



HSNC University, Mumbai

(2025-2027)

Ordinances and Regulations

With Respect to

Choice Based Credit

System (CBCS)

For the Programmes Under

School of Humanities and Social Sciences

For the

MASTER OF ARTS IN EDUCATION

(EDUCATIONAL MANAGEMENT AND TECHNOLOGY)

Two-Years Postgraduate Programme

Semester-I to Semester-IV

2025-2027

(Revised Syllabus As Per NEP 2020)



HSNC UNIVERSITY, MUMBAI
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
BOARD OF STUDIES IN EDUCATION

1. Name of Chairperson/Co-Chairperson/Coordinator: -
 - a) **Chairperson, Prof. Dr. Rajeev Indramani Jha**, Professor, Bombay Teachers' Training College, HSNC University drrajeev@btcc.edu drrajeevijha2@gmail.com 9967503945
 - b) **Co-Chairperson, Prof. Dr. Mandeep Kaur Kochar**, Professor, Vice Principal, (University Affairs) Bombay Teachers' Training College, HSNC University drkochar@btcc.edu 9820687605
2. Two to five teachers each having minimum five years teaching experience amongst the full-time teachers of the Departments, in the relevant subject.
 - a) **Prof. Dr. M A Ansari**, Professor, Bombay Teachers' Training College, HSNC University dransari@btcc.edu 9769848757
 - b) **Dr. Manisha M. Tyagi**, Assistant Professor, Bombay Teachers' Training College, HSNC University – drmanisha@btcc.edu 9820391617
 - c) **Dr. Neelu Verma**, Assistant Professor, Bombay Teachers' Training College, HSNC University – drneelu@btcc.edu 9322364247
 - d) **Dr Raju Talreja** Assistant Professor, Bombay Teachers' Training College, HSNC University drtalreja@btcc.edu 9833520610
 - e) **Prof. Dr Priya Pillai**, Professor, Bombay Teachers' Training College, HSNC University drpriya@btcc.edu 9930913750
 - f) **Ms. Sapna Chhabria** Lecturer Bombay Teachers' Training College, HSNC University scsydeled@gmail.com 9619177425
 - g) **Ms. Farrah Kerawalla** Assistant Professor, Bombay Teachers' Training College, HSNC University farrahkerawalla@btcc.edu 9833410281

3. One Professor / Associate Professor from other Universities or professor / Associate Professor from colleges managed by Parent Body; nominated by Parent Body-

a) **Prof. Dr. Pradnya Wakpainjan**, Professor, S.N.D.T. Women's University, Mumbai

pradnyawakpainjan11@gmail.com 9892456599

4. Four external experts from Industry / Research / eminent scholar in the field relevant to the subject nominated by the Parent Body;

a) **Prof. Dr. Sybil Thomas**, General Manager, MSFDA, Mumbai
sybilaysha@gmail.com 9769136359

b) **Prof. Dr. Jayashree Shinde**, Head of Department of Educational Technology Director, Teaching-Learning Centre Under PMMMNMTT-MOE SNDT Women's University, jshinde@det.sndt.ac.in 9820779375

c) **Prof. Dr. Usha Borkar**, Professor, Hansraj Jivandas College of Education
uaborkar@gmail.com 9820003265

d) **Dr. Pooja Birwatkar**, In charge Principal, K.J.Somaiya College of Education, Mumbai, pooja.birwatkar@somaiya.edu 9324498518

e) **Mr. Dilip Ramrakhyani**, Vice Principal, KC Jr College.
dilip.ramrakhiyani@kcccollege.edu.in 9819667275

5. Top rankers of the Final Year Graduate and Final Year Post Graduate examination of previous year of the concerned subject as invitee members for discussions on framing or revision of syllabus of that subject or group of subjects for one year.

a) **Ms. Azmin Vania**, PYP Teacher, Bombay International School Mumbai (Top Ranker) azminvania1986@gmail.com 9619065846

**ORDINANCES AND REGULATIONS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION
(EDUCATIONAL MANAGEMENT AND TECHNOLOGY)
TWO-YEAR POST GRADUATE PROGRAMME**

The duration of the course leading to the Master of Arts in Education (Educational Management and Technology) shall be of two academic years. Each year shall be divided into two Semesters i.e. July to December and January to April.

Eligibility Conditions for M A Education Programme

Candidates must fulfil following eligibility Conditions.

O._____ Candidates seeking admission to the M.A. 2 Years programme should have obtained at least 50% marks or/and equivalent grade in the following programmes.

Category-I: Candidates with at least 50% marks in aggregate either in Bachelor's Degree and / or in the Master's Degree in Discipline of Science / Social Science / Humanities / Commerce / Mathematics / Business / or any the qualification Science equivalent thereto are eligible for admission to the programme.

Category-II: Candidates with at least 50% marks in aggregate in Bachelor's Degree in Engineering Technology or Technology and specialization in Science and Mathematics with 50% marks or any other qualification equivalent thereto are eligible for admission to the programme.

Category-III: Candidates with at least 50% marks in aggregate in Bachelor's Degree in Education (Bachelor of Education B.Ed. / B. El. Ed / B. A.) from any University recognized by UGC.

Relaxation of minimum percentage of marks for candidates from the reserved category will be as per the state government and university rules.

O._____ The M. A. (EDUCATION) Degree shall be taken by Theory and Dissertation.

O._____ The duration of the full time course shall be of two years.

Admission Procedure

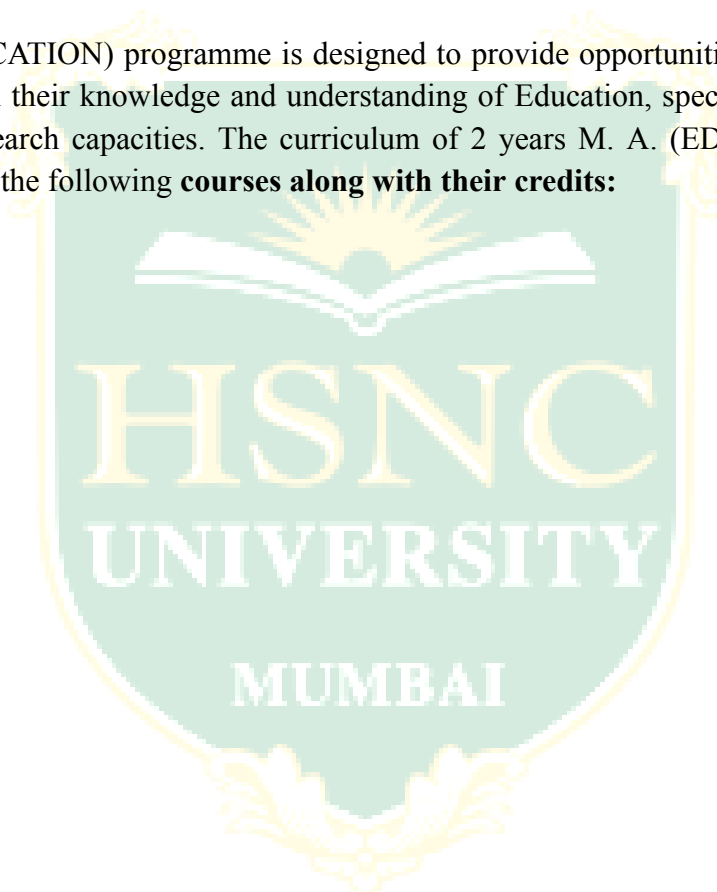
O. _____ Admission shall be made on merit on the basis of marks obtained in the qualifying examination as per the state government and university rules.

Fees

The institution shall charge only such fees as prescribed by the affiliating body/ state government concerned

O _____ **Curriculum: curriculum, Programme Implementation and Assessment**

The M.A. (EDUCATION) programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities. The curriculum of 2 years M. A. (EDUCATION) programme shall comprise of the following **courses along with their credits:**



Credit Structure for MA Education (Educational Management and Technology)

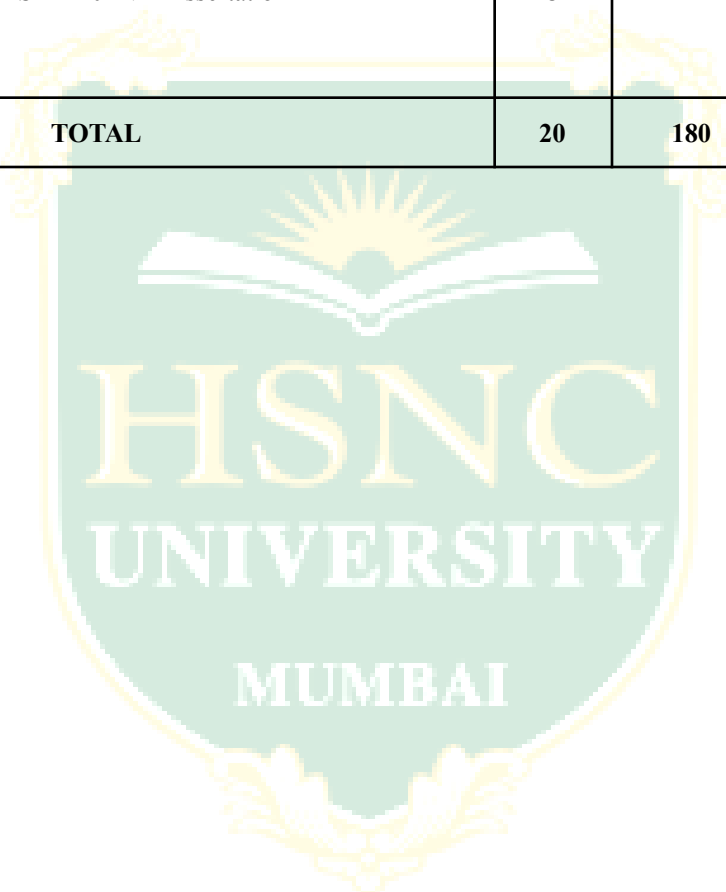
Batch : 2025-2027

Sem ester	Course Type	Subject Code & Courses	Credits	Summative Marks	Formative Marks	Total Marks
I	Major (8 + 4)	PH-FED-101N - Philosophical Perspectives in Education	4	60	40	100
		PH-FED-102N - Sociological Perspectives in Education	4	60	40	100
		PH-FED-103N - Psychological Perspectives in Education	4	60	40	100
	DSE / Core Elective (Select any One)	PH-FED-104N - Discipline-Specific Pedagogy (Languages) PH-FED-105N - Discipline-Specific Pedagogy (Social Sciences) PH-FED-106N - Discipline-Specific Pedagogy (Science & Mathematics) PH-FED-107N - Discipline-Specific Pedagogy (Commerce, Economics & Business Studies)	4	60	40	100
	Minor	PH-FED-108N - Research in Education	4	60	40	100
TOTAL			20	300	200	500

Sem ester	Course Type	Subject Code & Courses	Credits	Summative Marks	Formative Marks	Total Marks
II	Major (8 + 4)	PH-FED-201N - ICT in Education	4	60	40	100
		PH-FED-202N - Educational Management and Leadership	4	60	40	100
		PH-FED-203N - Academic Writing	4	60	40	100
	DSE / Core Elective (Select any One)	PH-FED-204N - Curriculum Studies	4	60	40	100
		PH-FED-205N - History of Education in India				
		PH-FED-206N - Pedagogy, Andragogy and Assessment				
		PH-FED-207N - Gender Studies and Education				
INTERNSHIP / APPRENTICE-SHIP	PH-FED-208N - Politics and Economics of Education	4	-	100	100	
	PH-FED-209N - Internship (4 Weeks)					
TOTAL			20	240	260	500

Sem ester	Course Type	Subject Code & Courses	Credits	Summative Marks	Formative Marks	Total Marks
III	Major (8 + 4)	PH-SED-301N - Emerging Educational Technologies	4	60	40	100
		PH-SED-302N - Educational Administration & Entrepreneurship	4	60	40	100
		PH-SED-303N - Contemporary Teacher Education	4	60	40	100
	Minor	PH-SED-304N - Advanced Educational Research	4	60	40	100
	Seminar / Research Project (Select any One)	PH-SED-305N - Digital Tools for Virtual Classroom PH-SED-306N - Learning Management System	4	-	100	100
TOTAL			20	240	260	500

Sem ester	Course Type	Subject Code & Courses	Credits	Summative Marks	Formative Marks	Total Marks
IV	Major (8 + 4)	PH-SED-401N - Environmental Education	4	60	40	100
		PH-SED-402N - Inclusive Education	4	60	40	100
		PH-SED-403N - Guidance and Counseling	4	60	40	100
	Seminar / Research Project	PH-SED-404N - Dissertation	8	-	200	200
TOTAL			20	180	320	500



PRACTICUM COURSES:

Semester-II

Internship

Internship in organisations and institutions working in education at elementary/secondary levels of education as well as in teacher education institutions will be organized during the programme.

Internship will be for Four weeks. It would be of eight credits.

After the internship, the students will be expected to submit a reflective report of their experiences.

Internship can be in the following types of suggested sites/fields/institutions.

1. Schools, Junior Colleges and Colleges.
2. Professional pre-service teacher education institutions
3. An organization engaged in the development of innovative curriculum and pedagogic practices.
4. International/national/state institution involved in curriculum design, textbook development, education policy planning, formation and implementation; educational administration and management.
5. In-service training institutions for teachers.

Semester-III

Digital Tools for Virtual Classroom

The learner will develop FIVE E-lessons using Digital Tools for Virtual Classroom. It will carry 4 credits and 100 marks

Learning Management System

This will be project work to be undertaken by students to develop a course in 4 quadrants (E-tutorials, e-content, discussion forum and assessment) by using LMS in their respective subject / discipline and this course work carries 4 credits and 100 marks.

Semester-IV

Dissertation-

This would be a research study on an educational topic having 08 credits and 200 marks. Research study will begin in Semester III and the report will be completed in Semester IV.

All the field based experiences are to be completed and certified by the Principal/Head of the Institution.

Theory

1 Credit = 15 hours Practicum

1 Credit = 30 hours

MA Education (Educational Management and Technology)

Framework

Semester 1

S.N.	Subject Code & Title	Subject Unit Title		Lectures (1 hour)	Total Lectures	Credits	Total Marks
1	PH-FED-101N PHILOSOPHICAL PERSPECTIVES IN EDUCATION	1	Education and Philosophy	15	60	4	100 (60+40)
		2	Contribution of Indian Schools of Philosophy	15			
		3	Contribution of Western Schools of Philosophy	15			
		4	Educational Contributions of Thinkers	15			
2	PH-FED-102N SOCIOLOGICAL PERSPECTIVES IN EDUCATION	1	Sociological Perspectives of Education	15	60	4	100 (60+40)
		2	Social Structure and Education	15			
		3	Education and Society	15			
		4	Emerging Trends and Issues in Education	15			
3	PH-FED-103N PSYCHOLOGICAL PERSPECTIVES IN EDUCATION	1	Concept of Learning	15	60	4	100 (60+40)
		2	Theories of Learning	15			
		3	Thinking and Personality	15			
		4	Managing Classroom Behaviour and Learning Environment	15			
4	PH-FED-104N DISCIPLINE SPECIFIC PEDAGOGY	1	Place of English in the Curriculum	15			
		2	Approaches to teaching English	15			

S.N.	Subject Code & Title	Subject Unit Title		Lectures (1 hour)	Total Lectures	Credits	Total Marks
	(LANGUAGE-ENGLISH) (Elective Course)	3	Methods and Techniques of teaching English	15	60	4	100 (60+40)
		4	Learning resources and Assessment in English	15			
5	PH-FED-105N DISCIPLINE SPECIFIC PEDAGOGY (SOCIAL SCIENCES) (Elective Course)	1	Place of Social Sciences in the Curriculum	15	60	4	100 (60+40)
		2	Approaches to teaching Social Science	15			
		3	Methods of teaching Social Science	15			
		4	The Teacher & Learning resources in Social Science	15			
6	PH-FED-106N DISCIPLINE SPECIFIC PEDAGOGY (SCIENCE AND MATHEMATICS) (Elective Course)	1	Place of Science & Mathematics in the Curriculum	15	60	4	100 (60+40)
		2	Approaches to teaching Science & Mathematics	15			
		3	Methods of teaching Science & Mathematics	15			
		4	Learning Resources in teaching Science & Mathematics	15			
7	PH-FED-107N DISCIPLINE SPECIFIC	1	Introductory Framework	15	60	4	100 (60+40)
		2	Approaches to	15			

S.N.	Subject Code & Title	Subject Unit Title		Lectures (1 hour)	Total Lectures	Credits	Total Marks
	PEDAGOGY (COMMERCE, ECONOMICS AND BUSINESS) (Elective Course)		teaching Commerce, Economics and Business Studies				
		3	Methods of teaching Commerce, Economics and Business Studies	15			
		4	Learning Resources in teaching Commerce, Economics and Business Studies	15			
8	PH-FED-108N RESEARCH IN EDUCATION	1	Educational Research	15	60	4	100 (60+40)
		2	Variables, Hypotheses And Sampling	15			
		3	Tools and Techniques of Research	15			
		4	Writing Research Proposal	15			
			TOTAL		-	20	500



MA Education (Educational Management and Technology)
Framework

Semester II

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
1	PH-FED-201N ICT IN EDUCATION	1	Concept of ICT in Education	15	60	4	100 (60+40)
		2	Instructional Design	15			
		3	Emerging Trends in e-learning	15			
		4	Application of ICT in Evaluation, Administration and Research	15			
2	PH-FED-202N EDUCATIONAL MANAGEMENT AND LEADERSHIP	1	Introduction to Educational Management	15	60	4	100 (60+40)
		2	Organizational Behaviour	15			
		3	Leadership in Educational Management	15			
		4	Total Quality Management	15			
3	PH-FED-203N ACADEMIC WRITING	1	Introduction to Academic Writing	15	60	4	100 (60+40)
		2	Referencing and its Management for Academic Writing	15			
		3	Major Academic Writings	15			

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
		4	Challenges and	15			
			Avenues for Academic Writing				
4	PH-FED-204N CURRICULUM STUDIES (Elective Course)	1	Curriculum And its Development	15	60	4	100 (60+40)
		2	Models of Curriculum Design	15			
		3	Curriculum And its Evaluation	15			
		4	Curriculum Reform	15			
5	PH-FED-205N HISTORY OF EDUCATION IN INDIA (Elective Course)	1	Education in Ancient and Medieval India	15	60	4	100 (60+40)
		2	Education in the British Period	15			
		3	Committees and Commissions' Contribution to Education in Post Independence Era	15			
		4	Contemporary Educational Problems, Issues and Trends in India	15			
6	PH-FED-206N PEDAGOGY, ANDRAGOGY AND	1	Concept of Pedagogy And Andragogy	15	60	4	100 (60+40)

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
	ASSESSMENT (Elective Course)	2	Concept Of Assessment	15			
		3	Assessment in Pedagogy Of education	15			
		4	Assessment in Andragogy of education	15			
7	PH-FED-207N GENDER STUDIES AND EDUCATION (Elective Course)	1	Key Concepts in Gender	15	60	4	100 (60+40)
		2	Theories on Gender and Education: Application in Indian Context	15			
		3	Gender - Issues and Challenges	15			
		4	Elimination of Gender Disparity in Education	15			
8	PH-FED-208N POLITICS AND ECONOMICS OF EDUCATION (Elective Course)	1	Concept of Economics of Education	15	60	4	100 (60+40)
		2	Perspectives in Economics of Education	15			
		3	Relationship between Policies and Education	15			
		4	Relationship between Politics and Education	15			
9	PH-FED-209N INTERNSHIP/		Internship (4	-	-	4	100

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
	APPRENTICES HIP		weeks)				
			TOTAL			20	500



MA Education (Educational Management and Technology)

Framework

Semester III

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
1	PH-SED-301N EMERGING EDUCATIONAL TECHNOLOGIES	1	Digital Tools for Content Creation	15	60	4	100 (60+40)
		2	Trends in emerging Educational Technologies	15			
		3	Understanding the technologies of Virtual Classroom	15			
		4	Artificial Intelligence in Education	15			
2	PH-SED-302N EDUCATIONAL ADMINISTRATION & ENTREPRENEURSHIP	1	Educational Administration	15	60	4	100 (60+40)
		2	Trends in Educational Administration	15			
		3	Educational Entrepreneurship	15			
		4	Trends in Edupreneurship & International Education	15			
3	PH-SED-303N CONTEMPORARY TEACHER EDUCATION	1	Concept of Teacher Education	15	60	4	100 (60+40)
		2	Teacher Education at different levels	15			
		3	Agencies of teacher	15			

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
			Education Programmes				
		4	Research in teacher education	15			
4	PH-SED-304N ADVANCED EDUCATIONAL RESEARCH	1	Quantitative Research Designs	15	60	4	100 (60+40)
		2	Qualitative Research Designs	15			
		3	Data Analysis	15			
		4	Research Reporting	15			
5	PH-SED-305N SEMINAR/ RESEARCH PROJECT (Elective Course)		Digital Tools for Virtual Classroom	-	120	4	100
6	PH-SED-306N SEMINAR/ RESEARCH PROJECT (Elective Course)		Project Work (Learning Management System - 4 Quadrants)	-	120	4	100
			TOTAL			20	500

MA Education (Educational Management and Technology)
Framework
Semester IV

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
1	PH-SED-401N ENVIRONMENTAL EDUCATION	1	Concept of Environment	15	60	4	100 (60+40)
		2	Environmental Issues. (Meaning, causal factors, Effects and Remedies)	15			
		3	Evolution of Environmental Education	15			
		4	Environmental Initiatives, Projects And Laws	15			
2.	PH-SED-402N INCLUSIVE EDUCATION	1	Introduction to Inclusion	15	60	4	100 (60+40)
		2	An Overview of Diverse Learners	15			
		3	Policy, Programmes and Planning of Inclusive Education	15			
		4	Planning and Management of Inclusive Education	15			
3.	PH-SED-403N GUIDANCE AND COUNSELLING	1	Fundamentals of Guidance	15	60	4	100 (60+40)
		2	Fundamentals of Counselling	15			
		3	Trends in Guidance and Counselling	15			

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
		4	Occupational Information and Career Counselling	15			
4	PH-SED-404N SEMINAR/ RESEARCH PROJECT		Dissertation	-	-	8	200
			TOTAL			20	500



SCHEME OF ASSESSMENT AND EXAMINATION

R._____the examination for First and Third semester will be held normally in the month of December/January and the Second and Fourth Semesters in the month of April/May, on such dates as may be fixed by the Vice-Chancellor and notified by the Controller of Examinations.

Supplementary examinations shall be held for re-appear candidates of different semesters, as under:-

Semester	to be held
a) First Semester	Along with the Third Semester
b) Second Semester	Along with the Fourth Semester
c) Third Semester	Along with or after the Fourth Semester
d) Fourth Semester	Along with or after the Third Semester

R._____60 marks for summative assessment/ semester end examination of 2 hours duration for each course and 40 marks for formative assessment throughout the semester based on performance and attendance in the various activities.

Pattern of Semester Examination:

Attempt any 5 questions out of 8 questions of 10 marks each with external choice
Attempt any 2 shorts notes out of 4 short notes of 5 marks each with internal choice
University Examination will be held at the end of each semester.

Grading System: Conversion of Percentage of Marks to Grade Points:

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade and Performance is follows:

10 Point Grading System

Marks	Grade Points	Grade	Performance
Less than 40	0	F	Fail
40-44.99	4	D	Pass
45-49.99	5	C	Average
50-54.99	6	B	Above Average
55-59.99	7	B+	Good
60-69.99	8	A	Very Good
70-79.99	9	A+	Excellent
80 and above	10	O	Outstanding

The F grade once awarded to a student stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student shall be indicated in the grade sheet of the final year in which the candidate has appeared and fulfilled the credit criteria.

If a student is absent from the internal or semester end examination in any course including the project course, he/she will get a grade point of 0 and a letter grade of F

If a student fails in the internal examination of the core or elective course, he/she will have to appear for the internal examination of the course when the course is offered again.

If the student fails in the semester end examination of a core or elective course, he/she may re appear for the same examination, when it is held again in the following semester. A student can appear at most three times including the original attempt. If a student obtains a letter grade F in all the three attempts, he/she will have to seek fresh admission.

If a student obtains letter grade F in any course in a given semester the letter grade F will continue to be shown in the grade card for that semester, even when the student passes the course subsequently in another semester.

If the student obtains minimum 40% marks in the internal assessment and fails to obtain minimum 40 % marks in the semester end examination of any course in any of the semester, the marks of the internal examination shall be carried forward.

In any semester the students GPA and CGPA will be calculated as per the resolution of the Academic Council dated , Item No .

The semester wise GPA and CGPA shall be printed on the grade card of the student along with the table of the **10 Point Grading System**.

The final semester grade card shall also have the aggregate percentage marks scored by the students in all the courses in which the student has obtained the relevant credits.

The grade card issued at the end of the semester to each student shall contain the following:

- a) The credits earned for each course registered that year
- b) The performance in each course indicated by the letter grade
- c) The Grade Point Average (GPA), of all the courses registered for the semester
- d) The Cumulative Grade Point Average (CGPA)
- e) Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the programme will appear only on the grade card for

the final year).

R._____A candidate who passes in the internal examination but fails in the semester end theory examination shall reappear for the said paper/papers only. However his/her marks of the internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

R._____A candidate who passes in the semester end examination but fails in the internal assessment of the course shall reappear for the internal examination of that course. However his/her marks of the semester end examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

ADDITIONAL EXAMINATION GUIDELINES (FOR UNDER-GRADUATE & POSTGRADUATE NEP BATCH STUDENTS)

To apply for Additional Examination, the student, **who either remained absent or failed in the regular exam**, shall follow the process and guidelines issued by the University and submit the request for Additional Examinations.

A candidate shall be allowed to keep terms for subsequent semesters irrespective of the number of heads of failure in the semester. Students shall be permitted to complete the programme requirements of the two year programme within a maximum period of three years from the date of admission to the programme.

DISSERTATION

R._____Title of the dissertation should be submitted to the University for approval at the beginning of the third semester of the course.

R._____The dissertation shall be on an educational topic approved by the scrutiny committee consisting of members of the Board of Studies in Education as well as two additional members who are recognized post graduate teachers. If a topic suggested by any student is not approved he/ she will be at liberty to suggest another provided that in all such cases the topic has to be approved by the committee. Each student shall work under guidance of a recognized post graduate teacher for his/ her dissertation.

R._____ The dissertation shall be of 08 credits and shall carry 200 marks. The dissertation when submitted shall be accompanied by a certificate signed by the guiding teacher referred to in

R.____ stating that the same is the candidate's own work and is worthy of examination. Each dissertation shall be examined by an external referee appointed specifically for the purpose, by the Board of Examinations on the recommendations of the Board of Studies in Education.

R._____ Viva-voce examination on the dissertation will be held jointly by the external and internal examiners and the marks for the dissertation will be awarded jointly by the external and internal examiners on the basis of the dissertation and viva-voce performance.

R._____ Each student shall work under the guidance of a recognized post-graduate teacher for his/her dissertation.

R._____ Two copies of the dissertation (with soft copy in Pendrive) shall be submitted by the student to the Head of the institution where he/she is registered.

R._____ STANDARD FOR PASSING THE EXAMINATION

To pass the examination the candidate must obtain:

- a) 80 % attendance for theory courses and practicum and 90% for field attachment
- b) For each of the courses (Major/Minor/ DSE/Core Electives/ Internship/Apprenticeship/ Seminar/Research Project) in all the semesters, minimum 40% of marks in each course.
- c) In dissertation minimum 40% marks.
- d) With respect to the total marks obtained by the candidate in Major/Minor/ DSE/Core Electives/ Internship/Apprenticeship/ Seminar/Research Project of the examination (out of total 2000), (inclusive of Dissertation of 200 marks) class will be accordingly awarded to the candidates.

ELIGIBILITY NORMS TO APPEAR FOR THE ADDITIONAL CLASS TEST OR ASSIGNMENT OR PROJECT FOR LEARNERS WHO REMAINED ABSENT

1. The candidate must apply to the Head of the Institution giving the reason (s) for absence within 8 days of the conduct of the **examination** along with the necessary documents and testimonials.
2. If the candidate is absent for participation in **practical activities (Practicum)** authenticated by the Head of the Institution, the Head of the Institution shall generally grant permission to the candidate to complete the activities.
3. The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the candidate to appear for the additional examination or the activities.
4. A candidate who is absent for all class tests and also absent for the assignment, the learner will be allowed to appear for all class tests.
5. A learner who is absent for all the class tests / assignment as the case may be the learner will be allowed to appear for next semester.

R._____The following are the syllabi for the various courses.

Section D

MA Education (Educational Management and Technology)

Part 1 - Preamble

The New Education Policy has clearly stated the need for restructuring the education system. The HSNCU has designed this two-year Master of Arts in Education (M.A. Education) which aims at preparing educators and other education professionals, including curriculum developers, educational policy analysts, school principals, educational planners, administrators, supervisors and researchers. The completion of the programme shall lead to the award of M.A. Education, degree. The M.A in Education program also focuses on making the students employable and imparting industry-oriented training to establish a link between industry and academia.

1. Programme Educational Objectives (PEOs)

PROGRAMME EDUCATIONAL OBJECTIVES (PEOS)	
PEO1	Develop Scholarly Leaders in Education <ul style="list-style-type: none">Equip students to become leaders in the field of education, equipped with a deep understanding of philosophical, sociological, and psychological theories.Enable students to apply these insights to critically analyze educational systems, fostering innovative approaches to teaching and learning.
PEO2	Cultivate Expert Researchers and Innovators <ul style="list-style-type: none">Engage students in advanced educational research, employing rigorous methodologies to explore and address complex educational challenges.Encourage students to contribute to the development of new knowledge, practices, and policies that enhance educational outcomes at both national and global levels.
PEO3	Leverage ICT for Innovative Educational Solutions <ul style="list-style-type: none">Encourage students to proficiently utilize Information and Communication Technologies (ICT) to enhance educational practices.Promote students to integrate digital tools to create engaging, inclusive, and adaptive learning environments, addressing diverse learner needs and promoting modern pedagogical innovations.
PEO4	Integrate Historical, Social, and Political Insights for Inclusive Education and Global Citizenship <ul style="list-style-type: none">Develop a comprehensive understanding of the historical evolution of education in India, alongside the social, political, and economic forces that shape educational policies and practices.

	<ul style="list-style-type: none"> ● Foster students to critically analyze and address issues related to gender, equity, and inclusivity in education, while applying effective pedagogical and andragogical strategies to foster learning across diverse contexts. ● Promote global citizenship, preparing learners to engage with the global challenges of the 21st century and contribute positively to society.
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These Programme Educational Objectives (PEOs) are designed to align with Outcome Based Education principles, focusing on preparing student teachers who are not only competent educators but also lifelong learners, ethical professionals, and proactive contributors to educational and social advancement.

2. PROGRAMME OUTCOMES (POs)

PROGRAMME OUTCOMES (POs)	
PO1	Professional Awareness & Leadership The students shall demonstrate an advanced understanding of professional ethics, and broader responsibilities of educators in diverse and dynamic educational contexts. They will exhibit leadership in promoting lifelong learning, professional development, and a commitment to enhancing educational systems.
PO2	Interdisciplinarity: The students will integrate philosophical, sociological, psychological, and pedagogical perspectives to develop a holistic understanding of education. They will effectively connect theoretical frameworks to the practice of education, applying these insights across diverse educational settings.
PO3	Communication Skills: The students shall demonstrate advanced proficiency in both verbal and written communication, essential for academic writing, educational leadership, policy advocacy, and collaborative teaching. They will also foster strong interpersonal relationships within educational institutions and the community at large to support inclusive and collaborative educational environments.
PO4	Understanding Psychology of Learner and Learning The students will develop an advanced understanding of human psychology, focusing on cognitive, emotional, social and spiritual dimensions of learning. They will apply psychological theories to address the diverse developmental needs of learners across varied educational stages.
PO5	Differentiated Discipline-Specific Pedagogical Interventions and Assessments:

PROGRAMME OUTCOMES (POs)	
	The students shall employ specialized pedagogical approaches that cater to specific disciplines (e.g., languages, social sciences, STEM, business). They will design differentiated instructional strategies that account for learners' diverse backgrounds and abilities, ensuring meaningful engagement in learning. Additionally, the students will design and implement diverse, contextually relevant assessment methods to evaluate learning outcomes effectively and make informed instructional decisions to promote overall development of learners, addressing gaps in educational attainment.
PO6	Responsible and Ethical Integration of Emerging Educational Technologies: The students will exhibit advanced competence in integrating digital tools and technologies into educational practices, ensuring that these tools are used ethically and strategically to enhance interactive learning, promote digital literacy, and address the needs of modern learners.
PO7	Engaging Learners through Scaffolding and Mentoring Techniques: The students shall be able to apply effective scaffolding techniques and develop deeper insights to learning, promoting independent thinking, research abilities and problem-solving skills.
PO8	Learning Environment: The students will display mastery in creating and sustaining positive learning environments through effective classroom management strategies. They will also have the skills to set clear expectations, and implement consistent pedagogies and procedures to maintain order and maximize instructional time to ensure equity and quality in education.
PO9	Expertise in Educational Leadership, Management & Edupreneurship: Students will develop advanced capabilities in educational leadership and management, demonstrating proficiency in leading educational institutions, strategic decision-making, and efficient resource management. They will foster innovation and inclusivity and additionally, will acquire entrepreneurial skills, enabling them to create and manage educational ventures, contributing to the positive transformation of educational systems.
PO10	Global Education Competencies: The students will demonstrate an in-depth understanding of global educational trends and practices and multicultural education. They will integrate international perspectives and practices into local educational systems, preparing learners to thrive in an interconnected, global society.

PROGRAMME OUTCOMES (POs)	
PO11	Research and Knowledge Creation: The students will exhibit advanced research skills, enabling them to conduct empirical research, critically analyze data, and contribute to the development of new educational practices and policies. They will disseminate their findings to influence academic discourse and improve educational outcomes.
PO12	Ambassadors of Lifelong Learning: The students will embrace the principles of lifelong, life-wide, and life-deep learning. They will continue seeking opportunities to update pedagogical knowledge and skills to adapt to evolving educational practices and adapt to evolving educational demands and challenges.

3. PROGRAMME SPECIFIC OUTCOMES

PROGRAMME SPECIFIC OUTCOMES (PSOS)	
PSO1	Critical Analysis of Educational Theories and Perspectives <ul style="list-style-type: none"> The students will critically evaluate philosophical, sociological, and psychological perspectives in education, using these frameworks to inform and improve educational practices. They will demonstrate the ability to connect theoretical foundations with contemporary educational challenges.
PSO2	Expertise in Discipline-Specific Pedagogy <ul style="list-style-type: none"> The students will develop and apply advanced pedagogical approaches specific to various disciplines (e.g., languages, social sciences, STEM, commerce). They will design innovative, discipline-relevant learning experiences that address the unique needs of learners in their chosen fields.
PSO3	Research Proficiency and Application in Educational Contexts <ul style="list-style-type: none"> The students will be proficient in conducting educational research, applying appropriate methodologies to investigate pressing educational issues. They will use research findings to influence policy, improve teaching strategies, and contribute to educational innovation and reform.
PSO4	Leadership and Strategic Integration of Educational Technologies <ul style="list-style-type: none"> The students will demonstrate advanced skills in integrating emerging educational technologies within learning environments. They will lead initiatives in educational management and leadership, ensuring technology is utilized to enhance educational experiences and address the evolving needs of diverse learners.

4. Process adopted for curriculum designing:

A team was constituted with all internal members and several external experts to frame the syllabus of Masters of Arts in Education. Multiple meetings with them were held. After discussion with them, personally, via mail, via messages, the changes in the syllabus were introduced. This consisted of theory and practical components. Elective courses and Project Course/ Internship were also designed to provide interdisciplinary and field experiences to students.

5. Salient features, how it has been made more relevant:

M.A. Education programme involves theoretical and practical components. Keeping in tune with UGC norms, provision for interdisciplinary elective courses, community work, e-content development, internship and research projects has been made. The total credits for a two-year PG programme has been kept as 80 credits. Each course has four units throughout the programme with 100 marks. Internal (formative assessment) and external (summative assessment) examination is in the ratio of 40:60.

The current course is designed to enhance the knowledge and skill of the subject. While designing the syllabus, care has been taken to balance the fundamental knowledge of education with complementary knowledge and skills through elective and project courses.

The course would give the students the option to develop skills in areas which have direct relevance to employability in the associated field of education such as curriculum developers, educational policy analysts, school principals, educational planners, administrators, supervisors and researchers.

6. Learning Outcomes:

The course has been designed with the following learning outcomes:

The M. A. Education programme will develop trained education administrators/ consultants/ advisers who will build up young leaders in public, private and social administration. The students enrolled in the course will learn to be a good teacher with emphasis on pedagogy, teaching methods, philosophy of education and educational technology. The practicum component on development of learning resources will empower them to create online teaching resource material to teach the current generation of learners through online as well as offline modes.

7. Input from stakeholders:

There are modifications suggested by the internal and external experts to make the syllabus holistic and relevant to the teaching profession as well as in the context and unique demands of a metropolitan/cosmopolitan city like Mumbai. Changes were made to the original draft of the syllabus with relevant inputs from the curricula of other universities like, University of Mumbai, M. S. University of Baroda, University of Delhi, SNDTWU, University of Pune, UGC- NET and others.





MA Education (Educational Management and Technology)

Framework

Part 2 - The Scheme of Teaching and Examination

Semester I

S.N.	Subject Code & Title	Subject Unit Title		Lectures (1 hour)	Total Lectures	Credit s	Total Marks
1	PH-FED-101N PHILOSOPHICAL PERSPECTIVES IN EDUCATION	1	Education and Philosophy	15	60	4	100 (60+40)
		2	Contribution of Indian Schools of Philosophy	15			
		3	Contribution of Western Schools of Philosophy	15			
		4	Educational Contributions of Thinkers	15			
2	PH-FED-102N SOCIOLOGICAL PERSPECTIVES IN EDUCATION	1	Sociological Perspectives of Education	15	60	4	100 (60+40)
		2	Social Structure and Education	15			
		3	Education and Society	15			
		4	Emerging Trends and Issues in Education	15			
3	PH-FED-103N PSYCHOLOGICAL PERSPECTIVES IN EDUCATION	1	Concept of Learning	15	60	4	100 (60+40)
		2	Theories of Learning	15			
		3	Thinking and Personality	15			
		4	Managing Classroom Behaviour and Learning Environment	15			
4	PH-FED-104N DISCIPLINE SPECIFIC PEDAGOGY (LANGUAGE-	1	Place of English in the Curriculum	15			
		2	Approaches to teaching English	15			
		3	Methods and	15			

S.N.	Subject Code & Title	Subject Unit Title		Lectures (1 hour)	Total Lectures	Credit s	Total Marks
	ENGLISH) (Elective Course)		Techniques of teaching English		60	4	100 (60+40)
		4	Learning resources and Assessment in English	15			
5	PH-FED-105N DISCIPLINE SPECIFIC PEDAGOGY (SOCIAL SCIENCES) (Elective Course)	1	Place of Social Sciences in the Curriculum	15	60	4	100 (60+40)
		2	Approaches to teaching Social Science	15			
		3	Methods of teaching Social Science	15			
		4	The Teacher & Learning resources in Social Science	15			
6	PH-FED-106N DISCIPLINE SPECIFIC PEDAGOGY (SCIENCE AND MATHEMATICS) (Elective Course)	1	Place of Science & Mathematics in the Curriculum	15	60	4	100 (60+40)
		2	Approaches to teaching Science & Mathematics	15			
		3	Methods of teaching Science & Mathematics	15			
		4	Learning Resources in teaching Science & Mathematics	15			
7	PH-FED-107N DISCIPLINE SPECIFIC PEDAGOGY	1	Introductory Framework	15			
		2	Approaches to teaching	15			

S.N.	Subject Code & Title	Subject Unit Title		Lectures (1 hour)	Total Lectures	Credit s	Total Marks
	(COMMERCE, ECONOMICS AND BUSINESS) (Elective Course)		Commerce, Economics and Business Studies		60	4	100 (60+40)
		3	Methods of teaching Commerce, Economics and Business Studies	15			
		4	Learning Resources in teaching Commerce, Economics and Business Studies	15			
8	PH-FED-108N RESEARCH IN EDUCATION	1	Educational Research	15	60	4	100 (60+40)
		2	Variables, Hypotheses And Sampling	15			
		3	Tools and Techniques of Research	15			
		4	Writing Research Proposal	15			
			TOTAL		-	20	500



Part 3: Detail Scheme Theory

I Year - Semester – I - Units – Topics – Teaching Lectures

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective UNIT.

PH-FED-101N PHILOSOPHICAL PERSPECTIVES IN EDUCATION

Preamble

This course lays the philosophical foundations of education, where the students understand the relationship between philosophy and education. The students evaluate the contribution of Western Schools of Philosophy. The course aims to introduce the students to the contribution of the Indian and Western Schools of Philosophy with special reference to theory of reality, theory of knowledge, value theory and educational implications. The course also explores the contribution of Indian thinkers to educational practice.0

Course Objectives

- To acquire knowledge of the relationship between education and philosophy
- To appreciate the contribution of Indian schools of thought to education
- To develop an understanding of the contribution of Western schools of thought to education
- To appreciate the contribution of Indian thinkers to educational practice

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Elaborate the relationship between philosophy and education
2. Appraise the contribution of Indian schools of thought to education.
3. Deliberate on the educational implications of western schools of philosophy
4. Analyse the contribution of Indian thinkers

Unit 1: Education and Philosophy**(16 Lectures)**

- a) Meaning of Education and Philosophy, Branches of Philosophy
- b) Relationship between Philosophy and Education
- c) Educational philosophy and its scope

Unit 2: Contribution of Indian Schools of Philosophy to Education**(16 Lectures)**

(with special reference to theory of reality, theory of knowledge, value theory and educational implications)

- a) Samkhya, Yoga, Vedanta
- b) Buddhism, Jainism
- c) Traditions of Islam & Sikhism

Unit 3: Contribution of Western Schools of Philosophy to Education**(16 Lectures)**

(with special reference to theory of reality, theory of knowledge, value theory and educational implications)

- a) Idealism and Realism
- b) Naturalism and Pragmatism
- c) Marxism and Existentialism

Unit 4: Educational Contributions of Thinkers**(16 Lectures)**

- a) Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore
- b) Aurobindo Ghosh, Jiddu Krishnamurti
- c) John Dewey, Paulo Freire

Suggested Activities for Subject-Specific Term Work Assessment:

1. Visit to a school based on different Ideology- observation of activities and preparation of a reflective diary and interaction in a group.
2. Readings of original texts of Educational Thinkers and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
3. Seminar reading presentation on selected themes individually and collectively leading to discussion
4. Examine critically the concerns arising from vision of school education and teacher education and also the vision of great educators. Reflect on the multiple contexts in which the school and teacher education institutions are working.

Self-Learning Material

Unit	Topic	Reference Material
3 d	Pragmatism	https://en.wikipedia.org/wiki/Pragmatism
3e	Marxism	https://www.britannica.com/topic/Marxism
4e	Jiddu Krishnamurthy	https://infed.org/mobi/jiddu-krishnamurti-and-his-insights-into-education/

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PH-FED-102N SOCIOLOGICAL PERSPECTIVES IN EDUCATION

Preamble

This course attempts to introduce the learners to critically understand the relationship of education and sociology. This paper will provide an insight into the process of social system, socialization & social progress. It will explore sociological theories and its application to education. It will facilitate the understanding of the relationship between culture and education. It aims to provide value-based education that will bring attitudinal and social change in the society. It will sensitize the students towards the marginalized section of the society and the various programmes and schemes provided to them as support. The course will prepare students to critically analyse the issues, problems, trends, key ideas of investigation in the area of education and society.

Course Objectives

- To acquire the knowledge of the perspectives of sociology and Education
- To critically evaluate social theories from cultural, societal and educational perspectives.
- To inculcate an independent thinking and insight into the issues of equity, and inequalities in education and society.
- To apprise the students with emerging trends of society and issues of education in Indian society.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Explain the concept of Educational Sociology
2. Differentiate the functionalist and conflict perspectives of social theories
3. Elucidate the role of education in social change
4. Enumerate the emerging issues in education from a sociological perspective

Unit 1: Sociological Perspectives of Education

(16 Lectures)

- a) Concept, Nature and Scope of Educational Sociology
- b) Relationship between sociology and Education
- c) Social Organisations– Norms, Religion, Marriage and NGO's, Language, (Educational Implications)

Unit 2: Social Structure and Education

(16 Lectures)

- a) Social Interactions and Education – Social group, Inter group relationships, and Socialization (Educational Implications)
- b) Social Theories and Educational Implications - Symbolic Interaction Theory, Conflict theory: Karl Marx, Functionalist Theory: Emile Durkheim, Feminist Theory, Social learning Theory
- c) Relationship between Culture and Education– Meaning and Nature of Culture, Role of Education and Cultural Change

Unit 3: Education and Society

(16 Lectures)

- a) Social Movements Among Marginalized Communities: Nature and Perspectives on Social Movements: Protest, Reform, Impact of Socio-Religious Reform Movements on Scheduled Castes & Scheduled Tribes & Minorities
- b) Education for All – Concept of Equality and Equity, Schemes and Programmes for Educational development for Marginalised groups.
- c) Peace Education and Human Rights Education (Implications on society)

Unit 4: Emerging Trends and Issues in Education

(16 Lectures)

- a) Digital literacy and Employability Skills: A concern for Digital Divide (Urban/Urban & Rural/ Urban) Third Gender, Migrants, Digital immigrants v/s digital natives), Trends of digital society.
- b) Issues and Challenges in Higher Education
- c) National Education Policy 2020

Suggested Activities for Subject-Specific Term Work Assessment:

1. Video lecture of 15 minutes on a given topic from the syllabus with the use of OER's
2. Activity based Digital Lesson plan on Peace Education for Schools of India.
3. An interview with Groups or Individuals whose Human Rights have been violated with about 15 questions or an NGO and its contribution towards betterment of the society.
4. Critically analyse a research-based paper on any Social Issue.

Self - Learning Topics (Unit- wise)

Unit	Topic	Reference Material
1 c	Social organization	https://www.sociologyguide.com/organization-and-individual/index.php
2c	Meaning and Nature of Culture, Role of Education	https://www.academia.edu/31609086/CULTURE_AND_EDUCATION
3c	Human Rights Education	https://www.theadvocatesforhumanrights.org/what_is_human_rights_education
4b	Issues and Challenges in Higher Education	https://www.researchgate.net/publication/331344205_HIGHER_EDUCATION_IN_INDIA_ISSUES_AND_CHALLENGES

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PH-FED-103N PSYCHOLOGICAL PERSPECTIVES IN EDUCATION

Preamble

This course introduces the learner to advanced educational psychology, where they learn to analyse various theories of learning and motivation. The learners develop the ability to implement the practical implications for Learning and Thinking Styles in Classroom Teaching. The learners also comprehend the Psychological Approaches from Unitary to Multiple Perspectives.

Course Objectives

- To critically analyse the concept of learning
- To develop an understanding of theories of learning.
- To comprehend the concepts of Thinking and Personality.
- To draw the practical implications of managing classroom behaviour and learning environment.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Critically analyse the concept of learning.
2. Explain the educational implications of theories of Learning.
3. Describe the concepts of thinking and personality.
4. Implement the practical implications of managing classroom behaviour and learning environment.

Unit 1: Concept of Learning

(16 Lectures)

- a) Concept (Meaning, Characteristics and Steps/Process), Types (Single Loop, Double Loop and Deutero Learning), and Gagne's Nine Levels of Learning
- b) Motivation:
 - i. Concept, Cycle, Types of Motives, Techniques of Motivation,
 - ii. Theories of Motivation: Content Theories and Process Theories
- c) Multiple Intelligences (Howard Gardner's), Learning Styles (VARK and Kolb's Styles)

Unit 2: Theories of Learning

(16 Lectures)

- a) Behavioural views: Classical Conditioning (I. Pavlov), Operant Conditioning (B.F. Skinner)
- b) Cognitive views: Learning by Insight, Information Processing Model and Metacognition
- c) Social Learning (Albert Bandura) and Social Constructivism (L Vygotsky)

Unit 3: Thinking and Personality

(16 Lectures)

- a) i. Thinking Styles: R. Sternberg;
ii. Creative (Lateral) Thinking: Edward De'Bono,
iii. Teaching Thinking: Feuerstein's Approach
- b) Theories of Personality:
 - i) Freud's Psychoanalytic Theory of Personality,
 - ii) Carl Rogers' Self-Theory,
 - iii) Gordon Allport Theory of Personality Traits,
 - iv) Kurt Lewin's Phenomenological Theory,
 - v) Eysenck's Type-cum-Trait Theory
- c) Measurement and Assessment of Personality:
 - i. Rating Scale,
 - ii. Projective Techniques

Unit 4: Managing Classroom Behaviour and Learning Environment

(16 Lectures)

- a) Identifying Behaviour Problem:
 - i) Academic Failure
 - ii) Aggression
 - iii) Depression
 - iv) Problem of Peers
- b) Managing students Conflicts and Confrontations
- c) Mental Health and Mental Hygiene; Defence Mechanisms

Suggested Activities for Subject-Specific Term Work Assessment

1. Any two Experiments in Psychology such as Association, Concept Formation, Group Influence on Judgment, Suggestion, Imagination, Transfer of Learning, Attention, etc.
2. Administration of any two Psychological Tests such as learning styles, thinking styles, motivation, personality, etc.
3. Research Project involving the study of a psychological attribute.

Self-Learning Topics (Unit wise) and Self Learning Material

Unit	Topic	Reference Material
1-i	Motivation - Concepts, Techniques	https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=9&lesson=12
2 - a	Pavlov's and Skinner's Conditioning Theories	https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=1&lesson=5
2-c	Bandura's Theory of learning	https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=19&lesson=21

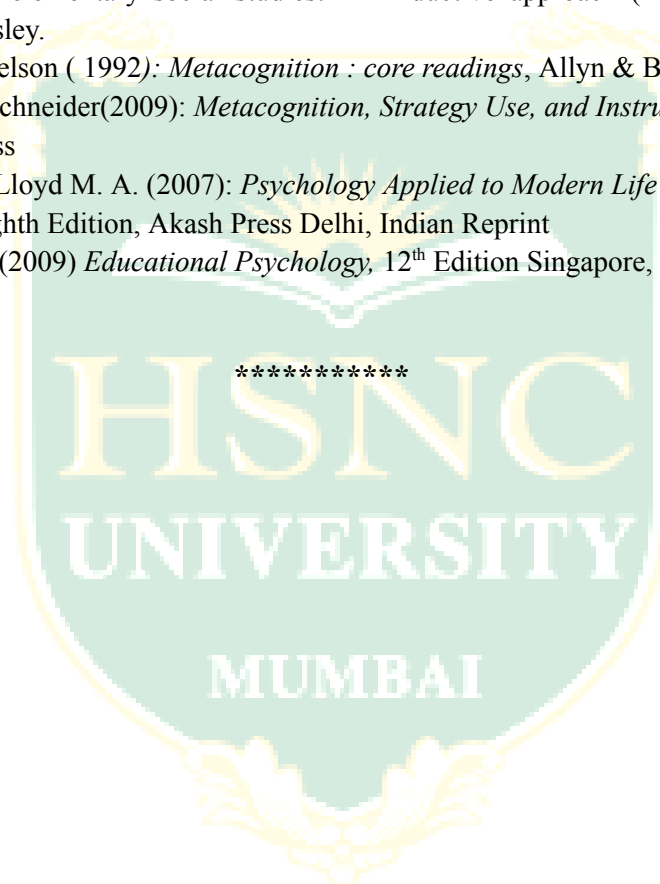
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PH-FED-104N DISCIPLINE SPECIFIC PEDAGOGY (LANGUAGE-ENGLISH)

(Elective Course)

Preamble

Teaching of English in India is leaping into the future with special focus on English as a Lingua Franca. This course in Teaching English will enable the students to comprehend the practices of teaching of English and critically reflect on their practices in order to make teaching more effective and innovative. This course offers broad perspectives on selection of appropriate learning resources and teaching and assessment strategies that correspond to teaching English at different ages and stages. This course is closely linked to the academic and professional needs of the English language teachers.

Course Objectives

- To develop an understanding of the place of English in the curriculum
- To ascertain the approaches to teaching English.
- To apply the method and techniques of teaching English
- To develop insights about the learning resources and assessment in English

Course Learning Outcomes (CLO)

By the end of the course the student will be able to:

1. Enumerate the place of English language in the curriculum in India
2. Apply progressive pedagogical approaches and methods in teaching and learning the language
3. Adapt learning resources for effective acquisition of language
4. Implement the contemporary tools and techniques of assessment in language

Unit 1: Place of English in the Curriculum

- a) Aims and Objectives of Teaching English in India
- b) Importance of Teaching English in a multilingual society
- c) Basic Skills of English Language

Unit 2: Approaches to teaching English

- a) Constructivist Approach (7E's)
- b) Communicative Approach (Concept & procedure)
- c) Inductive-deductive Approach

Unit 3: Methods and Techniques of teaching English

- a) Direct Method
- b) Activity-based Method
- c) Techniques- Questioning, Discussion and Narration

Unit 4: Learning resources and Assessment in English

- a) Library Resources
- b) e- resources (Blogs, e-books, Social Networking Sites)
- c) ICT in Assessment of Skills

Self- Learning Materials

Unit	Topic	Reference Material
1	Basic Skills of Language (LSRW)	https://elttguide.com/basic-ideas-and-techniques-for-teaching-the-four-language-skills/
2	Constructivist Approach Communicative Approach	http://www.buffalo.edu/ubcei/enhance/learning/constructivism.html https://teachingenglish4all.wordpress.com/2011/04/22/communicative-language-teaching-clt-and-the-post-method-era/
3	Activity-based Teaching	https://www.really-learn-english.com/hands-on-activities-for-teaching-english.html
4	Library as a Learning Resource	https://www.britishcouncil.org/voices-magazine/ways-your-library-can-support-language-learning

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PH-FED-105N DISCIPLINE SPECIFIC PEDAGOGY (SOCIAL SCIENCES) **(Elective Course)**

Preamble

The course aims to give basic understanding of the place of Social Sciences in the school curriculum to the learner. The learner will be acquainted with an understanding of the meaning and nature of Social Science. The various approaches such as correlation, thematic approach and infusion of global perspectives in teaching of Social Science will enable the learner to analyse the content matter and the transaction of the same. The methods in teaching of Social Sciences will equip the learner with different methods of teaching to make them aware of new trends in teaching of Social Sciences. The learners will be skilled in organizing activities through the Social Sciences club.

Course Objectives

- To develop an understanding of Social Sciences in education.
- To ascertain the approaches to teaching of Social Sciences.
- To apply the methods of teaching Social Sciences.
- To develop insights about the learning resources in teaching Social Sciences

Course Learning Outcomes

1. Enumerate the place of Social Sciences in the curriculum and explain the concept, scope and objectives of teaching social sciences
2. Analyse the approaches to teaching of Social Sciences
3. Apply the methods of teaching Social Sciences in the classroom
4. Create Learning Resources in teaching of Social Sciences

Unit 1: Place of Social Sciences in the Curriculum

- a) Nature of social science
- b) Scope of social science
- c) Aims, objectives and Values of Teaching social science

Unit 2: Approaches to teaching Social Science

- a) Correlation of Social science with other subjects (Languages, Geography, History, Economics, Fine Arts, Science, Mathematics)
- b) Approaches to organisation of Curriculum (Integrated Approach, Thematic Approach, Spiral Approach)
- c) Constructivist Approach & Hanvey's Global Perspectives in Teaching of Social Science

Unit 3: Methods of teaching Social Science

- a) Conventional - Lecture-cum-Discussion Method, Observational Method, Source Method
- b) Contemporary - Problem-based Learning, Social Inquiry method, Case study method
- c) Collaborative - Team Teaching Method, Dramatization Method, Blended Learning

Unit 4: The Teacher & Learning resources in Social Science

- a) Essential Qualities of a Social Science Teacher, Continuous Professional Development
- b) E- Learning resources (Blogs, e-books, Social Networking Sites, Mobile learning, Webquest, Virtual Tours)
- c) Social Science Club, (Equipment, Organization & Maintenance)

Practicals: Suggested Tasks & Activities

- a) Critical analysis of a Social Science textbook (CBSE textbook - Class 6 to 10)
- b) Critical evaluation of a film from a social science perspective
- c) Workshop on STEAM Education

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3. <https://files.eric.ed.gov/fulltext/EJ1073942.pdf>
4. Swayam course - https://onlinecourses.swayam2.ac.in/cec21_ed07/preview

Self- Learning Topics & Links:

Unit 3: Methods of teaching Social Science

Conventional - Lecture-cum-Discussion Method

- <https://blog.udemy.com/lecture-method/>
- https://psychology.wikia.org/wiki/Lecture_method
- <https://citl.indiana.edu/teaching-resources/teaching-strategies/discussions/index.html>

Contemporary - Problem-based Learning

- [https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/problem-based-learning-\(pbl\)](https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/problem-based-learning-(pbl))
- <https://courses.lumenlearning.com/educationx92x1/chapter/problem-based-learning/>

Collaborative - Blended Learning

- <https://www.valamis.com/hub/blended-learning>
- <https://study.com/teach/blended-learning.html>

Unit 4: The Teacher & Learning resources in Social Science

Essential Qualities of a Social Science Teacher

- <https://owlcation.com/academia/Characteristics-Of-A-Good-Teacher>
- http://www.ijhssnet.com/journals/Vol_1_No_21_Special_Issue_December_2011/8.pdf

PH-FED-106N DISCIPLINE SPECIFIC PEDAGOGY
(SCIENCE AND MATHEMATICS)
(Elective Course)

Preamble:

The course aims to give basic understanding of the place of Science & Mathematics in the school curriculum to the learner. The learner will be acquainted with an understanding of the meaning and nature of Science & Mathematics. The various approaches such as maxims, correlation and global perspectives in teaching of Science & Mathematics will enable the learner to teach Science & Mathematics effectively. The methods in teaching of Science & Mathematics will equip the learner with different methods of teaching. The learners will be skilled to organise activities through Science club and Mathematics club.

Course Objectives:

- To develop an understanding of the concept and place of Science & Mathematics in the curriculum.
- To explore the approaches to teaching of Science & Mathematics
- To develop insights about the methods of teaching Science & Mathematics.
- To ascertain the importance of Learning Resources in teaching of Science & Mathematics.

Course Learning Outcomes (CLOs):

At the end of the course, the student will be able to

1. Explain the meaning and place of Science & Mathematics in the curriculum.
2. Analyse the approaches to teaching of Science & Mathematics.
3. Apply the methods of teaching Science & Mathematics.
4. Explore the importance of Learning Resources in teaching of Science & Mathematics.

Unit 1:

Place of Science & Mathematics in the Curriculum:

- a) Meaning & Nature of Science & Mathematics
- b) Values of teaching Science & Mathematics
- c) A. Contribution of Scientists -
 - i. Sir C V Raman,
 - ii. Jagdish Chandra BoseB. Contribution of Mathematicians –
 - i. Aryabhatta,
 - ii. Ramanujan

Unit 2:

Approaches to teaching Science & Mathematics:

- a) Maxims (Science & Maths) -
 - i. Known to Unknown,
 - ii. Simple to Complex,
 - iii. Particular to General,
 - iv. Whole to Parts,
 - v. Concrete to Abstract,
 - vi. Empirical to Rational (in Science only)
- b) A. Inductive- Deductive
B. Analytical- Synthetic
- c) i. Correlation - Internal & External
 - ii. Topical & Concentric
 - iii. Infusing Global Perspectives in the Teaching of Science.

Unit 3:

Methods of teaching Science & Mathematics:

- a) Lecture cum Demonstration, Laboratory Method
- b) Project Method, Problem Solving
- c) Aesthetic Approach to Teaching of Science

Unit 4:

Learning Resources in teaching Science & Mathematics:

- a) Characteristics of a good textbook of science and mathematics
- b) Science Club and Mathematics club: importance, organisation and activities
- c) Audio-Visual aids in teaching of Science and Mathematics: charts, models, specimens and E-Resources

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PH-FED-107N DISCIPLINE SPECIFIC PEDAGOGY (COMMERCE, ECONOMICS AND BUSINESS)

(Elective Course)

Preamble

With the advancement in information and technology, the old ways of transacting business and commerce and maintaining the accounts is outdated. This course will focus on the contemporary ways in which the teaching of Commerce, Economics and Business Studies helps students to be updated with the recent trends.

The aim of the course is to give basic understanding of the place of Commerce, Economics and Business Studies in the secondary and higher secondary curriculum to the learner. The learner will be acquainted with the nature, need and objectives of teaching Accountancy and Organisation of Commerce/Business studies. They will be oriented to the different methods of teaching Commerce infused with technology also. The learners will create learning resources in teaching of commerce, Economics and Business Studies.

Course Objectives-

- To develop an understanding of Commerce, Economics and Business Studies in education.
- To ascertain the approaches to teaching of Commerce, Economics and Business Studies.
- To apply the methods of teaching Commerce, Economics and Business Studies.
- To develop insights about the learning resources in teaching of Commerce, Economics and Business Studies.

Course Learning Outcomes (CLO)

By the end of the course, learner will be able to:

1. Explore the place of Commerce, Economics and Business Studies in the curriculum.
2. Analyse the approaches to teaching of Commerce, Economics and Business Studies.
3. Apply the methods of teaching Commerce, Economics and Business Studies.
4. Create Learning Resources in teaching of Commerce, Economics and Business Studies.

Unit 1 Introductory Framework

- a) Place of Commerce, Economics and Business Studies in the Curriculum
- b) Nature, need and scope of Commerce, Economics and Business Studies, recent advancements in Economics and Business Studies, Accountancy and Organisation
- c) Objectives of teaching Commerce, Economics and Business studies at secondary/higher secondary levels (Development of Accounting as a Professional Skills required by Contemporary Accounting Professionals.)

Unit 2 Approaches to teaching Commerce, Economics and Business Studies

- a) Maxims of teaching commerce, Economics and Business Studies Maxims - known to unknown, simple to complex, particular to general, whole to parts, concrete to abstract.
- b) Correlation - Internal & External
- c) Current affairs- meaning, scope, utilizing current affairs in teaching commerce, Economics and Business Studies.

Unit 3 Methods of teaching Commerce, Economics and Business Studies

- a) Methods and Techniques of teaching Commerce, Economics and Business Studies
Lecture-cum-Discussion method Project method, Problem solving method
- b) Cooperative methods of teaching Commerce, Economics and Business Studies
(Jigsaw, Think-Pair-Share, Round Table)
- c) Case Study method in Commerce, Economics and Business Studies

Unit 4 Learning Resources in teaching Commerce, Economics and Business Studies

- a) Technology integration in teaching of Commerce, Economics and Business Studies
Blended Learning Webquest iNtegrating Technology for inQuiry Model (NTeQ Model for Business Studies)
- b) Characteristics of a good textbook of Commerce, Economics and Business Studies
- c) Audio-Visual aids in teaching of Commerce, Economics and Business Studies: □
Source Resources, specimens and E-Resources

Self Learning Materials

Unit	Topic	Link
4a	iNtegrating Technology for inQuiry Model (NTeQ Model for Business Studies	https://files.eric.ed.gov/fulltext/EJ1154644.pdf https://designerlibrarian.wordpress.com/2015/09/29/integrating-technology-for-inquiry-the-nteq-model/
4b	Characteristics of a good textbook of Commerce	bttc.shiksha/moodle/course/view.php?id=7
4c	Audio-Visual aids in teaching of Commerce: - Source Resources, specimens and E-Resources	bttc.shiksha/moodle/course/view.php?id=7

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33. Method and Techniques of Teaching Commerce Singh M.N Young Man & Co. New
34. Delhi.
35. Methodology of Commerce Education Dr. Umesh Mr. Ajay RanaTandon
Publications-
36. Ludhiana



PH-FED-108N RESEARCH IN EDUCATION

Preamble

This course aims to acquaint students with teachers with the process of education research and process of undertaking research projects based on types of scientific method (Exploratory, Explanatory and Descriptive) This course will enable students teachers in understanding of the different types of variables, formulate hypotheses, use appropriate sampling techniques and tools and techniques of educational research. This course will enable student teachers in planning and developing research proposals to be undertaken as research projects in educational settings.

Course Objectives

1. To acquire the knowledge of the meaning of research and its application in the field of education.
2. To develop an understanding of the different types of variables, formulate hypotheses, use appropriate sampling techniques and tools and techniques of educational research.
3. To the tools and techniques of research.
4. To develop the skill to prepare a research proposal.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Explore the meaning of educational research and review of related literature.
2. Explain variables, hypotheses and sampling of an educational research.
3. Explore tools and techniques of research.
4. Prepare a research proposal.

Unit 1: Educational Research

- a) Educational Research & Scientific Method: Meaning, Characteristics, Steps
- b) Educational Research: Scope / Areas, Types and Paradigms
- c) Review of Related Literature

Unit 2: Variables, Hypotheses and Sampling

- a) Variables: Meaning and Types of Variables
- b) Hypotheses: Concept, Characteristics and Types of Hypothesis
- c) Sampling: Techniques - Probability Sampling and Non- Probability Sampling, Determining Sample Size

Unit 3: Tools and Techniques of Research

- a) Steps of preparing a research tool: Validity, Reliability, Item Analysis and Standardisation
- b) Tools of Research: Rating Scale, Attitude Scale, Questionnaire, Aptitude and Achievement Test and Inventory
- c) Techniques of Research: Observation, Interview and Projective Techniques

Unit 4: Research Proposal

- a) Academic research problem
- b) Steps of research proposal
- c) Ethics in educational research

Suggested Activities for Subject-Specific Term Work Assessment

- a) Write a research proposal on an educational problem.
- b) Develop a tool of research
- c) Employ a technique of research
- d) Conduct a review of related literature

Unit	Topic	Reference Material
1c)	Review of Related Literature	https://youtu.be/2bIiurb6bE https://www.youtube.com/watch?v=2bIiurb6bE&t=714_s
2c)	Sampling:	https://www.youtube.com/watch?v=LbqTQnPgqlM
	Techniques	
3a)	Tools of Research	https://www.youtube.com/watch?v=pLcDQrcezRk

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**MA Education (Educational Management and Technology)
Framework**

Part 4 - The Scheme of Teaching and Examination
Semester II

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
1	PH-FED-201N ICT IN EDUCATION	1	Concept of ICT in Education	15	60	4	100 (60+40)
		2	Instructional Design	15			
		3	Emerging Trends in e-learning	15			
		4	Application of ICT in Evaluation, Administration and Research	15			
2	PH-FED-202N EDUCATIONAL MANAGEMENT AND LEADERSHIP	1	Introduction to Educational Management	15	60	4	100 (60+40)
		2	Organisational Behaviour	15			
		3	Leadership in Educational Management	15			
		4	Total Quality Management	15			
3	PH-FED-203N ACADEMIC WRITING	1	Introduction to Academic Writing	15	60	4	100 (60+40)
		2	Referencing and its Management for Academic Writing	15			
		3	Major Academic Writings	15			
		4	Challenges and	15			
			Avenues for				

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
			Academic Writing				
4	PH-FED-204N CURRICULUM STUDIES (Elective Course)	1	Curriculum And its Development	15	60	4	100 (60+40)
		2	Models of Curriculum Design	15			
		3	Curriculum And its Evaluation	15			
		4	Curriculum Reform	15			
5	PH-FED-205N HISTORY OF EDUCATION IN INDIA (Elective Course)	1	Education in Ancient and Medieval India	15	60	4	100 (60+40)
		2	Education in the British Period	15			
		3	Committees and Commissions' Contribution to Education in Post Independence Era	15			
		4	Contemporary Educational Problems, Issues and Trends in India	15			
6	PH-FED-206N PEDAGOGY, ANDRAGOGY AND ASSESSMENT (Elective Course)	1	Concept of Pedagogy And Andragogy	15			
		2	Concept Of Assessment	15			
		3	Assessment in	15			

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
			Pedagogy Of education		60	4	100 (60+40)
		4	Assessment in Andragogy of education	15			
7	PH-FED-207N GENDER STUDIES AND EDUCATION (Elective Course)	1	Key Concepts in Gender	15	60	4	100 (60+40)
		2	Theories on Gender and Education: Application in Indian Context	15			
		3	Gender - Issues and Challenges	15			
		4	Elimination of Gender Disparity in Education	15			
8	PH-FED-208N POLITICS AND ECONOMICS OF EDUCATION (Elective Course)	1	Concept of Economics of Education	15	60	4	100 (60+40)
		2	Perspectives in Economics of Education	15			
		3	Relationship between Policies and Education	15			
		4	Relationship between Politics and Education	15			
9	PH-FED-209N INTERNSHIP/ APPRENTICESHIP		Internship (4 weeks)	-	-	4	100
			TOTAL			20	500

Part 5: Detail Scheme Theory

I Year - Semester – II - Units – Topics – Teaching Lectures

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective UNIT.

PH-FED-201N ICT IN EDUCATION

Preamble

Today's education scenario is incomplete without the use of ICT. ICT is widely used in teaching, learning and evaluation processes. The role of ICT does not stop here. It helps the learner to develop insights about new trends in elearning. Further it helps them to apply ICT in research, evaluation and administration.

Course Objectives

- To develop an understanding of use of technology in education
- To implement and plan using any instructional design
- To develop insights about new trends in e-learning
- To apply ICT in research, evaluation and administration

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Show relationship between learning theories and instructional strategies
2. Design a learning plan using any model of development of instructional design
3. Predict the emerging trends in e learning
4. Construct an ICT tool in Evaluation, Administration and Research

Unit 1: Concept of ICT in Education

- a) Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology; Information and Communication Technology (ICT) and Instructional Technology)
- b) Applications of ICT in formal, non- formal, informal and inclusive education systems, Open and Distance Learning
- c) Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky),

Unit 2: Instructional Design

- a) Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model, SAM model)
- b) Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODL.
- c) Concept of e learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, Mobile Learning)

Unit 3: Emerging Trends in e learning

- a) Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum),
- b) Concept of Open Education Resources, type, online repository, Licences - Creative Commons, Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research.
- c) Massive Open Online Courses; Concept and application.

Unit 4: Application of ICT in Evaluation, Administration and Research

- a) E portfolios (Concept, Need, Characteristics, Types)
- b) Online and Offline assessment tools and Online survey tools or test generators) – Concept and Development.
- c) Online Repositories and Online Libraries

Suggested Activities for Subject-Specific Term Work Assessment:

1. Create an instructional design plan using any one model of instructional design.
2. Use any one social learning tool in the teaching-learning process and write your reflections on it.
3. Create your e- portfolio.
4. Develop any one online test using ICT tool/OER.
5. Review any five educational sites and write a report on the Creative Commons.

6. Develop e-content for a topic of your specialisation.

Self Learning Material

Unit	Topic	Reference Material
1.a.	Concept of Educational Technology (ET)	http://egyankosh.ac.in/bitstream/123456789/47032/1/Unit-4.pdf
1.b.	Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems,	https://www.slideshare.net/Anandkab/educational-technology-and-its-application-6745492 http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.201.3103&rep=rep1&type=pdf https://scholarworks.umass.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1001&context=cie_nonformaleducation

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3. Open Education Resources (OER): What, Why, How?: Presented at OER Workshop in Papua New Guinea (26 March 2015) by Professor Asha Kanwar, Commonwealth of Learning, at <http://www.col.org/resources/speeches/2015presentations/Pages/2015-03-26.aspx>
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3. Pedagogical Podcasting for Learning by PalithaEdirisingha
4. Using Social Media in Higher Education by Frank Rennie
5. OER Quality tips by Paul Kawachi
6. CEMCA resources at <http://cemca.org.in/resources/books#.VV1EPvowquw>
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PH-FED-202N EDUCATIONAL MANAGEMENT AND LEADERSHIP

Preamble

This course emphasises on educational management, where the students understand the relationship between management and education. The course aims to introduce the students to the various leadership styles and approaches in education. This course focuses on understanding of the organisational behaviour, communication and strategies in quality improvement of education.

Course Objectives:

- To acquire the knowledge of the concept and theories of educational management and leadership.
- To develop an understanding of the organisational behaviour and communication
- To apply the leadership styles and approaches in education
- To formulate the strategies in quality improvement of education

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Show relationships between theories and practices in Educational Management to real life situations.
2. Recognize the organisational behaviour in institutions.
3. Practice leadership in Educational Management
4. Derive strategies for quality enhancement and sustenance in educational institutions

Unit 1: Introduction to Educational Management

- a) Educational Management: Concept, Functions & Principles
- b) Historical Perspective of Educational Management in Indian Context
- c) Theories (Scientific Management theory, Behavioural Theory, Bureaucratic Theory) and Practices in Educational Management

Unit 2: Organisational Behaviour

- a) Transactional Analysis & Johari window Model
- b) Organisational Behaviour: Introduction, Nature & Historical Perspectives
- c) Organisational Communication -Group Dynamics and Team Building

Unit 3: Leadership in Educational Management

- a) Leadership Behaviour : Concept, Characteristics, and Styles
- b) EQ (Emotional Intelligence) versus IQ as essential leadership traits
- c) Theory and Practice: Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory

Unit 4: Total Quality Management

- a) Concept of Quality (in Education) Quality Control, Quality Assurance, Quality Enhancement, Quality Sustenance, Six Sigma and contributions by quality experts, critical analysis on quality management in education.
- b) Tools and techniques for quality management : Fishbone diagram, Pareto diagram, Benchmarking, Root Cause Analysis technique –5 Why, Failure mode and effect analysis (FMEA), Responsibility Assignment Matrix (RAM) Diagram
- c) Quality Indicators: NAAC & other agencies

Suggested Activities for Subject-Specific Term Work Assessment –

- 1. Conduct a Research Project on leadership styles.
- 2. Conduct team building games and workshops.
- 3. Analyse quality parameters of various agencies for education institutions.

Self Learning Material

Unit	Topic	Reference Material
1a	Principles of Educational Management	https://education.stateuniversity.com/pages/cw1ev9e9ib/An-Introduction-to-the-Principles-of-Management.html

2a	Organisational Behaviour: An Introduction	An-introduction-to-organizational-behavior-v11.pdf
4c	Quality Concerns: Indian and International perspective	http://www.c3l.uni-oldenburg.de/cde/support/readings/tait97.pdf

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PH-FED-203N ACADEMIC WRITING

Preamble

This elective course introduces the learners to expository writing and effective academic communication skills. Students understand the types and mechanics of academic writing. The course stresses on the ethics of academic writing and while exploring issues like reliability of sources and informed consent in research. The students become aware of the types of plagiarism while equipping students with reference and citation skills. The course involves application of practical skills in academic writing.

Course Objectives

- To develop the skill of Expository Writing Skills and Technology for Effective Communication
- To understand the concept and mechanics of academic writing
- To develop the skill of referencing and citation
- To inculcate ethical practices in academic writing.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Use technology for effective communication
2. Elucidate the concept of academic writing
3. Illustrate referencing and citation
4. Elaborate research ethics

Unit 1: Introduction to Academic Writing

- a) Concept, importance
- b) Basic rules of Academic writing
- c) English in Academic writing

Unit 2: Referencing and its Management for Academic Writing

- a) Literature review
- b) Referencing and Citation
- c) Plagiarism & Citation Management Tool: Mendeley

Unit 3: Major Academic writings:

- a) Review and research paper writing
- b) Thesis writing, Empirical studies,
- c) Research proposal, conference papers/chapters/ book writing

Unit 4 : Challenges and Avenues of Academic Writing

- a) Challenges in Academic writing and team management
- b) Submission and Post Submission guidelines
- c) OERs: Use and Development

Suggested Activities for Subject-Specific Term Work Assessment:

1. Write an abstract for a conference theme and send it for review. Obtain a review report
2. Read a journal article and write its denotative summary.
3. Make charts / diagrams / web or mind map relationships between ideas/ variables of study
4. Review any 10 articles related to a topic / theme and write a review paper
5. Write an essay on a relevant education-based topic and check it for plagiarism submits.

Self-Learning Material

Unit	Topic	Reference Material
All Units	Academic Writing (Swayam Course)	https://onlinecourses.swayam2.ac.in/cec20_ge29/preview

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PH-FED-204N CURRICULUM STUDIES

(Elective Course)

Preamble

The course of curriculum studies introduces the learner to foundational concepts of curriculum and models of curriculum design and how to frame and organise curriculum meaningfully. The learner will be oriented towards curriculum and its evaluation. The learner acquires knowledge and understanding of different strategies for curriculum reform and also implements.

Course Objectives

- To acquire the knowledge of curriculum & its development
- To apply Models of Curriculum Design
- To develop an understanding of Curriculum and its Evaluation
- To critically analyze the strategies to reform the Curriculum.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Explain curriculum and its development
2. Apply the models of curriculum design in educational practice
3. Evaluate a curriculum using appropriate approach/model
4. Design strategies for curriculum reform.

Unit 1: Curriculum & its Development

- a) Concept and Principles of Curriculum, Foundations of Curriculum Planning – Philosophical, Sociological, Psychological Bases
- b) Stages in the Process of Curriculum development
- c) Benchmarking and Role of Statutory Bodies - UGC, NCTE and the University in Curriculum Development

Unit 2: Models of Curriculum Design

- a) Traditional and Contemporary Models, Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model
- b) Outcome Based Integrative Model, Intervention Model
- c) C I P P Model (Context, Input, Process, Product Model)

Unit 3: Curriculum and its Evaluation

- a) Instructional Systems and Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction
- b) Approaches to Evaluation of Curriculum
- c) Models of Curriculum Evaluation: Tyler's Model, Stake's Model, Kirkpatrick's Model

Unit 4: Curriculum Reform

- a) Meaning and types of Curriculum reform, Factors affecting curriculum reform
- b) Approaches to curriculum reform
- c) Role of students, teachers and educational administrators in curriculum reform and improvements

Suggested Activities for Subject-Specific Term Work Assessment :

1. Critically analyse a curriculum of different boards or countries, at any level of education with respect to its relevance, scope and credibility.
2. Upgrade your curriculum so as to make it responsive to the new socio-economic order.

Self Learning Material

Unit	Topic	Reference Material
Unit-1b	Stages in the Process of Curriculum development	http://www.fao.org/3/ah650e/ah650e03.htm
Unit-2c	CIPP evaluation model	https://files.eric.ed.gov/fulltext/EJ1180614.pdf
Unit-3b	Approaches to curriculum evaluation	http://egyankosh.ac.in/bitstream/123456789/8282/1/Unit-17.pdf

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(Elective Course)

Preamble

This course introduces the learner to the rich history of education in India. The learners develop an understanding of Education in Ancient and Medieval India. The learners are made aware of the education during the British Period. They analyse the Committees and Commissions' Contribution to Education in the Post Independence Era. They also learn to critically analyse the Contemporary Educational Problems, Issues and Trends in India.

Course Objectives

- To develop an understanding of Education in Ancient and Medieval India.
- To create an awareness of Education during the British Period.
- To analyse the Committees and Commissions' Contribution to Education in Post Independence Era.
- To critically analyze Contemporary Educational Problems, Issues and Trends in India.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to.....

1. Describe the Education in Ancient and Medieval India.
2. Explain the Education during the British Period
3. Explore the Committees and Commissions' Contribution to Education in Post Independence Era
4. Explicate the Contemporary Educational Problems, Issues and Trends in India

Unit 1: Education in Ancient and Medieval India:

- a) Education System in the Vedic Period and in the later Vedic Period (1200 B. C. to 200 B. C.)
- b) The Buddhist Education
- c) Islamic Education in the Mediaeval Period (10th Century A. D. to mid-18th Century A. D.)

Unit 2: Education during the British Period:

- a) Macaulay's Minutes (1835), Downward Filtration Theory of Education and the Oriental-Anglicist or Occidental Controversy; Woods' Despatch (1854), Indian Education Commission or Hunter Commission (1882),
- b) Sadler Commission or Calcutta University Commission (1917 - 1919) and Hartog Committee (1928)
- c) Important Development in Educational Progress (1921-1937), Wardha Scheme of Education (1937) and Sargent Report (1944)

Unit 3: Committees and Commissions' Contribution to Education in Post Independence Era:

- a) Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992),
- b) National Curriculum Framework 2005, National Knowledge Commission (2007), NEP 2020
- c) Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012)

Unit 4: Contemporary Educational Problems, Issues and Trends in India:

- a) Problems of wastage and stagnation; and Examination Reforms
- b) Inclusive Education and Education for Marginalised Group
- c) Impact of Globalization on Higher Education, Millennium Development Goals given by UNESCO Highlighting Education, and Privatisation of Higher Education

Self Learning Material

Unit	Topic	Reference Material
3c	National Curriculum Framework 2005, National Knowledge Commission (2007),	https://kviffcogimlibrary.files.wordpress.com/2018/02/ncf-2005.pdf

3b	National Policy of Education (1986,1992), National Commission on Teachers (1999), \	https://en.wikipedia.org/wiki/National_Policy_on_Education
4d	Millennium Development Goal given by UNESCO Highlighting Education, and Privatization of Higher Education	https://en.wikipedia.org/wiki/Millennium_Development_Goals

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PH-FED-206N PEDAGOGY, ANDRAGOGY AND ASSESSMENT

(Elective Course)

Preamble

The course of Pedagogy, Andragogy and Assessment introduces the learner to foundational concepts of pedagogy, andragogy and how to organise teaching meaningfully. The learner will be oriented to perspectives and types of assessment. Further the learner acquires knowledge of assessment in Pedagogy of Education and also develops an understanding of assessment in Andragogy of Education.

Course Objectives

- To develop an understanding about the concept of pedagogy and andragogy.
- To apply the concept of assessment and its types.
- To acquire knowledge of assessment in Pedagogy of Education.
- To develop an understanding of assessment in Andragogy of Education.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Elucidate the concept of pedagogy and andragogy.
2. Explain the concept of assessment and its types.
3. Elaborate the assessment in Pedagogy of Education.
4. Describe the need and significance of assessment in Andragogy of Education.

Unit 1: Concept of Pedagogy and Andragogy

- a) Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education,
- b) Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model)
- c) Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy

Unit 2: Concept of Assessment

- a) Assessment – Meaning, nature, perspectives (assessment for Learning, assessment of

learning and Assessment of Learning)

- b) Types of Assessment (Placement, formative, diagnostic, summative)
- c) Relations between objectives and outcomes, Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

Unit 3: Assessment in Pedagogy of Education:

- a) Feedback Devices: Meaning, Types and Criteria for selection
- b) Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics
- c) Competency Based Evaluation & Assessment of Teacher Prepared ICT Resources

Unit 4: Assessment in Andragogy of Education

- a) Interaction Analysis: Flanders' Interaction analysis,
- b) Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix),
- c) Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).

Suggested Activities for Subject-Specific Term Work Assessment:

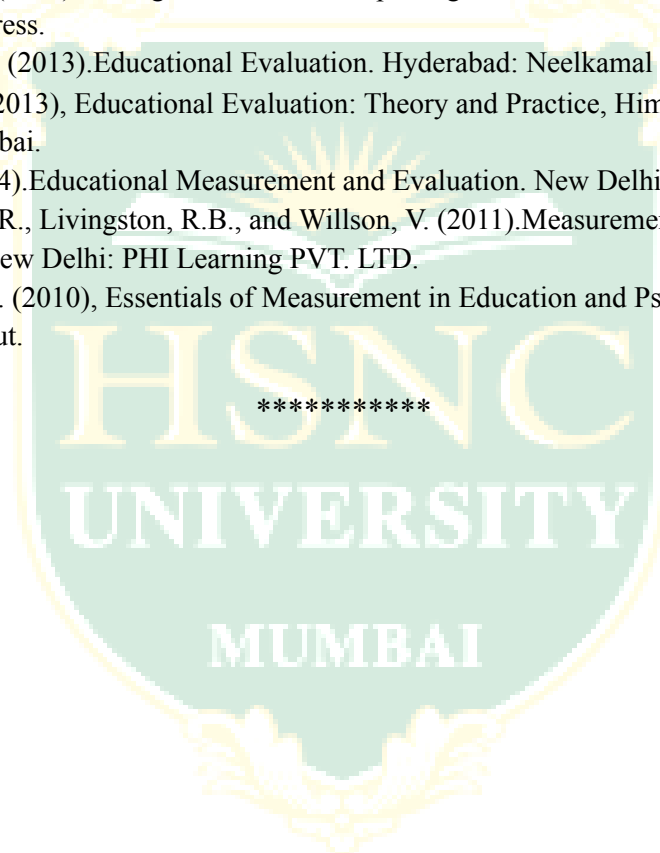
- 1. Preparation of Student Portfolio
- 2. Development of tool of evaluation
- 3. Maintenance of Reflective Journal
- 4. Conduct a Case Study / Interaction Analysis
- 5. Preparation of a Rubric as a device of assessment

Self Learning Material

Unit	Topic	Reference Material
1 a	Organizing Teaching	https://www.learningclassesonline.com/2019/08/levels-of-teaching.html
4 b	Galloway's system of interaction analysis	http://www.ijirg.com/ijirg/wp-content/uploads/2016/09/Dr._Jyoti_Gangarde-1.pdf

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PH-FED-207N GENDER STUDIES AND EDUCATION

(Elective Course)

Preamble

This course aims to acquaint the student teachers with key concepts related to gender, feminist theories related to education. This course will create an awareness among student teachers towards gender issues and challenges in the Indian context. This course will also help student teachers in understanding the prevailing gender disparity and strategies to eliminate the same through school and curriculum and understanding the interface and role of community, family, school, counsellors, neighbours, religious groups and media in fostering gender equality.

Course Objectives

- To develop basic understanding of the key concepts related to gender,
- To develop an understanding of feminist theories related to education.
- To create an awareness towards gender related issues and challenges.
- To analyse gender disparity and eliminate it through school and curriculum.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to.....

1. Relate the concepts of Gender identity and Gender discrimination
2. Apply the theories on gender and education in Indian context
3. Elaborate the issues and challenges of gender
4. Suggest measures for elimination of gender disparity in education

Unit 1: Key Concepts in gender

- a) Sex and Gender; Types of Gender, Gender Roles and Gender Inequality
- b) Gender Stereotyping and Gender Discrimination
- c) Gender identity: femininity and masculinity

Unit 2: Theories on Gender and Education: Application in Indian Context

- a) Feminist thoughts - Liberal, Socialist, and Radical Feminism.
- b) Gender role Socialization Theory, Gender Structural Theory
- c) Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal; Societies: Assessing affect on Education of Boys and Girls

Unit 3: Gender - Issues and Challenges

- a) Types of violence: physical, sexual, psychological and verbal, Forms of violence against women in family, Community and State
- b) Gender Images - Sports, Arts, Entertainment and Fashion Industry
- c) Responding to Violence – State response, Service providers, NGOs and Legal provisions.

Unit 4: Elimination of Gender Disparity in Education

- a) Gender disparity in education, Representation and Eliminating gender disparity - school curriculum, schooling processes school textbooks of gender roles
- b) Teacher as an agent of change in eliminating gender disparity.
- c) Understanding the interface - Role of Community, family, school, counsellors, neighbours, religious groups and Media.

Suggested Activities for Subject-Specific Term Work Assessment :

1. Interview of a Transgender and life lessons
2. Group presentation: Gender discrimination in various social institutions
3. Brainstorming sessions after watching videos of great women.
4. Seminar on representation of gender roles in textbooks and curriculum.

Self Learning Material

Unit	Topic	Reference Material
3.a.	Types of violence: physical, sexual, psychological and verbal	<ul style="list-style-type: none">• https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2652990/• https://www.who.int/violenceprevention/approach/definition/en/
3.a.	Forms of violence against women in family, Community and State	<ul style="list-style-type: none">• https://www.who.int/news-room/fact-sheets/detail/violence-against-women• https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4462781/• https://www.ncjrs.gov/pdffiles1/nij/199701.pdf
3.c.	Responding to Violence – State response, Service providers, NGOs and Legal provisions.	https://wcd.nic.in/sites/default/files/Final%20Draft%20report%20BSS_0.pdf

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PH-FED-208N POLITICS AND ECONOMICS OF EDUCATION

Preamble

This course introduces student teachers with the politics and economics of education. The student teachers will acquire the knowledge of the concept of economics of education in relation to education as an industry, education as consumption and education as an individual, social and national investment. The course will enable student teachers in understanding the perspectives in economics of education in relation to cost benefit analysis Vs cost effective analysis in education, economic returns to higher education signalling theory Vs human capital theory and concept of educational finance. This course will enable student teachers in understanding the relation between linkage between educational policy and national development, perspectives of politics of education liberal, conservative and critical, education for political development and political socialization.

Course Objectives

- To develop an understanding of the concept of Economics of Education
- To study the perspectives in Economics of Education.
- To develop insights about the relationship between Policies and Education
- To ascertain relationship between Politics and Education

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to.....

1. Elucidate the concepts of Economics of Education
2. Interpret the perspectives in Economics of Education
3. Explain the relationship between Policies and Education
4. Describe the perspectives, approaches and Education for Political Development and Political Socialization

Unit 1: Concept of Economics of Education

- a) Meaning, definition, scope and importance of Economics of Education.
- b) Education as an industry,
- c) Education as consumption and Education as individual, social and national investment.

Unit 2: Perspectives in Economics of Education

- a) Cost Benefit Analysis Vs Cost Effective Analysis in Education,
- b) Economic returns to Higher Education Signalling Theory Vs Human Capital Theory,
- c) Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting.

Unit 3: Relationship between Policies and Education

- a) Linkage between Educational Policy and National Development,
- b) Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision,
- c) Planning of policy implementation, policy impact assessment and subsequent policy cycles

Unit 4: Relationship Between Politics and Education

- a) Perspectives of Politics of Education Liberal, Conservative and Critical,
- b) Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice),
- c) Education for Political Development and Political Socialization

Suggested Activities for Subject-Specific Term Work Assessment :

Suggest measures of improvement in education so as to enhance and sustain economic development in India.

1. Study the unit cost of education (any level).
2. Analyse and prepare a report on New Education Policy, 2019
3. Compare the Educational Policy of India with Educational Policies of developed countries (Any two countries)

Self Learning Material

Unit	Topic	Reference Material
1.a.	Meaning, definition, scope and importance of Economics of Education.	<ul style="list-style-type: none">• https://onlinenotebank.wordpress.com/2019/08/25/meaning-nature-and-scope-of-economics-of-education/• https://ibukunolu.wordpress.com/2010/09/20/eme-101-basic-concept-of-economics-of-education/
1.b.	Education as an industry,	https://www.predictiveanalyticstoday.com/what-is-education-industry/

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PH-FED-209N INTERNSHIP (FOUR WEEKS)

Internship in organizations and institutions working in education at elementary/secondary levels of education as well as in teacher education institutions will be organized during the programme.

Internship will be in Semester 2 for 4 weeks and 4 credits.

After the internship, the students will be expected to submit a reflective report of their experiences.

Internship can be in the following types of suggested sites/fields/institutions.

- Schools, Junior Colleges and Colleges.
- Professional pre-service teacher education institutions
- An organization engaged in the development of innovative curriculum and pedagogic practices.
- International/national/state institution involved in curriculum design, textbook development, education policy planning, formation and implementation; educational administration and management.
- In-service training institutions for teachers.

Course Objectives

- To foster analytical and critical thinking skills through educational practices
- To enhance professional skills and competencies.
- To integrate educational theory into practice
- To promote reflective practices for professional development

Course Learning Outcomes (CLO) **At the end of the course, the student will be able to.....**

1. Analyze Educational Practices
2. Demonstrate Professional Competence and Adaptability
3. Apply Educational Theories in Professional Contexts
4. Reflect on Internship Experiences for Personal and Professional Growth



**MA Education (Educational Management and Technology)
Framework**

**Part 6 - The Scheme of Teaching and Examination
Semester III**

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
1	PH-SED-301N EMERGING EDUCATIONAL TECHNOLOGIES	1	Digital Tools for Content Creation	15	60	4	100 (60+40)
		2	Trends in emerging Educational Technologies	15			
		3	Understanding the technologies of Virtual Classroom	15			
		4	Artificial Intelligence in Education	15			
2	PH-SED-302N EDUCATIONAL ADMINISTRATION & ENTREPRENEURSHIP	1	Educational Administration	15	60	4	100 (60+40)
		2	Trends in Educational Administration	15			
		3	Educational Entrepreneurship	15			
		4	Trends in Edupreneurship & International Education	15			
3	PH-SED-303N CONTEMPORARY TEACHER EDUCATION	1	Concept of Teacher Education	15	60	4	100 (60+40)
		2	Teacher Education at different levels	15			

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
		3	Agencies of teacher Education Programmes	15			
		4	Research in teacher education	15			
4	PH-SED-304N ADVANCED EDUCATIONAL RESEARCH	1	Quantitative Research Designs	15	60	4	100 (60+40)
		2	Qualitative Research Designs	15			
		3	Data Analysis	15			
		4	Research Reporting	15			
5	PH-SED-305N SEMINAR/ RESEARCH PROJECT (Elective Course)		Digital Tools for Virtual Classroom	-	120	4	100
6	PH-SED-306N SEMINAR/ RESEARCH PROJECT (Elective Course)		Project Work (Learning Management System - 4 Quadrants)	-	120	4	100
			TOTAL			20	500



Part 7: Detail Scheme Theory

II Year - Semester – III - Units – Topics – Teaching Lectures

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective UNIT.

PH-SED-301N EMERGING EDUCATIONAL TECHNOLOGIES

Preamble

This course will acquaint the students with emerging educational technologies. The students will be engaged in using digital tools in creating e-content and e-lesson plans and electronic audio-video educational content. Students will develop an understanding of various software to create educational videos and short films. Learners will develop an understanding of technologies in creating robotics and artificial intelligence as a support material to engage students in the classroom. The students will also apply these technologies to conduct virtual classroom activities. They will develop competencies in creating digital course content, facilitate online education, blended learning experiences, and conduct online assessments. Overall this course will create tech-savvy professional practitioners to cater to the needs of digital natives.

Course Objectives

- To develop skills in using digital tools to create educational content.
- To develop an understanding of the latest trends in educational technology.
- To apply the technologies of Virtual Classroom.
- To develop an appreciation of the use of AI tools in education.

Course Learning Outcomes (CL)

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

1. Use digital tools of content creation
2. Enumerate the latest trends in educational technology
3. Apply the technologies of Virtual Classroom
4. Elaborate on the use of AI tools in education

Unit 1: Digital Tools for Content Creation

- a) Ebooks
- b) Videos, Podcasts and Webinars
- c) Blog Posts and Infographics

Unit 2: Trends in emerging Educational Technologies

- a) Gamification, Augmented and Virtual Reality
- b) Learning Analytics and Digital Pedagogies
- c) Robotics in Education

Unit 3: Understanding the technologies of Virtual Classroom

- a) Microsoft Teams
- b) Google Workspace
- c) Web 3.0 Open Source Software and Cloud Computing

Unit 4: Artificial Intelligence in Education

- a) Concept of Artificial Intelligence
- b) Artificial Intelligence in School and Higher Education
- c) Role of Artificial Intelligence in the classroom

Suggested Activities for subject-specific term-work assessment

1. Create digital tools for use in the classroom
2. Use the features of Microsoft Teams
3. Develop a course in google workspace
4. Review recent research studies related to the use of technology in education
5. Prepare a case study in application of educational technology

Self-learning materials:

Unit	Topic	Reference Material
1	Gamification of Education	https://rotman.utoronto.ca/-/media/files/programs-and-areas/behavioural-economics/guidegamificationeducationdec2013.pdf
4	Artificial intelligence in Education	https://curriculumredesign.org/wp-content/uploads/AIED-Book-Excerpt-CCR.pdf

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PH-SED-302N EDUCATIONAL ADMINISTRATION & ENTREPRENEURSHIP

Preamble

This course prepares teachers in school and higher education towards a conceptual understanding of educational administration, entrepreneurship, social entrepreneurship and about an edupreneur. Along with administration, the course emphasises on the significance of collaboration, networking, knowledge generation and the use of mechanisms enabling smooth administration processes. The course encourages appreciation of entrepreneurial understanding and values in developing an understanding of a spirit of edupreneurship. The course encourages educators to look at careers not only from the lens of job seekers but also from the lens of job creators, which could be further shared in their classrooms. This course develops a deeper sense of understanding about entrepreneurship in relation to the society through social entrepreneurship, leading to an appreciation for innovation, and creation of value for oneself and the larger society at national and international levels.

Course Objectives

- To develop an understanding related to educational administration
- To ascertain the trends in educational administration
- To develop insights into educational edupreneurship
- To explore the concept of international education.

Course Learning Outcomes (CLO)

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

1. Describe educational administration and its skills.
2. Represent the essentials of networking, collaboration, capacity building, knowledge generation and the use of mechanisms such as ERP in educational administration.
3. Define the concepts of entrepreneurship, social entrepreneurship and edupreneurship emphasizing on the need for social entrepreneurship in education and apply the necessary pedagogies to create a culture of edupreneurship.
4. Analyse the concept and requisites of international education

Unit 1: Educational Administration

- a) Educational Administrators: Role, Importance and Skills
- b) Administration of Resources: Human, Finance and Infrastructure
- c) Nature and Scope of Educational Administration

Unit 2: Trends in Educational Administration

- a) Role of ERP in Managing Administrative Processes
- b) Networking and Collaboration with Stakeholders
- c) Capacity building and Knowledge Generation

Unit 3: Educational Entrepreneurship

- a) Concept of Entrepreneurship, Edupreneurship and Social Entrepreneurship
- b) Pedagogy, Innovation and Entrepreneurship with reference to Design Thinking
- c) Creating an effective culture of Edupreneurship

Unit 4: International Education

- a) Introduction to International Education; Objectives and Scope of International Education
- b) Strategies for International education- Infusing Global perspectives in the curriculum
- c) Opportunities and Challenges of International Education

Suggested Tasks and Activities:

1. Case Study of Edtech Companies/ social entrepreneurship ventures
2. Literature review of articles on Edupreneurs and Social entrepreneurs
3. Interview with Educational Administrator/ Edupreneur
4. Role play of Administrative Responsibilities
5. Presentation on Entrepreneurial and Administrative topics

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PH-SED-303N CONTEMPORARY TEACHER EDUCATION

Preamble

This course helps the learner to develop an understanding about the meaning, scope and objectives of teacher education and its development in India. It helps the learner to explore teacher education at different levels. Further they get acquainted with various agencies of teacher education programmes and analyze the important research findings in teacher education.

Course Objectives

- To develop an understanding about the meaning, scope and objectives of teacher education and its development in India.
- To explore Teacher Education at different levels.
- To acquaint the students with various agencies of teacher education programmes
- To analyze the important research findings in teacher education

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Outline the development of teacher education before and after independence
2. Plan student teaching programmes and teaching of a particular subject
3. Interpret the teacher education programmes of different agencies
4. Formulate Professional preparation of teachers' educators

Unit 1: Concept of Teacher Education

(16 Lectures)

- a) Meaning of Teacher Education, Scope of teacher education
- b) Development of teacher education before independence
- c) Development of teacher education after independence

Unit 2: Teacher Education at different levels

(16-Lectures)

- a) Objectives of Teacher Education at Primary level and at Secondary level
- b) Student teaching programmes: pattern of student teaching, internship and practice teaching
- c) Preparation for the teaching of a particular subject

Unit 3: Agencies of teacher Education Programmes**(16 Lectures)**

- a) SCERT, DIET
- b) NCERT
- c) NCTE

Unit 4: Research in teacher education**(16 Lectures)**

- a) Importance of Networking and Collaboration in Teacher education programme
- b) In-service training programmes
- c) Professional preparation of teachers' educators

Suggested Activities for Subject-Specific Term Work Assessment:

- 1. Concept of Profession, Teaching as a Profession, Professional Ethics of Teachers
- 2. Personal and Contextual Factors affecting Teacher Development



Self Learning Material

Unit	Topic	Reference Material
3 c	Agencies of teacher Education Programmes - NCERT	https://nroer.gov.in/home/file/readDoc/59835ecf16b51cc4c4db285a/academic-support-structures-like-nuepa-ncert-scrt-siemat-diet.pdf
4 c	In-service training programmes	https://files.eric.ed.gov/fulltext/EJ1115837.pdf

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PH-SED-304N ADVANCED EDUCATIONAL RESEARCH

Preamble

This course aims to develop the skills among prospective teachers in understanding the research methodology in undertaking Causal-Comparative, Correlational, Case Study type of researches and Pre-Experimental Design, Quasi- Experimental Design and True-Experimental Designs, Factorial Design, Single-subject Design type of researches. The student teachers will be able to prepare a research design i.e Grounded Theory and Narrative Research, Evaluative Research and Policy Research, Mixed Methods Design. The student teachers will be able to compile the data, do the data analysis of the quantitative and qualitative data. The student teachers will be able to write a research report with proper format, style and mechanics, references and bibliography.

Course Objectives

- To develop an understanding about the designs of educational research
- To distinguish the processes of qualitative and mixed research designs
- To develop the skills of data compilation and data analysis.
- To enable students to write research reports.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to.....

1. Explain the different quantitative research designs.
2. Explain the different qualitative research designs.
3. Analyse the difference between approaches of quantitative and qualitative data analysis.
4. Develop a research report.

Unit 1. Quantitative Research Designs

- a) Descriptive Research: Causal-Comparative, Correlational
- b) Experimental Research: Pre-Experimental Design, Quasi- Experimental Design and True-Experimental Designs, Factorial Design, Single-subject Design
- c) Internal and External Experimental Validity, Controlling extraneous and intervening variables

Unit 2. Qualitative Research Designs

- a) Grounded Theory, Phenomenology, Ethnography and Narrative Research
- b) Case Study and Historical research
- c) Mixed Methods Design

Unit 3. Data Analysis

- a) Quantitative Data Analysis: Descriptive data analysis
- b) Quantitative Data Analysis: Parametric Techniques, Non- Parametric Techniques and Inferential data analysis - Correlation, t-test, ANOVA, ANCOVA and Chi- square
- c) Qualitative Data Analysis: Data Reduction, Coding and Classification

Unit 4. Research Reporting

- a) Writing a Research Report
- b) Evaluating a Research Report
- c) Avoiding Plagiarism

Suggested Activities for Subject-Specific Term Work Assessment:

1. Evaluate a research paper / report
2. Conduct data analysis on a dummy data.
3. Presentation of a research paper in a seminar / conference

Self-Learning Topics (Unit wise) and Self Learning Material

Unit	Topic	Reference Material
1b)	Experimental Research	https://youtu.be/_OOKwHKBKek
1c)	Internal and External Experimental Validity, Controlling extraneous and intervening variables.	https://youtu.be/_OOKwHKBKek
2c)	Mixed Methods Research	https://youtu.be/ZRP6N3_InZ8 https://youtu.be/kfQZler2wIA
2	Research Design	https://www.intechopen.com/books/cyberspace/research-design-and-methodology
3b)	Quantitative Data Analysis	https://research-methodology.net/research-methods/data-analysis/quantitative-data-analysis/
3c)	Qualitative Data Analysis	https://research-methodology.net/research-methods/data-analysis/qualitative-data-analysis/

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PH-FED-305N: SEMINAR/ RESEARCH PROJECT: DIGITAL TOOLS FOR VIRTUAL CLASSROOM

(Elective Course)

It would be in Semester III for 4 credits and students need to develop and submit 5 Digital Tools with prior approval of the college. The learner will develop FIVE E-lessons using Digital Tools for Virtual Classroom. It would be in semester – III which will carry 4 credits and 100 marks.

Course Objectives

- To explore and utilize innovative digital tools for designing and delivering virtual classroom experiences.
- To integrate pedagogical principles and technological knowledge to enhance student engagement and learning in virtual environments.
- To create well-structured and innovative e-lesson designs.
- To reflect critically on the use of digital tools and the impact of the e-lessons on teaching-learning processes.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to.....

1. Demonstrate Proficiency in utilizing Digital Tools to design and deliver engaging and interactive virtual classroom experiences.
2. Integrate pedagogical strategies with technological tools to enhance active learning and student engagement in virtual classrooms.
3. Design creative, innovative and well-structured to cater to the diverse learner needs in virtual environments.
4. Reflect critically on the effectiveness of digital tools and e-lessons in facilitating meaningful teaching-learning processes, identifying areas for improvement.

PH-SED-306N SEMINAR/ RESEARCH PROJECT: LEARNING MANAGEMENT SYSTEM

(Elective Course)

This would be in Semester III for 4 credits and students need to develop, add resources and implement Google Classroom or EDMODO in **four quadrants** with prior approval of the college.

Course Objectives

- To familiarise the students with the functionalities and applications of Learning Management Systems.
- To develop skills and competencies among students to create and integrate diverse educational resources in the LMS.
- To enhance students' digital pedagogical skills.
- To assess the impact of Learning Management Systems on the teaching-learning processes.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to.....

1. Utilize the functionalities and applications of Learning Management Systems.
2. Demonstrate creativity in designing educational resources within the LMS.
3. Apply digital pedagogical strategies in the LMS to enhance interactivity and learner engagement.
4. Assess the impact of the effectiveness of LMS in the teaching-learning process.



**MA Education (Educational Management and Technology)
Framework**

**Part 8 - The Scheme of Teaching and Examination
Semester IV**

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
1	PH-SED-401N ENVIRONMENTAL EDUCATION	1	Concept of Environment	15	60	4	100 (60+40)
		2	Environmental Issues. (Meaning, causal factors, Effects and Remedies)	15			
		3	Evolution of Environmental Education	15			
		4	Environmental Initiatives, Projects And Laws	15			
2.	PH-SED-402N INCLUSIVE EDUCATION	1	Introduction to Inclusion	15	60	4	100 (60+40)
		2	An Overview of Diverse Learners	15			
		3	Policy, Programmes and Planning of Inclusive Education	15			
		4	Planning and Management of Inclusive Education	15			
3.	PH-SED-403N GUIDANCE AND COUNSELLING	1	Fundamentals of Guidance	15	60	4	100 (60+40)
		2	Fundamentals of Counselling	15			
		3	Trends in Guidance and Counselling	15			

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
		4	Career Counselling and Occupational Information	15			
4	PH-SED-404N SEMINAR/ RESEARCH PROJECT		Dissertation	-	-	8	200
			TOTAL			20	500



Part 9: Detail Scheme Theory

II Year - Semester – IV - Units – Topics – Teaching Lectures

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective UNIT.

PH-SED-401N ENVIRONMENTAL EDUCATION

Course Objectives:

- To develop an understanding of Environment, Ecosystem and Ecology
- To ascertain the environmental issues wrt meaning, causal factors, effects and remedies.
- To develop insights about the development of environmental education.
- To explore environmental initiatives, projects and laws.

Course Learning Outcomes (CLOs):

At the end of the course, the student will be able to

1. Explain the concept of environment, ecosystem and ecology.
2. Illustrate the environmental issues wrt meaning, causal factors, effects and remedies.
3. Enumerate the development of environmental education.
4. Describe the environmental initiatives, projects and laws.

Unit 1 Concept of Environment, Ecosystem and Ecology

- a. Environment: Meaning and Components – Biotic and Abiotic; Major Types of Ecosystem and Biomes
- b. Concept of Ecology, Ecological Energy Dynamics (Food chain), Food web, Ecological Pyramids (Numbers, Mass, Energy)
- c. Concept of Biogeochemical cycles, Water Cycle

Unit 2 Environmental Issues. (Meaning, causal factors, Effects and Remedies)

- a. Climate Change and Loss of Biodiversity.
- b. Biomagnification and Eutrophication
- c. Genetic Engineering and Urban Sprawl

Unit 3 Development of Environmental Education

- a. Environmental Education: Meaning, Objectives, Principles, Significance.
- b. Approaches and Club:
 - i) Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary)
 - ii) Nature / Environmental Club - Objectives, Structure and Activities
- c. Sustainable Development: Meaning, Need, Guiding Principles

Unit 4 ENVIRONMENTAL INITIATIVES, PROJECTS AND LAWS

- a. Sustainable Environmental Management:
 - i) Sustainable Environmental Practices: Rainwater Harvesting, Mangrove Management, Solid Waste Management (Meaning, Process and Significance of each)
 - ii) Indigenous Technical Knowledge (ITK) Practices as Sustainable Practices
 - iii) Disaster Management
- b. Movements and Projects:
 - i) Movements/Andolan: Raleganj Siddhi, Green Peace, Tarun Bharat Sangh, Narmada Bachao Andolan; and
 - ii) Projects: Tiger project, Ganga Action Plan
- c. Laws of Conservation and Protection: Wildlife Protection Act (1972), Environmental Protection Act (1986), and Noise Pollution Act (2000).

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PH-SED-402N INCLUSIVE EDUCATION

Preamble

This course develops an understanding among the learners about the concept and philosophy of inclusive education in different contexts and the nature and types of diverse learners. It further acquaints learners about various policies and programmes facilitating inclusive education and enables learners in understanding planning and management of inclusive classrooms.

Course Objectives:

- To develop in students an understanding of the concept and philosophy of inclusive education in different contexts.
- To develop in students an understanding of the nature and types of diverse learners.
- To acquaint students about various policies and programmes facilitating inclusive education.
- To enable students to understand planning and management of inclusive classrooms.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to.....

1. Explain the concept of inclusion
2. Identify the types and characteristics of diverse learners
3. Evaluate the Policy, Programmes and Planning of Inclusive Education
4. Design curriculum and plan for Inclusive Classrooms

Unit 1: Introduction to Inclusion

- a) Meaning of Access, Equity, Diversity, Empowerment, Human rights and Social Justice
- b) Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners- Including Marginalised group and Learners with Disabilities)
- c) Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education

Unit 2 : An Overview of Diverse Learners

- a) Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion
- b) Prevalence, Types, Characteristics and Educational Needs of Diverse learners Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities
- c) Identification of Diverse Learners for Inclusion

Unit 3 : Policy, Programmes and Planning of Inclusive Education

- a) Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial)
- b) Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA)
- c) Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

Unit 4: Planning and Management of Inclusive Education

- a) Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices; Curriculum and Curricular Adaptations for Diverse Learners
- b) Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualised Education Plan (IEP), Remedial Teaching),
- c) Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers School

Suggested Activities for Subject-Specific Term Work Assessment :

1. Case Study of a differently abled learner.
2. Visit and Observation of special schools (Infrastructure, Classroom Technology, Educational practices).
3. Interview with special teacher or counsellor.

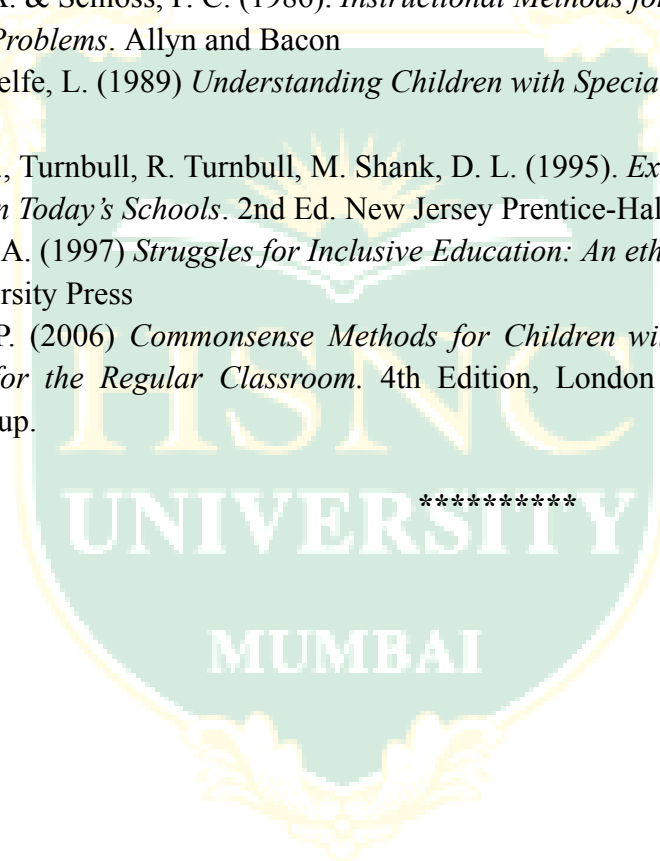
Self Learning Material

Unit	Topic	Reference Material
1.c.	Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education	https://shodhganga.inflibnet.ac.in/bitstream/10603/188763/5/cha-pter%202.pdf https://www.researchgate.net/publication/301675529_INCLUSIVE_EDUCATION_IN_INDIA_-_CONCEPT_NEED_AND_CHALLENGES

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PH-SED-403N GUIDANCE AND COUNSELLING

Preamble

This course helps the learner to acquire the knowledge of the concepts of guidance and counselling. It develops an understanding of educational, vocational and personal guidance among the learners. Further the learner explores various approaches of counselling and theories of counselling and is aware of career counselling and disseminates occupational information.

Course Objectives:

- To develop an understanding of fundamentals of guidance
- To apply the fundamentals of counselling
- To analyse the various trends in guidance and counselling.
- To comprehend occupational information and career counselling

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Explain the need and types of guidance at various stages of life and levels of education
2. Elucidate the concept, approaches of counselling and its professional ethics
3. Explore the trends in guidance and counselling
4. Describe career counselling and occupational information.

Unit 1: Fundamentals of Guidance

- a) Guidance: Concept, Nature, Need, Principles & Functions
- b) Need of guidance at various Stages of life
- c) Types of Guidance: Educational, Vocational and Personal- Meaning and need at Secondary and Higher Secondary level.

Unit 2: Fundamentals of Counselling

- a) Concept of counselling, Types of counselling: Directive, Non directive, Eclectic
- b) Process of Counselling & Theories of Counselling - Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic Theory (Person Centred Counselling - Carl Roger)
- c) Professional ethics of a counsellor

Unit 3: Trends in Guidance and Counselling

- a) Individual & Group Guidance (characteristics, skills & need)
- b) Contemporary issues: Depression, substance abuse and academic stress
- c) Role of teacher in guidance with respect to mental health and hygiene

Unit 4: Occupational Information and Career Counselling

- a) Occupational Information: Concept & Need
- b) Occupational Information: Source and Dissemination
- c) Career Counselling

Suggested Activities for Subject-Specific Term Work Assessment :

1. Strategies for handling Academic Stress / Handling puberty Issues / suicide.
2. Visit and report of a visit to any one place (Employment exchange, Guidance Bureau, counselling centre)

Self Learning Material

Unit	Topic	Reference Material
1 d	Role of Teacher in Guidance	http://breda-guide.tripod.com/New-8.htm
4 d	Contemporary issues such as depression, substance abuse and academic stress	Substance Abuse and Mental Health Issues
2d	Guidance - Mental health and hygiene	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4579550/
3d	Professional ethics of a counsellor	http://psychology.iresearchnet.com/counseling-psychology/counseling-ethics/

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PH-SED-404N SEMINAR/ RESEARCH PROJECT: DISSERTATION

This would be a research study on an educational topic having 8 credits. Research study will begin in Semester III and the report will be completed and submitted in Semester IV.

Course Objectives:

- To develop the knowledge and skills research necessary for designing and conducting a research study.
- To analyze data, interpret findings, and draw meaningful conclusions to address research questions or hypotheses.
- To guide students in organizing and presenting their research systematically.
- To encourage students to apply their research findings to advancements in the field of education.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Design and conduct a research study, applying appropriate research methodologies and techniques in the field of education.
2. Analyze data critically, interpret research findings, and make well-supported conclusions that address the research questions or hypotheses.
3. Organize and present their research findings clearly, adhering to academic writing conventions.
4. Apply the insights gained from their research to propose solutions or recommendations that contribute to the improvement and development of educational practices.