability.

Course Outcomes:

After completion of the course students will be able to

CO1: Understand about role of education in Indian society in relation to equity, equality and excellence to develop skills.

CO2: Make an analysis of emerging needs of Indian society for skill development.

CO3: Make a comparative analysis of impact of urbanization, westernization and globalization in education for skill development and employability.

CO4: Develop understanding about concerns and issues in education to meet national needs and sociological thoughts of thinkers for skill development.

Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	3	3	1	3	2	3	1
CO2	2	2	1	1	3	2	1	1	2	2
CO3	1	2	1	3	2	3	2	3	1	1
CO4	2	3	1	2	2	1	3	2	2	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	2	1	2
CO3	3	3	1
CO4	3	1	1

Suggested Readings:

1. Aggarwal, J.C.: Philosophical and sociological Bases of Education Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bhatia and Bhatia- Philosophical and sociological foundations of education Doaba House.
3. Brown, F.J. - Educational Sociology; New York, Prentice Hall Inc.
4. Chattopadhyaya (ed)- The cultural Heritage of India.
5. Dewey, J.- Democracy and Education; New York, Macmillan & Co.
6. Dewey, J.- Democracy and Education, Mac Million Co.
7. Dhiman, O.P.- Foundations of Education; Lucknow, Atma Ram & Sons.
8. Durkheim-Education and Sociology.- The free Press
9. Havinghurst, R,J. and Neugarton, B.L.-Society and Education, Bosten; Allyn and Bacon.
10. Mathur S.S.- A sociological Approach to Indian Education, Agra, Vinod Pustak Mandir.

Website Sources:

1. www.bilaterals.org
2. www.tripurauniv.ac.in
3. www.online.stu.edu
4. www.academia.edu

**FIRST YEAR
Master of Arts (Education)
Programme**

EDUEC206: Inclusive Education

Course Objectives: The objective of this course is to develop understanding among students regarding inclusive education and to make them aware about the important issues regarding inclusive education for skill development and entrepreneurship.

Course Content:

UNIT-I

- Introduction to Inclusive Education: concept, meaning and importance of inclusive education.
- Historical perspectives of inclusive education for children with diverse need,

UNIT-II

- Inclusive Education in India: constitutional provisions, government policies and legislations, Recommendations of various Committees and Commissions - NPE, 1986, POA 1992, the Person with Disability Act (PWT ACT, 1995), Rehabilitation Council of India Act 1992 for skill development.

UNIT-III

- Advantage of inclusive education for education of all children in the context of right to education
- Current Issues in Inclusive Education and teacher preparation: Early identification and placement in inclusion; Teaching skills and competencies; Professional ethics and growth of teachers and teacher educators for developing entrepreneurship.

UNIT-IV

- Socially disadvantaged children: meaning of the scheduled caste, scheduled tribes, educationally backward, minorities girls and slum children.
- Status of school education of socially disadvantaged section in India: status of enrolment at elementary stage with reference to social group's equity and access, achievement of socially disadvantaged children

Course Outcomes:

After completion of Course students able to

CO1: Know and understand concept, meaning and importance of inclusive education.

CO2: Gain understanding about constitutional provisions for inclusive education in India for Skill development

CO3: Understand about advantages of inclusive education and emerging issues for developing entrepreneurship.

CO4: Develop understanding about issues regarding socially disadvantaged children to satisfy local needs.

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)**

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	3	2	3	2	3	1
CO2	3	2	1	1	1	2	2	1	1	2
CO3	2	3	2	1	3	1	2	2	3	1
CO4	3	2	1	3	2	1	3	3	2	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	3	1	1
CO3	3	1	3
CO4	3	1	2

Suggested Readings:

1. Aggarwal, J.C.: Philosophical and sociological Bases of Education Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bhatia and Bhatia- Philosophical and sociological foundations of education Doaba House.
3. Brown, F.J. - Educational Sociology; New York, Prentice Hall Inc.
4. Chattopadhyaya (ed)- The cultural Heritage of India.
5. Dewey, J.- Democracy and Education; New York, Macmillan & Co.
6. Dewey, J.- Democracy and Education, Mac Million Co.
7. Dhiman, O.P.- Foundations of Education; Lucknow, Atma Ram & Sons.
8. Durkheim-Education and Sociology.- The free Press
9. Havinghurst, R,J. and Neugarton, B.L.-Society and Education, Bosten; Allyn and Bacon.
10. Mathur S.S.- A sociological Approach to Indian Education, Agra, Vinod Pustak Mandir.

Website Sources:

5. www.bilaterals.org
6. www.tripurauniv.ac.in
7. www.online.stu.edu
8. www.academia.edu

**FIRST YEAR
Master of Arts (Education)
Programme**

EDUEC207; ENVIRONMENTAL EDUCATION

Course Objectives: The objective of this course is to familiarize students to create new patterns of behavior of individuals, groups and society as a whole towards the environment for skill development and entrepreneurship.

Course Content:

Unit - I

Environmental Education, Meaning, Status, Features, teaching techniques and importance to develop skills of the same.

Unit - II

Programmes of environmental education for Primary, Secondary and Higher institutions for developing employability.

Programmes of environmental education for attitude change among children.

Unit -III

Curriculum and method of teaching for Environmental Education at a primary, secondary and University level. Silent feature of environmental awareness through education for skill development and employability.

Unit -IV

Environmental Stressors, Nature and manmade disasters. Role of Educational Institution in Disaster Management. National Efforts of Environmental preservation and improvement. Role of Education in environmental conservation and sustainable development for entrepreneurship.

Course Outcomes:

Students completing this course will be able to:

CO1: To understand the concept of environmental education for skill development and employability.

CO2:Foster clear awareness of and concern about, economic, social, political and ecological interdependence in rural urban areas for skill development and employability

CO3:Acquire knowledge, values and skills to protect the environment for skill development and employability

CO4:Actively involved at all levels in working toward resolution of environmental problems for skill development and employability

Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	1	1	3	2	3	2	1	3
CO2	2	3	1	2	3	2	1	2	2	1
CO3	1	2	3	2	3	2	3	3	2	2
CO4	2	3	1	2	3	1	2	2	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	2	3	2
CO3	3	3	2
CO4	2	2	3

Suggested Reading:

1. Mishra, B.D. (1986), Environmental Education, Publication Bureau, Panjab University, Chandigarh.
2. Nanda, V.K. (1997), Environmental Education, Armal Publications, New Delhi.
3. Saxena, A.B. (1996), Education for the Environmental Concerns, Radha Publications, New Delhi.
4. Shandilya, T.K. (ed.) (1985), Population Problem and Development, Deep and Deep Publications, New Delhi.
5. Sharma, R.A. (1998), Environmental Education, R. Lall Book Department, Meerut.
6. UGC (2004), UGC scheme on Population Education 10th Plan guidelines, Non-Formal Education.
7. Bureau, UGC, 35 Ferozeshah Road.
8. Yadav, J.S., Sobti, R.C. and Kohli, R.K. (1988), An Elementary Book on Environmental Education, Publication Bureau, Panjab University.

Website Sources:

1. www.coe.uga.edu/syllabus/eadu/EADU_8050_guyt
2. www.apscert.org/population.htm
3. www.knowledgecommission.gov.in/recommendations
4. <http://dget.nic.in/cpe/intro/handbook.pdf>
5. www.un.org/esa/population/publications/concense2003
6. www.n/m.nic.in/pep.htm

SEMESTER -III									
13.	EDUCC301	Educational Administration & Management	4	1	--	04	30	70	100
14.	EDUCC302	Educational Technology and ICTs	4	1	--	04	30	70	100
15.	EDUCC303	Socio-Economic Perspectives of Education	4	1	--	04	30	70	100
16.	EDURC351	Practicum- Preparation of Research Proposal	--	--	4	04	100	--	100
Select any one (Elective Course) of the following-									
17.	EDUEC304	Education for Happiness	3	1	--	04	30	70	100
	EDUEC305	Curriculum Planning and Development	3	1	--				
	EDUEC306	Special Education	3	1	--				
Select any one (Open Elective) of the following-									
18.	EDUOE301	Disaster Management	3	1	--	04	30	70	100
	EDUOE302	Secondary School Administration	3	1	--				
	EDUOE303	Distance Education	3	1	--				
Total Number of Credits for Semester – III						24			
SEMESTER –IV									
19.	EDUCC401	Historical and Political Perspective of Education	3	1	--	04	30	70	100
20.	EDUCC402	Teacher Education	3	1	--	04	30	70	100
21.	EDUCC451	Seminar/ Workshop/ Research Paper Presentation	--	--	2	02	100	--	100
22.	EDURC452	Dissertation & Viva-Voce	--	--	6	06	30	70	100
Select any one (Elective Course) of the following-									
23.	EDUEC403	Lifelong Learning	3	1	--	04	30	70	100
	EDUEC404	Comparative Education	3	1	--				
	EDUEC405	Value Education	3	1	--				
Select any one (Open Elective) of the following-									
24.	EDUOE401	Higher Education in India	3	1	--	04	30	70	100
	EDUOE402	Human Rights	3	1	--				
	EDUOE403	Women Education	3	1	--				
Total Number of Credits for Semester –						24			

IV							
<i>Total Number of Credits for Second Year</i>				48			
Total Number of Credits for First Year							
<i>Total Number of Credits for First Year</i>				48			
<i>Total Number of Credits for Second Year</i>				48			
TOTAL DEGREE CREDITS				96			

***CC- Core Course, EC- Elective Course, OE- Open Elective, RC- Research Course**

SECOND YEAR
Master of Arts (Education)
Programme
Semester –III

EDUCC301: Educational Administration and Management

Course Objectives:

The objective of this course is to familiarize students regarding the process of integrating the appropriate human and material resources that are made available and made effective for achieving the purpose of a programme of an educational institution to inculcate skill, provide employability and entrepreneurial skills.

Course Content:

Unit - I

Educational Administration, Meaning, type, scope, function and principle of Educational Administration and Management. Trends in Educational Administration, Modern trends in educational Management- PERT, PPBS, MBO and TQM for employability and entrepreneurship.

Unit - II

Leadership in Educational Administration, Meaning, Nature, Theories, Style and measure events of leadership. Educational Planning, Meaning, Nature, Types and approaches to Educational Planning for skill development and employability.

Unit- III

Educational Supervision, Meaning, Nature, types, process, functions and needs of educational supervision. Modern Supervision and Supervision as service activities. Educational Inspection, Meaning, Nature, Kinds and Method of Inspections for entrepreneurship skills. Difference between inspection and supervision .

Unit -IV

Recent trends in Educational Management in India, Decentralized Management; Problems and Issues, Institutional Autonomy and Accountability, Assessment and Accreditation in Education; Concept and role of ISO, QCI and NAAC for skill development and entrepreneurship.

Course Outcomes:

Students completing this course will be able to:

CO1:Understand about concept, types, functions and principles of educational administrationfor skill development.

CO2:Understand the concept and styles of leadership in educational administrationfor employability and entrepreneurship.

CO3:Comprehend understanding about educational supervision knowledge for entrepreneurial skills.

CO4:Understand recent trends in educational management in Indiabetter knowledge for skills.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	1	2	2	2	2	3	2
CO2	2	3	3	1	2	2	1	1	3	2
CO3	2	3	2	2	2	3	1	2	2	3
CO4	2	2	2	3	1	2	2	2	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	2	3	3
CO3	2	2	3
CO4	3	1	2

Suggested Reading:

1. Bhatnagar S.S. & Gupta P.K. Educational Administration and Management.
2. Sharma R.A., Education Administration and Management.
3. Chandra S.S. & Chakraborty A.K., School Administration organization and Management.
4. KudesiaUmesh Chandra - Educational Administration.
5. Gupta Ram Babu - Educational Administration.

Website Sources:

1. www.yourarticlelibrary.com
2. helps.ku.edu
3. www.oswego.com
4. ddceutkal.ac.in

SECOND YEAR

Master of Arts (Education)

Programme

Semester –III

EDUCC302; Educational Technology and ICTs

Course Outcomes:

The objective of this course is to develop understanding among students about the applications of educational technology in teaching-learning process to inculcate skill, provide employability and entrepreneurial skills.

Course Content:

UNIT- I

- Educational Technology: Concept, Scope, nature for skill development
- Futuristic view of Educational Technology in India
- Various approaches in Education
- Difference between teaching and Instruction, conditioning & training,
- Stages of teaching pre – active, interactive and post – active;
- Teaching at different levels: memory, understanding, reflective

UNIT- II

- Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, NOS, NIST, Consortium for Educational Communication (CEC), UGC, their role in teaching learning for employability and entrepreneurial skills.

UNIT- III

- Various online Technologies: concept & types - Blended learning, Mobile learning, Flipped Classroom for entrepreneurial skills
- Open Educational Resources: Concept & various usage
- Massive Open Online Course (MOOC)
- Media Selection: synchronous and asynchronous – for formal, informal and non formal settings
- Gagne’s Nine Events of Instruction
- Five ‘E’s of Constructivism

UNIT- IV

- Recent trends of Research in Educational Technology & its future with reference to Education for skill development and employability
- Software Designing
- Virtual Universities

- Artificial Intelligence in Education
- Instructional Design Models: ADDIE, ASSURE

Course Outcomes:

After completion of the course students will be able to-

CO1: Develop an understanding of the nature and scope of educational technology, various forms of technology, stages and level of teaching for skill development and entrepreneurship.

CO2: Develop understanding about role of major institutions of educational technology in India for employability and entrepreneurship.

CO3: Be aware about online technologies, 5E and Gagne's hierarchy of learning for employability and knowledge for skills.

CO4: Develop understanding about recent trends of research in educational technology and instructional models for skill development and entrepreneurship.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	2	2	2	3	3	2	2
CO2	2	3	3	2	1	1	2	1	2	2
CO3	2	3	2	2	2	3	1	2	2	3
CO4	2	2	2	3	1	2	2	2	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	3
CO2	2	3	3
CO3	3	3	2
CO4	3	1	3

Suggested Readings:

1. Aggarwal, J.C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Publication.
2. Allison Little John (2003): Refusing Online Resources. A Sustainable Approach to e-Learning, Kogan Page Limited
3. Bengalee, Coomi (1986). Introduction to educational technology: innovations in education. Mumbai: Saith.

4. Bhatia, K.K.(2001). Foundation of teaching learning process. Ludhiyana: Tandon Publishers.
5. Bhatt, B. D.,Sharma, S. R.(1992). Educational technology: concept and technique. New Delhi: KanishkaPublg House.
6. Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shirpa Publication.
7. Dangwal, Kiran L (2010) . Computers in Teaching and Learning. Vinod PustakMandir: Agra
8. Das, R. C. (1993). Education technology: a basic text. New Delhi: Sterling.
9. Dasgupta, D. N. Communication and Education, , Pointer Publishers
10. Heinich, Robert, Molenda, Michael, Russell, James D.(1989). Instructional media and the new technologies of instruction. New York: Macmillan.
11. Information and Communication Technologies in Education: A Curriculum for School and Programme of Teacher Development, Handbook of UNESCO
12. Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook of UNESCO
13. Jain, Purabi. (2004). Educational technology. New Delhi: Dominant.
14. Joyce, Bruce (2009). Models of teaching. New Delhi: Phi Learning.
15. Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.
16. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.
17. Mukhopadhyay, M. (1990). Educational technology: challenging issues. New York: Sterling.

Website Sources:

1. www.yourarticlelibrary.com
2. helps.ku.edu
3. www.oswego.com
4. ddceutkal.ac.in

SECOND YEAR
Master of Arts (Education)
Programme
Semester –III

EDUCC303; SOCIO- ECONOMIC PERSPECTIVES OF EDUCATION

Course Objectives:

The purpose of this course is to expose the student to enhance the awareness about the relationship and impact of society, economy and culture on Education, understand about the changes in socio-economic environment of the country and its impact on the Education, understand about international agencies working for the development of the Education, know some of the prominent social thinkers with special reference to their contribution for social reform to inculcate skill, provide employability and entrepreneurship.

Course Content:

Unit- I:

Sociology and Education: Conceptual framework of Sociology, Educational Sociology and Sociology of Education, Need and scope of Sociology of Education, Functions and Significance of Sociology of Education for skill development.

Unit -II:

Processes in Social System and Education: Socialization process of the child – Critical appraisal of the role of school, parents, peer group and community. Social mobility and social control in reference to educational development. Role of education in social change with special reference of Indian social institutions (Caste, class, religion and region) for employability and entrepreneurial skills.

Unit- III:

Social Thinkers: Their Socio- Economic Implications: Madan Mohan Malviya's vision of Banaras Hindu University, Sir Syed Ahmad Khan's vision of Aligarh Muslim University for employability.

Unit- IV:

Education in Cultural context and Economics of Education: Concept and characteristics of culture, Nature and role of education in cultural change cultural lag – concept, major factors and effect on education of cultural lag for entrepreneurial skills.

Economics of Education- Education as an investment. Education as an instrument of enhancing cohesion in the context of diversity, Education as a tool of modernization in Indian context for skill development and employability.

Course Outcomes:

After going through this course, the students will be able to:

CO1: Make conceptual framework about sociology and education for skill development.

CO2: Develop understanding about processes of social system and education knowledge for skills.

CO3: Understand social thinkers and their socio-economic implications for employability and entrepreneurship.

CO4: Understand about education in cultural and economic context for skill development and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	1	2	1	3	3	2	1
CO2	3	2	1	1	2	1	3	3	3	1
CO3	2	2	1	1	1	1	3	2	3	2
CO4	3	3	2	1	2	2	3	2	2	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	2	1	3
CO3	1	3	3
CO4	3	3	1

Suggested Reading:

- Aikara, J., (1994). Sociology of Education. Indian Council of Social Sciences Research, New Delhi
- Ambedkar, B. R. Annihilation of Caste, Delhi: Navyana.
- Dewey, John (2013). School and Society, Delhi: Aakar Books Classics.
- Dewey, John (2014). Democracy and Education: An Introduction to the Philosophy of Education, Delhi: Aakar Books Classics.
- Dinkar, Ramdhari Singh (2006). SanskritiKeChaarAdhyaya, Allahabad: LokbhartiPrakashan.
- Gandhi, M. K. (2010). Hind Swaraj, New Delhi: PrabhatPrakashan.

- Grid, Roger (1990). Problems of Sociology in Education, New Delhi: Sterling.
- MacIver R.M. & Page Chals H. (1974) Society: An Introductory Analysis, New Delhi, Macmillon Co.
- Mathur, S.S. (2009). ShikshaKeDarshanicEvamSamajikAdhaar, Agra: Vinod PustakMandir.
- Nambissan, Geetha B. and Rao Srinivasa S. (2013). Sociology of Education in India, New Delhi: Oxford University Press.
- Suresh Shukla & Krishna Kumar, Social Change in India, Chanakya Publication.

Website Sources:

- www.epdc.org
- www.apa.org
- www.sciencedirect.com
- www.unesdoc.unesco.org
- www.ed.gov
- www.cukasnmir.ac.in

SECOND YEAR

Master of Arts (Education) Programme Semester –III

EDURC351; PREPARATION OF RESEARCH PRAPOSAL (PRACTICUM)

Course Objectives:

The purpose of this course is to expose the student to understand the various methods of preparation of synopsis, understand the role and use of statistics in educational research for skill development and entrepreneurship, use the library, Internet services and other sources of knowledge for educational research purposes, select the appropriate statistical methods in educational research, use computers for data analysis, understand the steps of write a research report.

Course Content:

Dissertation Synopsis will be of maximum 4 Credits. The M.A. Education student will develop a synopsis for the dissertation in the Third Semester (Second year) which he/she will be pursuing and completing in the next Semester for the fulfillment of the M.A. Education Course. The synopsis will be presented in the Departmental as Open Synopsis presentation (DOSP). The DOSP will comprise of the Head and all Supervisors. However, the marks will be given by the Supervisor in consultation with the Head of the Department.

Course Outcomes:

After going through this course, the students will be able to:

- CO1: Identify a research problem and develop research questions for entrepreneurial skills.
- CO2: Write a review of the literature and draw meaningful inferences.
- CO3: Describe characteristics of philosophical, psychological and sociological research paradigms as they apply to educational research for skill development.
- CO4: Explain and adopt different strategies of research to solve educational problems.
- CO5: Write scientific reports and research papers.
- CO6: Acquire skills for evaluating and critiquing research in a meaningful way.
- CO7: Develop various types of research tools for data collection knowledge for skills.
- CO8: Develop an understanding of principles of quantitative and qualitative research methods.
- CO9: Develop the vision to carry out qualitative and quantitative research.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3, 2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	2	3	2	1	2	3	3	2
CO2	3	2	1	2	3	3	2	3	3	2
CO3	3	3	2	3	1	1	2	3	1	1
CO4	2	2	3	1	3	2	1	2	2	3
CO5	3	2	3	3	2	2	1	3	3	2
CO6	1	1	2	2	2	1	3	2	2	1
CO7	2	3	2	3	1	2	2	1	1	2
CO8	2	2	3	3	2	1	1	2	2	1
CO9	2	3	1	3	1	2	2	1	2	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	3
CO2	3	1	1
CO3	3	1	2
CO4	2	1	3
CO5	2	1	3
CO6	3	1	2
CO7	2	1	3
CO8	3	1	3
CO9	2	1	2

Website Sources:

- www.epdc.org
- www.apa.org
- www.investopedia.com
- www.open.edu
- www.ed.gov
- www.learningforallap.ca

SECOND YEAR

Master of Arts (Education) Programme Semester –III

EDUEC304; Education for Happiness

Course Objectives:

The objective of this course is to help the students to understand the role of happiness in education, accustom with the underpinnings of happiness in various schools of philosophy, understand the concept of education for happiness and its salient features to inculcate skill, provide employability and entrepreneurship.

Course Content:

UNIT- I

- Happiness: Concept, meaning and nature of happiness, domains of happiness and its factors for entrepreneurial skills.
- Demand of education for happiness in 21st century, issues and problems (Primary, Secondary and Higher level of education).
- Notion of the good life.

UNIT- II

- Education: Concept, meaning and nature of education, aspects of education and functions of education for skill development.
- Role of the happiness in education
- Relationship between happiness and education, positive discipline

UNIT- III

- Historical background of happiness: Eastern.
- Eastern: Upanishad, Bhagvad Gita, Buddha, Sad-Darshan, Charvaka, Aurobindo, Vivekanand, J. Krishnamurti and Oshobetter knowledge of skills.

UNIT- IV

- Education for happiness: concept and meaning and salient features.
- National Policy on Education 1986 and National Education Policy 2020 for employability
- Centres of Happiness: Aims and vision.

Course Outcomes:

After completion of the course students will be able to-

CO1: Understand the concept of happiness and its demand in 21st century for entrepreneurial skills.

CO2: Understand the interrelationship between education and happiness for skill development.

CO3: To know the perspective of various eastern philosophers on happiness for skill development.

CO4: Understand the role of education for happiness in the context of NPE-1986 & 2020 provide employability and skill development.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	1	1	3	2	3	1	2	2
CO2	3	2	2	1	2	1	2	1	3	3
CO3	3	3	2	2	3	3	2	2	1	1
CO4	2	2	3	3	1	2	1	3	2	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	3
CO2	3	1	2
CO3	3	1	2
CO4	2	3	3

Suggested Readings:

1. Haribhadra (1986). Sad-Darsana Samuccaya (A Compendium of Six Philosophies). Delhi: Eastern Book Linkers
2. Aurobindo (1977). Sri Aurobindo and the mother on Happiness and Peace. Pondicherry: Sri Aurobindo Society.
3. Kapoor, Subodh (2002). Encyclopaedia of Upanisads and its Philosophy (Vol. 4). New Delhi: Cosmo Publications
4. Osho (2008). Joy: The Happiness that comes from within. NY: St. Martin's Press.
5. Russell (n.d.). The Conquest of Happiness.
6. Kant (2012). Critique of Judgement. NY: Dover Publications, Inc.

7. Wike, V.S. (1994). Kant on Happiness in Ethics. Albany: State University of New York Press.
8. Krishnamurti (1927). The Kingdom of Happiness. NY: Boni&Liveright.

Website Sources:

- www.epdc.org
- www.apa.org
- www.investopedia.com
- www.open.edu
- www.ed.gov
- www.learningforallap.ca

SECOND YEAR
Master of Arts (Education)
Programme
Semester –III

EDUEC305; CURRICULUM PLANNING AND DEVELOPMENT

Course Objectives:

The objective of this course is to familiarize students, improve the district's educational offerings and its instructional activities and practice in the learning process and improve student achievement to inculcate skill, provide employability and entrepreneurial skills.

Course Content:

Unit – I

Curriculum- Introduction, Concept, Meaning, Scope, Significance and type of curriculum for skill development. History of curriculum development.

Unit – II

Construction and development of Curriculum-Different Models and Principles, Curriculum Construction, Administrative Consideration, Grass-root level planning and System analysis provide employability and skill development.

Unit – III

Curriculum Implementation strategies, Role of curriculum, support materials, Philosophical considerations, psychological considerations, Sociological consideration, Curriculum for the Modern Indian society better knowledge of entrepreneurial skills.

Unit – IV

Curriculum Evaluation, Importance of evaluation of curriculum, Models of curriculum evaluation, Interpretation of evaluation results and methods. Formative and Summative evaluation of curriculum for skill development.

Course Outcomes:

Students completing this course will be able to:

CO1: Understand the concept and significance of curriculum for skill development

CO2: Understand the models and principles of curriculum development provide employability and skill development

CO3: Understand about strategies of curriculum implementation knowledge for entrepreneurial skills

CO4:Comprehend about the concept and models of curriculum evaluation for skill development

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	3	3	1	1	2	1	1	2
CO2	1	3	2	3	1	1	3	2	2	3
CO3	2	3	3	1	2	2	3	2	1	1
CO4	2	1	2	2	3	3	1	3	3	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	2	3	1
CO3	2	1	3
CO4	3	1	2

Suggested Readings:

1. Godson, I.F., 'Studying Curriculum, Cases and Methods,' Buckingham, Open University Press.
2. Gwynn, J.M. and Chase, J.B., 'Curriculum Principles and Social Trends', M.C. Milan Co., New York.
3. Lawton D., 'Theory and Practice of Curriculum Studies', Routledge and Kegan Paul, London.
4. NCERT, Curriculum Framework, Publication Deptt., NCERT.
5. Tanner D. and Tanner, 'Curriculum Development', McMillan Co. New York.

Website Sources:

1. www.enates.com
2. www.slideshare.net
3. www.tandtonline.com
4. onlinelibrary.willey.com
5. apasseducation.com

SECOND YEAR

Master of Arts (Education) Programme Semester –III

EDUEC306; SPECIAL EDUCATION

Course Objectives:

The objective of this course is to familiarize students ensure that children are safe and cared for, that their social and emotional needs are met and supported and that they have required support necessary for them to reach their true academic potential to inculcate skill, provide employability and entrepreneurial skills.

Course Content:

Unit -I

Special Education, Concept, Nature, Objectives and types of special education for skill development. Various issues and trends in special education, Historical perspective of special education, Legislation and policies regarding special education in India.

Unit -II

Education of Mental Retarded, Meaning and Characteristics of the mentally Retarded; Educable teaching strategies of the mentally retarded; Enrichment remedial and prevention programmes; mental hygiene as remediation better knowledge of entrepreneurial skills.

Education of the visually impaired, Meaning and Characteristics, Degree of impairment, Etiology and prevention, educational programmes.

Unit -III

Education of the hearing impaired, Meaning, Characteristics, Degree of impairment, Etiology and prevention, educational programmes.

Education of the Learning Disabled or orthopedically handicapped, Meaning, types, Characteristics and educational programmes for skill development and entrepreneurship.

Unit -IV

Education for Gifted and Creative Children, Meaning & characteristics, Creative and identification process and educational programmes.

Education of juvenile Delinquent children, Meaning, characteristics, identification and educational programmes for skill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO1: Understand concept and objectives of special education for skill development.

CO2: Develop understanding about characteristics of mentally retarded and visually impaired children for better knowledge of entrepreneurial skills.

CO3: Comprehend characteristics and identification of hearing-impaired and learning-disabled children for skill development and entrepreneurship.

CO4: Understand about identification and characteristics of gifted, creative and juvenile delinquent children for skill development and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	3	1	2	2	1	2	3
CO2	3	2	3	2	3	1	2	1	3	1
CO3	2	3	3	2	1	3	1	3	3	2
CO4	2	3	2	3	2	3	1	3	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	2	1	3
CO3	3	1	3
CO4	2	3	2

Suggested Reading:

1. Dessent, T, 'Making the Ordinary School Special', The Farmer Press, London.
2. John S.W. and Merasky, 'Learning Disabilities', Allyne and Bacon.
3. Naryan J (2003), 'Educating Children with Learning Problem in Regular Schools,' N.M.H. Sikandrabad.
4. Overton T., 'Assessment in Special Education'. An Applied Approach', Mcmillan, New Delhi.

5. Panda, K.C., 'Education of Exceptional Children', Vikas Publishing House, New Delhi.
6. Panda, R.S. and Advani, 'Perspective in Disabilities and Rehabilitation', Vikas Publishing House, New Delhi.
7. Peshwaria R. and Verma V., 'Behaviour of retarded children, A Manual for Teacher', N/MH, Sikandrabad.

Website Sources:

1. www.ourkids.net
2. www.scarsdaleschools.k12.ny.us
3. ddceutkal.ac.in
4. thepeterpancentre.co.uk
5. impactofspecialneeds.weebly.com

SECOND YEAR
Master of Arts (Education)
Programme
Semester –III

EDUOE301: Disaster Management

Course Objectives:

The objectives of this course are to enable the students for understanding to the concepts and aspects of disaster and its relationship with development, develop awareness of Disaster Risk Reduction (DRR) approaches and to develop ability to respond to their environment with potential response to disaster to inculcate skill, provide employability and entrepreneurial skills.

Course Content:

UNIT- I:

Introduction to Disasters

- Definition: Disaster, Hazard, Resilience, Risks
- Types of disasters – Earthquake, Landslide, Flood, Drought, Fire, campus shooting, bomb threat, terrorist incidence and financial emergency etc. for skill development.
- Causes and Impacts including social, economic, political, environmental, health, psychosocial, etc.
- Global trends in disasters: urban disasters, pandemics, complex emergencies, Climate change- Do's and Don'ts during various types of Disasters.

UNIT- II:

Approaches to Disaster Risk Reduction

- Disaster life cycle – its analysis, phases, culture of safety, prevention, mitigation and preparedness for entrepreneurial skills
- Community based DRR (Disaster Risk Reduction), Structural-non-structural measures,
- Roles and responsibilities of community: Institutions/Urban Local Bodies, States, Centre, and other stakeholders

UNIT- III:

Inter-Relationship between Disasters and Development

- Factors affecting Vulnerabilities, impact of Development projects such as dams, embankments, changes in Land-use etc.

- Climate Change Adaptation- IPCC Scenario and Scenarios in the context of India – Relevance of indigenous knowledge, appropriate technology and local resources provide employability.
- Role of international co-operations in Disaster Management

UNIT- IV: Disaster Risk Management in India

- Hazard and Vulnerability profile of India. Components of Disaster Relief: Water, Food, Sanitation, Shelter, Health, Waste Management for skill development and entrepreneurship
- Role of GIS and Information Technology Components in Preparedness, Risk Assessment, Response and Recovery Phases of Disaster – Disaster Damage Assessment.

Course Outcomes:

After completing the course, the students will be able to

CO1: Understand about concept and types of disasters for skill development

CO2: Develop understanding about approaches to disaster risk reduction for entrepreneurial skills

CO3: Gain understanding about Inter-Relationship between Disasters and Development for skill development and entrepreneurship

CO4: Understand about disaster risk management in India for skill development and employability

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	3	1	2	3	3	2	1
CO2	1	3	3	2	3	1	2	2	1	3
CO3	1	3	3	2	2	3	1	2	1	2
CO4	2	1	2	1	2	2	2	1	3	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	2	1	2
CO3	3	2	3
CO4	3	3	2

Suggested Readings:

- Alexander, David: Introduction in 'Confronting Catastrophe', Oxford University Press.
- Bhattacharya, Tushar: "Disaster Science and Management", McGraw Hill India Education Pvt. Ltd., ISBN-10: 1259007367, ISBN-13: 978-1259007361].
- Blaikie, P, Cannon T, Davis I, Wisner, B.: 1997. At Risk Natural Hazards, Peoples' Vulnerability and Disasters, Routledge.
- Carter, Nick: Disaster Management: A Disaster Manager's Handbook. Asian Development Bank, Manila Philippines.
- Cuny, F.: Development and Disasters, Oxford University Press. Document on World Summit on Sustainable Development.
- Damon P. Coppola: Introduction to International Disaster Management, Butterworth-Heinemann.
- Govt. of India: Disaster Management Act 2005, Government of India, New Delhi. Government of India, 2009.
- Gupta Anil K, Sreeja S. Nair.: Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi.
- KapurAnu Vulnerable India: A Geographical Study of Disasters, IIAS and Sage Publishers, New Delhi.
- Modh, Satish:Introduction to Disaster Management, Macmillan Publisher India Ltd.
- Singhal, J.P.: "Disaster Management", Laxmi Publications. ISBN-10: 9380386427, ISBN-13: 978-9380386423.
- Special Issue on Psychosocial Aspects of Disasters, Volume 63, Issue 2, April.
- Sreeja S. Nair: Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi Indian Journal of Social Work.

Website Sources:

- <http://nidm.gov.in/>
- <http://nidmssp.in>
- <http://www.drishtiias.com>

SECOND YEAR
Master of Arts (Education)
Programme
Semester –III

EDUOE302; SECONDARY SCHOOL ADMINISTRATION

Course Objective:

The objective of this course is to help students for develop their understanding about the concept of school administration, necessity to maintain discipline and importance of school as a community center to inculcate skill, provide employability and entrepreneurial skills.

Course Content:

UNIT-I

Concept of School Administration for skill development and employability

- School Administration, its meaning, scope and process.
- Educational Administration at the Centre.
- Educational Administration at the State level with special reference to U.P.
- Democratic Administration – its theory and practices.
- Features of Democratic Administration.

UNIT-II

Principal and concept of discipline provide employability and entrepreneurial skills

- School Principal – Role, duties, Qualities and relationships with teachers, students and parents.
- School Teacher -- Role, Duties, Qualities and relationship with Principal, Students and Parents.
- Discipline – Traditional and modern meaning of discipline.
- Indiscipline -Meaning and types of indiscipline.
- Causes of growing indiscipline among students and suggested remedies.

UNIT-III

School as a community centre for skill development and entrepreneurship

- School as a community centre – How to make the school a community Centre.
- School Time Table -- Meaning, Necessity, Types of Time Table, and Criteria for an Ideal Time Table.
- Students Activities – Meaning, Need, Principles Objectives & types of student's activities.

UNIT-IV

School Planning for employability and entrepreneurship

- Institutional plan – Need, Importance and characteristics of institutional planning.

- Areas of the Institutional plan.

Course Outcomes:

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

CO1: understand the basic concepts, functions and principles of educational administration for skill development.

CO2: Get acquainted with the role of principal and concept of discipline knowledge for entrepreneurial skills and provide employability.

CO3: Understand school as a community center for skill development and entrepreneurship.

CO4: Summarize principles, objectives and need of institutional planning for skill development and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	1	2	3	3	2	1
CO2	2	3	3	2	3	1	2	2	1	3
CO3	1	3	3	2	1	3	1	2	1	2
CO4	3	1	1	2	2	1	2	1	3	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	2	1	2
CO3	3	2	3
CO4	3	3	2

Suggested Reading:

1. Gatzels, L. & Campbell (1968): Educational Administration as Social Progress Harper & Row
2. Mart, P.B.: Principles of School administration.
3. Ovard: Administration of changing Secondary School.
4. Kocher, S.K.: Secondary School Administration.

5. Khan, M.S.: School Administration.
6. Govind& Sharma: Educational & Secondary School Administration.
7. Mukherjee, S.N.: Secondary School Administration.
8. Mohanty, Jogannath: School Administration supervision and organization.
9. Aggarwal, J.C and Gupta S.: Secondary Education and Management.

Website Sources:

- <http://nidm.gov.in/>
- <http://nidmssp.in>
- <http://www.drishtiiias.com>

SECOND YEAR
Master of Arts (Education)
Programme
Semester – III

EDUOE303; DISTANCE EDUCATION

Course Objective:

The objective of the course is to develop attitude of students towards distance education and make them understand about various modes of curriculum transaction, evaluation and research in distance education to inculcate skill, provide employability and entrepreneurial skills.

Course Content:

Units-I

Growth and philosophy of Distance Education for skill development

- Meaning and Scope of Distance Education.
- Goals and objectives of Distance Education.
- Philosophy and principles of Distance Education.
- Growth of Open learning system in India.
- Present status of Distance Education.

Units-II

Mode of Curriculum Transaction in Distance Education

- Distance Learners: Characteristics and Types of Learners for skill development.
- Assignment: Meaning, Scope, Important Characteristics.
- Personal Contact Programmes: Meaning, Scope, Important Characteristics.
- Self-Learning Printed Materials: Meaning, Scope Important Characteristics.
- Use of ICT in Curriculum Transaction in Distance Education for employability.

Units III

Evaluation in Distance Education for entrepreneurial skills

- Concepts and Need of Evaluation in Distance Education.
- Forms of Assessment and Feedback in Distance Education.
- Continuous and Comprehensive Evaluation in Distance Education

Units IV

Research in Distance Education for skill development

- Recent Trends in Research in Distance Education.
- Role of Regulatory Bodies in Quality Assurance of Distance Education: UGC,DEC, NAAC.

Course Outcomes:

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

CO1: Understand the concepts, scope and philosophy of distance education for skill development.

CO2: Gain understanding about mode of curriculum transaction in distance education for employability and entrepreneurship.

CO3: Understand about evaluation in distance education for entrepreneurial skills.

CO4: Understand about research in distance education for skill development.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	1	3	2	3	1	1	2
CO2	3	3	3	1	2	2	2	3	3	1
CO3	2	2	1	3	1	3	3	2	3	2
CO4	1	2	2	3	3	1	2	1	2	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	2	3	3
CO3	2	1	3
CO4	3	2	2

Suggested Readings:

1. Holmberg B. (1981): Status and Trends of Distance Education, London, Kogan Press.
2. Keegan, D. (1986): The Foundations of Distance Education, USA, Croom Helm.
3. Fred Lockwood (1995): Open and Distance, Learning today, Routledge, London.
4. Rumble, G. & Harry K. (1982): The Distance Teaching Universities, London,
5. Singh B. (1982): Correspondence Education in India, Patiala NCCE Publication.
6. Eyre, E.C. (1979): Effective Communication, William Heinemann Lt. London.
7. Maherzi, Lofti (1997): World Communication Report UNESCO, Parris.
8. Rogers Everett M. (1986): Communication Technology: New York, The New Media in Society, the Free Press.

Website Sources:

- <http://nidm.gov.in/>
- <http://nidmssp.in>
- <http://www.drishtiiias.com>

**SECOND YEAR
Master of Arts (Education)
Programme
Semester – III**

EDUOE304; Any other MOOC Course

Course Objectives:

The objective of the Massive open online courses (MOOCs) as a third generation distance education is to enable the learners anywhere to study for free in higher education, to allow access to a very large number of students, much larger than a face-to-face class or a traditional online course and to provide interactive user forums that help build a community for the students, professors, and teaching assistants (TAs) to inculcate skill, provide employability and entrepreneurial skills.

Course Outcomes:

Students completing this course will be able to:

CO1: Learn anything, anywhere, anytime from any institution for skill development and employability.

CO2: Interact at user forums that help to build a community for the students, professors, and teaching assistants (TAs) provide employability and entrepreneurial skills.

CO3: Use latest technologies in the field of Education for entrepreneurship.

CO4: Provide an Have affordable and flexible way to learn new skills, advance their career and get quality educational experiences at scale for skill development and entrepreneurial skills.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	1	3	3	1	2	3	3
CO2	2	3	2	3	2	1	3	2	1	1
CO3	1	3	2	3	1	2	3	1	3	3
CO4	2	1	3	3	2	3	1	2	2	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	2
CO2	2	3	3
CO3	2	1	3
CO4	3	1	3

Website Sources:

- www.nptel.ac.in
- www.swayam.gov.in
- www.ignou.ac.in

SECOND YEAR

Master of Arts (Education)

Programme

Semester – IV

EDUCC401; HISTORICAL AND POLITICAL PERSPECTIVES OF EDUCATION

Course Objectives:

The purpose of this course is to expose the student to the historical development of the education system in India, draw from the historical perspectives, the course would attempt to provide an understanding of the linkage between colonial political factors and forces which shaped modern institutional development of education, provide an exposure to the political perspective and transformative role of education, draw from the theoretical and philosophical perspectives, the course would attempt to provide an understanding of the linkage between education, state and democracy, role of education in citizenship building and in expanding the realm of freedom, rights, claims and entitlements and provide an exposure to the issues of educational planning in its political perspectives and methods, modes of educational planning and issues in financing of education for skill development and entrepreneurship.

Course Content:

Unit I:

Development of Indian Education System: A brief history of pre and post-independence education system. Development of education system in 21st century for skill development.

Unit II:

Democracy and Education: Democracy: Meaning, Values, salient features of democracy and Education. Constitutional provisions for education in India. Means and measures for promoting equality and equity for marginalized section of society for entrepreneur skills.

Unit III:

Review of different Educational plans and policies and Changing Educational policy perspectives: NEP (1986) Revised NEP (1992), Plan of Action (1992).National Curriculum Framework (2005).National Knowledge Commission (2005).Right to Education (2009). Yashpal Committee (Renovation and Rejuvenation of Higher

Education’ 2009). Changing Educational policy perspectives- With reference to the focus on Liberalization, Privatization and Globalization (LPG). With reference to Rashtriya Uchchar Shiksha Abhiyan (RUSA), Rashtriya. Madhyamic Shiksha Abhiyan (RMSA), Public Private Partnership (PPP) knowledge for Skills.

Unit IV:

International Perspectives of Education: Education in SAARC countries. Education for International understanding. Role of international agencies –UNDP, UNESCO, World Bank, and UNICEF for employability.

Course Outcomes:

After going through this course the students will be able to:

CO1: Provide an exposure to the historical development of the education system in India for skill development.

CO2: Draw from the historical perspectives, the course would attempt to provide an understanding of the linkage between colonial political factors and forces which shaped modern institutional development of education for entrepreneur skills.

CO3: Drawing from the theoretical and philosophical perspectives, the course would attempt to provide an understanding of the linkage between education, state and democracy, role of education in citizenship building and in expanding the realm of freedom, rights, claims and entitlements knowledge for skills.

CO4: Provide an exposure to the issues of educational planning in its political perspectives and methods, modes of educational planning and issues in financing of education for employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	1	1	3	2	3	2	1	3
CO2	2	3	1	2	3	2	1	2	2	1
CO3	1	2	3	2	3	2	3	3	2	2
CO4	2	3	1	2	3	1	2	2	1	1

Co Curriculum Enrichment Mapping (Please write 3, 2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	2	1	2
CO3	3	1	2
CO4	2	3	3

Suggested Readings:

- Agarwal, J.C. (1998). Landmarks in the History of Modern Indian Education, New Delhi: Vikas Publishing House.
- Basu, D.D. (2011). Introduction to the Constitution of India, Calcutta: Wadhwa.
- Mishra, S. K. and Puri, V. K. (updated available in the market). Indian Economy- Its Development Experience, Delhi: Himalaya Publishing House.
- Mukherjee, R.K. (2011). Ancient Indian Education, New Delhi: Moti Lal Banarasi Das Publishers Pvt. Limited.
- Report of National Curriculum Framework (2005), Government of India.
- Report of National Knowledge Commission (2009) Government of India.
- Report of NPE (1986), Government of India.
- Report of Plan of Action (1992), Government of India.
- Report of Revised NPE (1992), Government of India.
- Report of Right to Education (2010) Government of India.
- Report of Yashpal Committee (1993) Government of India.
- *vk;Z* MkW0 eksgu yky ¼2017½] **f'k{kk ds ,sfrgkfld ,oa jktuhfrd ifjizs{; **] fou; j[kstk] vkj0 yky cq d fMiksa] esjB] m0iz0A
- *vk;Z* MkW0 eksgu yky ¼2018½] **f'k{kk ds ,sfrgkfld] jktuhfrd ,oa vkfFkZd ifjizs{; **] fou; j[kstk] vkj0 yky cq d fMiksa] esjB] m0iz0A

Website Sources:

- www.bdu.ac.in
- www.apa.org
- www.investopedia.com

- www.open.edu
- www.ed.gov
- www.academicjournal.in

SECOND YEAR
Master of Arts (Education)
Programme
Semester – IV

EDUCC402; TEACHER EDUCATION

Course Objectives:

The objective of this course is to familiarize students enabling the potential teacher to understand the student better. The knowledge of educational psychology helps him a lot in dealing with children scientifically and inculcate skill, provide employability and entrepreneurial skills.

Course Content:

Unit -I

Teacher Education, Meaning, scopes and Objectives of teacher education at- Primary Level, Secondary Level and College Level. Historical Perspective of teacher education, Recommendation of Kothari commission and National Education Policy 1986 on teacher Education for skill development.

Unit -II

Teaching as a profession, Professional organization for various level of teacher and their role. Performance Appraisal of Teachers, Faculty Programme for teacher Education, Modification of teacher behaviour for employability and entrepreneurship development.

Unit -III

Types of Teacher Education Programme and Agencies, In-service and Pre-service teacher education, Distance Education and Teacher Education, Orientation & Refresher courses for skill development and employability.

Unit -IV

Currents Problems, Teacher education and practicing schools, teacher education other Institution, Preparing teacher for special school, Implementation of Curriculum of Teacher Education for entrepreneurial skills.

Course Outcomes:

Students completing this course will be able to:

CO1: Understand concept, scope and objectives of teacher education for skill development.

CO2: Understand teaching as profession and performance appraisal of teachers for employability and entrepreneurship development.

CO3: Understand about in-service and pre-service teacher education programme for skill development and employability.

CO4: Understand current problems of teacher education and curriculum implementation strategy for entrepreneurial skills.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	1	1	3	2	3	2	1	3
CO2	2	3	1	2	3	2	1	2	2	1
CO3	1	2	3	2	3	2	3	3	2	2
CO4	2	3	1	2	3	1	2	2	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	2	3	3
CO3	3	3	2
CO4	2	1	3

Suggested Readings:

- Buch, M.B. 'Surveys of Research in Education', Trends reports on teacher education, Baroda and New Delhi.
- Digumati Bhaskar Rao, 'Teacher Education in India', Discovery Publishing House, New Delhi.
- Gupta, Arun K., 'Teacher Education Current and Prospects,' Sterling Publisher and Pvt. Ltd. N. Delhi.
- Menon T.K., Kaue G.N., 'Experiments in Teacher Training,' NCERT, New Delhi.
- Mohanty Jagamath, 'Teacher Education', Deep and Deep Publication Pvt. Ltd., New Delhi.
- Sing L.C., Sharma P.C., 'Teacher Education and the Teacher', Vikas Publishing House, New Delhi.

Website Sources:

1. www.yourarticlelibrary.com
2. www.archive.mu.ac.in
3. www.slideshare.net
4. www.britannica.com

SECOND YEAR
Master of Arts (Education)
Programme
Semester – IV

EDUCC451; SEMINAR, WORKSHOP AND RESEARCH PAPER PRESENTATION
(PRACTICUM)

Course Objectives:

The purpose of this course is to expose the student:

- To meet curriculum requirements.
- To provide knowledge and develop skills.
- Provide fun, interactive and hands on opportunities to enhance learning.
- To cater for different learning styles and learning needs.
- To provide all the resources for an event to remember.
- To provide inclusive activities accessible to all.

Course Content:

Seminar and workshop will be of maximum 50 marks and will involve the participation of the student in a seminar and/or workshop organized by the concerned Teacher Education Institution on a relevant topic for skill development and entrepreneurship.

Course Outcomes:

Students completing this course will be able to:

- CO1: Meet curriculum requirements for the class.
- CO2: Knowledge and develop teaching and training skills.
- CO3: Understand fun, interactive and hands on opportunities to enhance learning.
- CO4: Understand cater for different learning styles and learning needs.
- CO5: Know all the resources for an event to remember.
- CO6: Understand inclusive activities accessible to all.

**Mapping Course Outcomes leading to the achievement of Programme Outcomes:
 (Please write 3,2,1 wherever required)
 (Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	1	1	3	2	3	2	1	3
CO2	2	3	1	2	3	2	1	2	2	1
CO3	1	2	3	2	3	2	3	3	2	2
CO4	2	3	1	2	3	1	2	2	1	1
CO5	3	3	2	1	1	2	3	2	1	1
CO6	2	2	1	3	3	2	1	2	2	3

**Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
 (Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	2	2	3
CO3	3	2	2
CO4	2	1	3
CO5	3	1	2
CO6	3	1	2

Website Sources:

1. www.yourarticlelibrary.com
2. www.archive.mu.ac.in
3. www.slideshare.net
4. www.britannica.com

SECOND YEAR
Master of Arts (Education)
Programme
Semester – IV

EDUCC452; DISSERTATION AND VIVA VOCE

Course Objectives:

The purpose of this course is to expose the student:

0. To provide a capacity to learn continually and interact with multidisciplinary groups.
1. To provide innovative methods and techniques to solve research problem for skill development.
2. To interpret the research material of dissertation phase – I in a critical manner and to proceed with an analysis/simulation/experimentation and critical review.
3. To discover and provide a framework within which research is conducted so that student's answers are fact based and backed-up by solid information for entrepreneurial skills.
4. To craft an extensive and comprehensive piece of written work so as to convey research in the most efficient and effective way and therefore confirm to the reader that the thesis is, as a minimum, of a worthy standard and quality.

Course Content:

Dissertation and Viva Voce will be of maximum marks 150. It will be conducted by the external examiner (100 marks) appointed by the University and internal examiner (50 marks), based on the Dissertation is to be submitted by the student at the end of the IV semester (second year).

As per NCTE guidelines, it is strongly recommended that a Department offering the M.Ed. programme develop a concept note on the Dissertation component that clearly specifies the expectations, assessment rules and procedures, and guidelines for students. This note should also include aspects like style sheet, and the word limit for the dissertation.

Course Outcomes:

After going through this course the students will be able to:

CO1: Identify key research questions within the field of Demography on which you will carry out independent research and manage your time effectively whilst working on your independent research.

CO2: Demonstrate appropriate referencing and develop skills in other aspects of academic writing and understanding of report writing.

CO3: Apply the demographic/statistical research training acquired in the taught element of the programme by designing an appropriate research strategy and research methodology to carry out your research and use and develop written and oral presentation skills.

CO4: Identify, summarise and critically evaluate relevant literature and write a literature review of the relevant field and analyse and interpret suitable data to enable the research question to be answered.

CO5: Identify, Understand and apply theoretical frameworks to the chosen area of study.

CO6: Show evidence of clarity of argument, understanding of the chosen topic area, and presentation of technical information.

CO7: Describe the process of carrying out independent research in written format and report your results and conclusions with reference to existing literature and analyse and synthesize research findings.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	1	1	3	2	3	2	1	3
CO2	2	3	1	2	3	2	1	2	2	1
CO3	1	2	3	2	3	2	3	3	2	2
CO4	2	3	1	2	3	1	2	2	1	1
CO5	3	3	2	1	1	2	3	2	1	1
CO6	2	2	1	3	3	2	1	2	2	3
CO7	3	2	3	1	1	3	2	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	2	2	3
CO3	3	2	2
CO4	2	1	3
CO5	3	1	2
CO6	3	1	2
CO7	2	3	1

Website Sources:

1. www.yourarticlelibrary.com
2. www.archive.mu.ac.in
3. www.slideshare.net
4. www.britannica.com

SECOND YEAR
Master of Arts (Education)
Programme
Semester – IV
EDUEC403; Lifelong Learning

Course Objectives:

Students will be able to-

Educate students regarding critical issues of ageing workforce, its prospects, opportunities and challenges and promote awareness regarding national policies and programs in context of ageing and adult continuing education and inculcate skill, provide employability and entrepreneurial skills.

Course Content:

UNIT I

- An introduction to gerontology.
- Nature, scope and rationale for skill development.
- National policies and programs.

UNIT II

- Health issues and management.
- Adjustment issues and mental health after retirement.
- Stress of caregivers, geriatric counselling for entrepreneurial skills.

UNIT III

- Approach of gerontology, third age education, social cohesion.
- Participatory and qualitative ageing.
- Employment opportunities for employability.

UNIT IV

- Ageing workforce as a resource.
- Adult continuing education and lifelong learning strategies.
- Skills enhancement.
- Some success stories and practical exposure.
- Case study of old age homes and communities.
- Hands-on experience of students knowledge for skill development.

Course Outcomes

After Completion of the course students will be able to:-

CO1: Understand concept, scope and national policies of gerontology for skill development.

CO2: Understand problems and issues related to gerontology for entrepreneurial skills.

CO3: Improve understanding regarding gerontology and its various dimensions for employability.

CO4: Educate students regarding critical issues of ageing workforce, its prospects, opportunities and challenges for skill development.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	3	2	3	2	3	1
CO2	3	2	1	1	1	2	2	1	1	2
CO3	2	3	2	1	3	1	2	2	3	1
CO4	3	2	1	3	2	1	3	3	2	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	2	1	3
CO3	2	3	1
CO4	3	1	2

Suggested Readings:

0. Agewell Foundation (2010). Changing Trends of Old Age. New Delhi: Agewel Research and Advocacy Centre.
1. Chadha, N.K., & Bhatia, H. (2009). Physical performance and daily activities of elderly in an urban setting: A study, Department of Adult, Continuing Education and Extension, University of Delhi.
2. Kam, Ping kwong (2003). Empowering Elderly: A Community work approach Community development journal, Oxford: Oxford Journal.
3. loyd, peter (2002). The Empowerment of the elderly people .London: School of Social Sciences, University of Sussex.

4. Ministry of Law and Justice, Government of India (2007). The Maintenance and Welfare of Parents and Senior Citizens Act, New Delhi: Government of India.
5. Shah, S.Y. (2003). Lessons from Adult Education programs in the East and South East Asian Countries: A case study of Thailand, International Journal of Adult and Lifelong Learning, New Delhi: IAEA.

Website Sources:

1. www.yourarticlelibrary.com
2. www.archive.mu.ac.in
3. www.slideshare.net
4. www.britannica.com

SECOND YEAR
Master of Arts (Education)
Programme
Semester – IV

EDUEC404; COMPARATIVE EDUCATION

Course Objectives: The objective of this course is to familiarize students with the relationship between education and society attempts to use cross national data to test propositions about the relationship between education and society and between teaching practices and learning outcomes and inculcate skill, provide employability and entrepreneurial skills.

Course Content:

Unit - I

Comparative Education – Meaning, aims, Characteristics, Scope and factor influencing (Structural, Functional and Mixed) of Comparative Education. Juxtaposition, International and Intra-nation educational analysis of comparative education for entrepreneurship development .

Unit - II

Approaches and Method of comparative education, Philosophical, Historical, Survey, Analytical, synthetical and statistical for skill development.

Unit -III

A comparative study of the education systems of countries with special reference to, Primary Education - USA, UK, India, Secondary Education - USA, UK, India. Higher Education - USA, UK and India for employability and entrepreneurial skills.

Unit -IV

A comparative study of the education systems of countries with special reference to, 1) Teacher Education- USA, UK, India. 2) Distance Education- USA, UK, India. 3) Adult Education- USA, UK, India. UNO/UNESCO and its role in world educational development for skill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO1: Understand about concept, scope and factors influencing comparative education for entrepreneurship development.

CO2: Gain understanding about approaches and methods of comparative education for skill development.

CO3: Understand education system of USA and UK about primary education for employability and entrepreneurial skills .

CO4: Understand education system of USA and UK about teacher education for employability and skill development.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	3	2	3	2	3	1
CO2	3	2	1	1	1	2	2	1	1	2
CO3	2	3	2	1	3	1	2	2	3	1
CO4	3	2	1	3	2	1	3	3	2	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	3
CO2	3	1	2
CO3	2	3	3
CO4	3	3	1

Suggested Readings:

1. Buch, M.B. 'Surveys of Research in Education', Trends reports on teacher education, Baroda and New Delhi.
2. Digumati Bhaskar Rao, 'Teacher Education in India', Discovery Publishing House, New Delhi.
3. Gupta, Arun K., 'Teacher Education Current and Prospects,' Sterling Publisher and Pvt. Ltd. N. Delhi.
4. Menon T.K., Kaue G.N., 'Experiments in Teacher Training,' NCERT, New Delhi.
5. Mohanty Jagamath, 'Teacher Education', Deep and Deep Publication Pvt. Ltd., New Delhi.
6. Sing L.C., Sharma P.C., 'Teacher Education and the Teacher', Vikas Publishing House, New Delhi.

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1. www.sciencedirect.com
2. www.gcoekmr.org
3. www.eduintellecs.com
4. definitions.uselegal.com

SECOND YEAR
Master of Arts (Education)
Programme
Semester – IV
EDUEC405; VALUE EDUCATION

Course Objectives:

The objective of this course is to familiarize students and to achieve the long term values and behaviors that are identified as being more real for the good of ourselves and others. Rights are part of the foundation of freedom, justice and peace in the world and inculcate skill, provide employability and entrepreneurial skills.

Course Content:

Unit- I

Value Education, Concepts, Needs and Importance. Values in Indian Schools of Philosophy (Sankhya, Vedant, Buddhism and Jainism). Values in Western Schools of philosophy (Idealism, Naturalism, Realism and Pragmatism knowledge for skill development.

Unit –II

National values as enshrined in the Indian constitution. Value Education according Indian thinkers- Gandhi, Swami Vivekanand and Sri Aurbindo. Value Education at School Level, Primary, Secondary and Higher to gain the knowledge of entrepreneurial skills.

Unit –III

Philosophical foundations of Human Rights, Sources of Human Rights. Modern Human Rights Theories. Human Rights of vulnerable persons and groups, Women's Rights, Rights of the Child, Rights of persons belonging to Minorities, Migrant Workers Rights, Indigenous Peoples Rights for employability and entrepreneurship development.

Unit –IV

Civil, Political, Economic, Social and Cultural Rights and corresponding obligations. Human Rights in India (Constitutional provisions) Right to

Education and its implications. Education about Human Rights, Teacher preparation for skill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO1: Develop understanding about concept, need and importance of value education knowledge for skill development.

CO2: Gain understanding about national values enshrined in Indian constitution for entrepreneurial skills.

CO3: Understand about philosophical foundations of human rights for employability and entrepreneurship development.

CO4: Enhance knowledge about civil, political, economic, social and cultural rights for skill development and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	2	1	3	2	2	1
CO2	1	2	1	2	3	2	3	3	2	2
CO3	3	1	2	3	3	1	2	2	1	1
CO4	1	3	3	1	1	2	1	1	2	2

Co Curriculum Enrichment Mapping (Please write3,2,1wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	2	1	3
CO3	1	3	3
CO4	3	3	1

Suggested Readings:

1. Borgohain, B. (1999), Human Rights Social Justice & Political Challenge, Kanishka Publishers, New Delhi.
2. Dhand, H. (2000), Teaching Human Rights, A Handbook, Bhopal Asian Institute of Human Rights.
3. Fraenkel, J.R. (1977), How to teach about Values, An Analytic Approach, New Jersey & E. Cliffs, Prentice Hall, Inc.
4. Mohanty, J. (2005), Teaching of Human Rights, New Trends and Innovations, Deep and Deep Publications PVT. LTD., New Delhi.
5. Mohanty, Jagannath Ed. (2000), Human Right, Deep and Deep Publications, New Delhi.
6. Palai, A.K. (1999), National Human Rights Commission of India, Formation, Functioning and Future Prospects, Atlantic Pub.New Delhi.
7. Pandey, V.C. (2005), Value Education and Education for Human Rights, Isha Books, Delhi.
8. Promila Pandit Barooch, Handbook on child, Concept Publishing Company, New Delhi.
9. Rokeach, M. (1967), Values Survey, Sunnyvale & California, Halgren Tests.
10. Rokeach, M. (1988), Beliefs, Attitudes and values, Jossey Bass, San Francisco.
11. Symonides, J (2002), Human Rights Concept and Standards, Rawat Publications.
12. Tarrow, N.B. (1987), Human Rights and Education Vol-3. Programon Press.

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1. www.yourarticlelibrary.com
2. www.ncte-in.org
3. www.iberdrola.com
4. www.ohchr.org
5. www.eycb.com

**SECOND YEAR
Master of Arts (Education)
Programme
Semester – IV**

EDUOE401; HIGHER EDUCATION IN INDIA

Course Objective:

To familiarize learners with the concept, problems and management of higher education in India and inculcate skill, provide employability and entrepreneurial skills.

Course Content:

UNIT-I

- Meaning, aims and objectives Higher Education.
- Historical Development of Higher Education for entrepreneurial skills.
- Higher Education in Indian social context: Issues of Access and Equity.
- Accountability, Autonomy, Academic Freedom and related issues.
- Recommendations of various commissions regarding Higher Education.

UNIT-II

- Issues of quality in teaching.
- Examination reforms.
- Quality of research at Higher Education level for skill development.

UNIT-III

- Role of Regulatory bodies: UGC, NAAC, NCTE and AICTE for employability.
- Liberalization, Privatization and Globalization of Higher Education.
- Teacher Education at University Stage: Role of ASCs

UNIT-IV

- Planning and Financing of Higher Education
- Management of Higher Education in India
- Higher Education through Distance learning for employability and skill development.
- Professional Ethics in Higher Education

Course Outcomes:

After completing the course, the students will be able to:

CO1: Elucidate aims, importance, availability, access, accountability and autonomy in higher education and understand the historical development of higher education in India for entrepreneurial skills.

CO2: Interpret various problems of higher education in India and discover their solution for skill development.

CO3: Analyze role of regulatory bodies of higher education for employability.

CO4: Appraise financing, planning and management of higher education in India for employability and skill development.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	1	1	3	2	3	2	1	3
CO2	2	3	1	2	3	2	1	2	2	1
CO3	1	2	3	2	3	2	3	3	2	2
CO4	2	3	1	2	3	1	2	2	1	1

Co Curriculum Enrichment Mapping (Please write 3, 2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	3
CO2	3	1	2
CO3	2	3	2
CO4	3	3	1

Suggested Readings:

1. Higher Education and Development, AIU.
2. Higher Education: who pays? Who benefits? Who should pay? V.S. Carnegie.
11. Commission on Higher Education.
12. Higher Education for the future, Carter Charles, 1980.
13. Higher Education Social change & National Development Kaul S.N. 1975.
14. Higher Education in India: Two decades of planned Drift Kaul, J. N.
15. Higher Education in India 1995, Reddy G. Ram.
16. Higher Education in India Shah A.B. 1967.
17. Higher Education through Television Agarwal, Dinodi C (Ed.) 2000.
18. Higher Education in India, Amrik Singh & Altbach 1974, P.G. (Ed.).

Website Sources:

1. www.sciencedirect.com
2. www.gcoekmr.org
3. www.eduintellecs.com
4. definitions.uselegal.com

SECOND YEAR
Master of Arts (Education)
Programme
Semester – IV

EDUOE402; HUMAN RIGHTS

Course Objectives:

The objective of this course is to lay the foundation of the Human Rights law and acquaint the students with basic human rights institutions and inculcate skill, provide employability and entrepreneurial skills.

Course Content:

Unit- I

Introduction: Nature, Definition, Origin & Development of Human Rights Regime & Jurisprudence of Human Rights for skill development.

Unit- II

International Human Rights Law: UN Charter, Convention of 1966, Universal Declaration of Human Rights & International Convenient Economic, Social and Cultural Rights, 1966 knowledge for entrepreneurial skills.

Unit- III

Human Rights under Indian Constitution: Fundamental Rights, Directive Principles of State Policy, Human Rights Act, 1993 for entrepreneurship development.

Unit- IV

Group Rights: Prisoners, Women & Children, Indigenous People, Disabled, Senior Citizen and Refugees for skill development.

Role of Institutions: Role of State, Judiciary, Civil Societies and Media, NHRC Composition, Powers, Functions& NHRC, NCW, NCM, SC/ST Commission, NGOs.

Course Outcomes:

Students completing this course will be able to:

CO1: Demonstrate knowledge and understanding of origins and development of human rights for skill development.

CO2: Demonstrate capacity to gain understanding on international human rights law for entrepreneurial skills.

CO3: Critically evaluate human rights under Indian constitution for entrepreneurship development.

CO4: Understand group rights and role of institutions for skill development.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	1	1	3	2	3	2	1	3
CO2	2	3	1	2	3	2	1	2	2	1
CO3	1	2	3	2	3	2	3	3	2	2
CO4	2	3	1	2	3	1	2	2	1	1

Co Curriculum Enrichment Mapping (Please write 3, 2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	2	1	3
CO3	2	2	3
CO4	3	2	2

Suggested Readings:

1. Kapoor, S. K., Human Rights under International Law & Indian Law, Central Law Agency, 18th Ed., 2011.
2. Agarwal, H.O., International Law and Human Rights, Central Law Publication, 21st Ed., 2016.
3. Jain Rashee, Textbook on Human Rights law and Practice, Universal Law Publisher, 3rd edition, 2016.
4. Rao, Rega Surya, Lectures on Human Rights and International Law, Asia Law House, 2017.

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- https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf
- <https://www.humanrightscareers.com/issues/websites-where-you-can-find-human-rights-case-studies/>
- <https://www.eda.admin.ch/eda/en/fdfa/foreign-policy/international-law/un-human-rights-treaties.html>

**SECOND YEAR
Master of Arts (Education)
Programme
Semester – IV**

EDUOE403; WOMEN EDUCATION

Course Objective:

To appreciate the status of women in Indian society and to have an insight into the issues and historical perspective of women education and inculcate skill, provide employability and entrepreneurial skills.

Course Content:

UNIT-I

- Concept, need and goals of gender justice.
- Indicators of gender justice: demographic, educational employment, economic and health.
- Status of Women in Indian Society.
- Role of education for women's empowerment for skill development.
- Women and Development – some issues.

UNIT-II

- Education of Women in Ancient India.
- Education of Women during medieval period.
- Education of women in British period for entrepreneurial skills.
- Education of women in Post-independence period.
- Education of women in 21st century.

UNIT-III

- Gender disparities in access at elementary, secondary and higher level of education.
- Access of women to vocational and professional Education for employability and skill development.
- Problem of dropouts.

UNIT-IV

- Recommendations of various commissions.
- Issues related to marginalized Women for entrepreneurship development.

Course Outcomes:

After studying the course the students will be able to:

CO1: Understand goals of gender justice and status of women in Indian society for skill development.

CO2: Understand about women education in ancient, medieval, British and post-independence period for entrepreneurial skills.

CO3: Understand gender disparity in elementary, secondary and higher education for employability and skill development.

CO4: Understand recommendations of commissions on women education for entrepreneurship development.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	1	1	3	2	3	2	1	3
CO2	2	3	1	2	3	2	1	2	2	1
CO3	1	2	3	2	3	2	3	3	2	2
CO4	2	3	1	2	3	1	2	2	1	1

Co Curriculum Enrichment Mapping (Please write 3, 2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	2	1	3
CO3	3	3	2
CO4	2	1	3

Suggested Reading:

1. Gupta, N.L.: Women's Education through the Ages, concept publishers 1998.
2. Chanana Karuna: Socialization Education and Women Orient Longman, New Delhi 1988.
3. Maithreyi, Krishnaraj; Indian Woman: Myth & Reality, Saugam Books, Hyderabad 1995.
4. Sangavi, K. & Vaid S. (eds.): Recasting History, Kali for Women, New Delhi, 1989.
5. Govt. of India: Towards Equality, Committee on the Status of Women in India, 1975.
6. National Commission for Women: Women and Welfare, 2004.
7. Seth, Mira: Women and Development: the Indian Experience 2001.

8. Reports of: Higher Education commission 1948 Secondary Education Commission 1954, Indian Education Commission 1966, Programme of Action 1968, Ramamurthi Committee Report: Review of Education Policy of 1986, 1990.
9. Siddiqui, Z.A. and Zuberi, A.J.: Muslim Women: Problems and Prospects (eds.) 1993.

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- <http://nidmssp.in>
- <http://www.drishtiiias.com>

