

DEPARTMENT OF
EDUCATION
MADHABDEV UNIVERSITY
POST GRADUATE SYLLABUS
I - IV SEMESTER
2026

PROGRAMME SPECIFIC OBJECTIVES (PSOs)

1. To enhance student learning in Education as a Social Science discipline, by providing students with a rigorous and challenging educational experience aiming to develop sound theoretical background in the liberal subject.
2. To develop the capabilities and competencies required to work in the various fields of the liberal discipline of Education.
3. To develop capabilities of the students to critically evaluate issues and the emerging trends influencing in the field of Education.
4. To develop interest in the field of Education so that the students engage in research in the subject.
5. To familiarize the students with the technologies for professional development in the subject.
6. To develop the learner's attitude towards teaching profession.
7. To develop an idea about the career counselling process in education.
8. It aims to develop a holistic and multidimensional understanding of the topics.
9. It attempts to approach new areas of learning, develop competencies in the students.
10. It aims in opening various avenues for self-discovery, academic understanding and employment.
11. It aims to develop wholesome concept of education throughout the world.
12. It aims to develop the understanding about human psychology.
13. To develop the teaching skills of the students.

TEACHING LEARNING METHODOLOGIES

As programme of study in Education is designed to encourage the acquisition of disciplinary/subject knowledge, understanding and skills and academic or non-academic and professional skills required for education-based professions and jobs, learning experiences should be designed and implemented to foster active or participative learning. The classroom transaction of all the papers will be done through lectures, lectures cum demonstration, group discussions, experimental exercises, projects, presentations, peer teaching and learning, quiz, practicum, workshops, seminars, tutorials, and hands on experiences. Students would be encouraged to develop an understanding of real-life issues and participate in the programs and practices in the

social context. To this end, practicum is incorporated as an important component in many of the papers. Use of ICT and mass media and web-based sources is highly recommended to make the teaching learning process interactive and interesting.

ASSESSMENT AND OUTCOME MEASUREMENT METHODS

The assessment of students' achievement in education will be aligned with the course/programme learning outcomes and the academic and professional skills that the Programme is designed to develop. A variety of assessment methods that are appropriate within the disciplinary area of education will be used. Learning outcomes will be assessed using the following: oral and written examinations, closed-book and open-book tests; problem-solving exercises, practical assignment laboratory reports, observation of practical skills, individual project reports, seminar presentation; viva voce interviews; literature surveys and evaluations, project activities, teaching skills in practice teaching and internship, group discussion etc.

PROPOSED COURSE STRUCTURE OF THE M.A. PROGRAMME IN EDUCATION WITH COURSE CODES UNDER NEP

Year	Semester	Course Code	Course Content	Credits
01	I	EDNC101	Educational Studies	4
		EDNC102	Learner and Learning	4
		EDNC103	Construction of Tools	4
		Minor-1	Mental Health and Issues in Education SWAYM courses offered	4
			Research Methodology	4
			Research Project	2
		Total		22
		EDNC201	Curriculum Development	4
		EDNC202	Teacher Education	4

02	II	EDNC203	Research in Education	4
		EDNC204A	Introduction to Positive Psychology	4
		EDNC204B	Open and Distance Learning (Optional)	4
		Minor-2	Mental Health and Stress Management	4
			Field Work	4
		Total:		24
	III	EDNC301	Statistics in Educational Research	4
		EDNC302	Educational Administration and Management	4
		EDNC303	Environmental Education	4
		EDNE301 (Elective)	Higher Education in India	4
			Research Project	4
		Total		20
	IV	EDNC401	Education and Development: Policies and Perspectives	4
		EDNC402	ICT in Education	4
		EDNC403	Psychological Experiments in Education	4
		EDNE401/ EDNE402 (Elective)	Guidance and Counseling	4
			Abnormal Psychology	
			Research Project	4
		Total:		20
Grand Total (semester I, II, III, IV)				86

Summary of PG Course Structure

SEMESTER – I

Course	Course Title Course	Course Code	Credits	Total Marks	End Semester Marks	Internal Assessment
Core - 101	Educational Studies	EDNC101	4	100	70	30
Core - 102	Learner and Learning	EDNC102	4	100	70	30
Core - 103	Construction of Tools	EDNC103	4	100	70	30
Minor101	Mental Health and Issues in Education	EDNM101	4	100	70	30
	Research Methodology		4	100	70	30
	Research Project		2	100	70	30
Total			22	600	420	180

Summary of PG Course Structure

SEMESTER – II

Course	Course Title Course	Course Code	Credit	Total Marks	End Semester	Internal Assessment
Core-201	Curriculum Development	EDNC201	4	100	70	30
Core -202	Teacher Education	EDNC202	4	100	70	30
Core -203	Research in Education	EDNC203	4	100	70	30
Core -204	Introduction to Positive Psychology	EDNC204A	4	100	70	30
Core-204	Open and Distance Learning	EDNC204B	4	100	70	30
Minor201	Mental Health and Stress Management	EDNM201	4	100	70	30
	Field Work		4	100	70	30

Total:			24	600	420	180
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Summary of PG Course Structure

SEMESTER – III

Course	Course Title	Course Code	Credits	Total Marks	End Semester Marks	Internal Assessment
Core-301	Statistics in Educational Research	EDNC301	4	100	70	30
Core -302	Educational Administration and Management	EDNC302	4	100	70	30
Core -303	Environmental Education	EDNC303	4	100	70	30
Elective	Higher Education in India	EDNE301	4	100	70	30
	Research Project	-----	4	100	70	30
Total:			20	500	350	150

Summary of PG Course Structure

SEMESTER – IV

Course	Course Title	Course Code	Credits	Total Marks	End Semester Marks	Internal Assessment
Core -401	Education and Development: Policies and Perspectives	EDNC401	4	100	70	30
Core -402	ICT in Education	EDNC402	4	100	70	30
Core -403	Psychological Experiments in Education	EDNC403	4	100	70	30
Elective	Guidance and Counseling	EDNE401	4	100	70	30
	Abnormal Psychology	EDNE402				
	Research Project		4	100	70	30
Total:			20	500	350	150

M.A. IN EDUCATION PROGRAMME

1st SEMESTER UNDER NEP

Course Title	: Educational Studies
Course Code	: EDNC101
Nature of the Course	: Major (Core)
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 55 Practical – 0 Tutorial-05

Course Objectives (COs)

- Explain and critically examine the implications of Indian and Western philosophical schools in education with reference to aims, sources, and methods of knowledge.
- Analyze and evaluate the contributions of Indian and Western thinkers to educational thought and social change.
- Understand and analyse sociological concepts, theories, and their applications in education and social processes.
- Evaluate the role of culture, social change, and constitutional values in shaping education.

Unit	Content	L	T	P	Total Hours	Total Marks
I	1.0 Contributions of Indian and Western Schools of Philosophy: 1.1 Implication of Philosophy in Education 1.2 Samkhya, Vedanta, Yoga, Jainism and with special reference to aim of education, sources and methods of acquiring valid knowledge. 1.3 Contributions of Western Schools of Philosophy: Realism Marxism, Existentialism, Logical Positivism and Post Modernism with special reference to aim of education, sources and methods of acquiring valid knowledge.	14	1		15	18
II	2.0 Contributions of Thinkers to the development of educational thought for social change: 2.1 Indian Thinkers: Sri Aurobindo Ghose, Jiddu Krishnamurthy, Savitribai Phule 2.2 Western Thinkers: Wollstonecraft, Nel Noddings, Mitchell Foucault	12	1		13	16
III	3.0 Concept, Approaches and Theories of Sociology of Education: 3.1 Introduction to Sociology of Education	18	1		19	18

	3.2 Need for Sociological Approach in Education 3.3 Interrelationship between Education and Sociology 3.4 Theories of Sociology of Education: • Structural • Symbolic Interactionism • 3.5 Social Institutions and Education • Family • School • Society 3.6 Socialization and Education 3.7 Concept and Theories of Social Movements • Relative Deprivation • Resource Mobilization • Political Process Theory • New Social Movement Theory					
IV	4.0 Culture, Cultural Change and Social Change: 4.1 Culture, cultural change and Education 4.2 Social Change and Education 4.3 National values as enshrined in the Indian Constitution - • Socialism • Secularism • Justice • Liberty • Democracy	12	1		13	18

	- Equality - Freedom with special reference to education					
Total		56	4		60	70

Mode of In-Semester assessment (30 Marks):

30 Marks

1. At Least Two Sessional Tests :20 marks
2. Any one activities of the following: :10 marks
 - a. Preparation and presentation of a paper on the educational contribution of any philosopher given in the course
 - b. Visiting a place/institution of education having philosophical interest and preparing a report
 - c. Home Assignment
 - d. Book Review
 - e. Group Discussion
 - f. Any other activities deemed to be fit by the course teacher

COURSE COUTCOMES(COs)

UNIT I: Philosophy and Education

Course Outcome (CO1): Students will be able to explain and critically examine the implications of Indian and Western philosophical schools in education with reference to aims, sources, and methods of knowledge.

Intended Learning Outcomes (ILOs)

ILO 1.1 Understand the relationship between philosophy and education.

ILO 1.2 Describe aims and methods of acquiring knowledge in different philosophies.

ILO 1.3 Apply philosophical ideas to classroom teaching-learning situations.

ILO 1.4 Differentiate between Indian and Western philosophical perspectives.

ILO 1.5 Critically assess the relevance of different philosophies in modern education.

ILO 1.6 Develop a philosophical framework for educational practices.

UNIT II: Thinkers and Educational Thought

Course Outcome (CO2): Students will be able to analyse and evaluate the contributions of Indian and Western thinkers to educational thought and social change.

Intended Learning Outcomes (ILOs)

ILO 2.1 Understand the educational ideas of various thinkers and summarize their role in promoting social change.

ILO 2.2 Apply their ideas to contemporary educational issues.

ILO 2.3 Compare Indian and Western thinkers' perspectives.

ILO 2.4 Critically evaluate their contributions to education and society.

UNIT III: Sociology of Education

Course Outcome (CO3): Students will be able to understand and analyse sociological concepts, theories, and their applications in education and social processes.

Intended Learning Outcomes (ILOs)

ILO 3.1 Understand the basic concepts of sociology of education and explain sociological approaches and theories (Functionalism, Interactionism, Conflict theory).

ILO 3.2 Apply sociological theories to educational settings.

ILO 3.3 Examine the relationship between education and social institutions (family, school, society).

ILO 3.4 Assess the role of education in addressing social inequalities and change.

UNIT IV: Culture, Values, and Social Change

Course Outcome (CO4): Students will be able to evaluate the role of culture, social change, and constitutional values in shaping education.

Intended Learning Outcomes (ILOs)

ILO 4.1 Understand the concepts of culture, social change, and constitutional values and explain the relationship between culture, education, and social change.

ILO 4.2 Apply constitutional values (justice, equality, liberty, etc.) in educational contexts.

ILO 4.3 Analyse the impact of cultural and social change on education.

ILO 4.4 Critically evaluate the role of education in promoting national values.

ILO 4.5 Design educational practices that promote democratic and inclusive values.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge	CO1,CO2	CO1,CO2, CO3,CO4	CO2,CO3, CO4	CO1,CO2, CO3,CO4	CO3,CO4	CO1,CO4
Procedural Knowledge		CO3,CO4				
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	S	S	S	M	S	S
CO2	S	S	S	M	S	M	S	M	S	S
CO3	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	M	S	M

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Adisesiah, W.T.V. & Pavanasam. R. (1974). Sociology in Theory and Practice. New Delhi: Santhi Publishers.
2. Aurobindo, S. (2010). Speeches on Indian Politics and National Education. Pondicherry: Sri Aurobindo Ashram.
3. Aurobindo, S. (2011). Sri Aurobindo and the mother on Education. Pondicherry: Sri Aurobindo Ashram.
4. Chanda S.S. & Sharma R.K. (2002). Sociology of Education. New Delhi: Atlantic Publishers.
5. Chandra, S.S. (1996). Sociology of Education. Guwahati: Eastern Book House.
6. Dewey, J., (2017). Democracy and Education. Delh: Aakar Books Classics.
7. Freire, P. (1972). Pedagogy of the Oppressed. Penguin Books.
8. Goswami, A.C. (2001). Philosophical and Sociological Bases of Education in Emerging India. Guwahat: Jyoti prakashan.
9. Hamilton, Sue., (2001). Indian Philosophy: A Very Short Introduction. New York: Oxford University Press.
10. Hemlata, T. (2002). Sociological Foundations of Education. New Delhi: Kanishka Publishers.

11. Hiriyana, M. (2009) Outlines of Indian Philosophy. Delhi: Motilal Banarasidas Publishers Pvt. Ltd.
12. Leaman, O., (2004). Key Concepts in Eastern Philosophy. London: Routledge.
13. Miri, M. (2014). Philosophy of Education. New Delhi: Oxford University Press.
14. Mukhopadhyaya, M. (2007). Education for a Global Society. Delhi: Shipra Publications.
15. Noddings, N. (2015) Happiness and Education
16. Pathak, A. (2013). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Delh: Aakar.
17. Perrett, R. W. (2016). Introduction to Indian Philosophy. Delhi: Cambridge University Press.
18. Radhakrishnan, S. (2013). Indian Philosophy (Vol I and II). New Delhi: Oxford University Press.
19. Rao, S. (2012). Sociology: Principle of Sociology with an Introduction to Social Thoughts. New Delhi: S. Chand and Company Limited.
20. Rusk, R. R. (2007). Philosophical Bases of Education. Delhi: Surjeet Publications.
21. Sachdeva and Gupta. (2008). A Simple Study of Sociology. Delhi: Ajanta Prakashan.
22. Safaya, Shaida, Shukla. (2006). Teacher in Emerging Indian Society. New Delhi: Dhanpat Rai Publishing Company.
23. Shrivastava and Shrivastava. (2004). Issues in Education and Society. Delhi: Daya Publishing House.
24. Shukla, S. & Kumar, K. (1985). Sociological Perspective in Education. New Delhi: Chanakya Publication.
25. Tripathy, M. (2013). Gandhi on Education: Concepts and Relevance. New Delhi: Cyber Tech Publications.
26. Vivekananda, S., (2011). My Idea of Education. Kolkata: Advaita Ashrama.

M.A. IN EDUCATION PROGRAMME

1st SEMESTER

Course Title	: Learner and Learning.
Course Code	: EDNC102
Nature of the Course	: Major (Core)
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

Course Objectives (COs):

- Understand the nature and characteristics of learners by explaining individual differences, generational characteristics, and various perspectives of learners in the teaching-learning process.
- Explain the concept and process of learning by analyzing different types of learning and evaluating the relevance and application of major learning theories in educational settings.
- Develop an understanding of intelligence and higher-order thinking skills by examining different types and theories of intelligence, methods of intelligence assessment, and concepts such as problem-solving, critical thinking, meta-cognition, and creativity.
- Analyze personality development among learners by understanding major personality theories, factors affecting personality, self-concept, and the role of classroom and co-curricular activities in fostering personality development.

Unit	Content	L	T	P	Total Hours	Total Marks
I	1.0 Nature of Learner 1.1 Concept and nature of learner 1.2 Seven (7) Generation: Classification, Characteristics and Differences 1.3 Understanding Differences between individual learners: Multiple Intelligence, Self- Concept, Self-Esteem, Attitude, Aptitude, Skills and Competencies, Interest, Values, Locus of Control and Personality. 1.4 Viewing learners from different perspectives • Learner as performer • Learner as knowledge worker • Learner as thinker • Learner as knower • Learner as imitator	13	2		15	18
II	2.0 Understanding Learning 2.1 Nature of learning: learning as a process and learning as an outcome 2.2 Types of learning: factual, associations, conceptual, procedural, generalizations, principles and rules, attitudes, values and skills 2.3 Relevance and Applicability of various learning theories: 2.3.1 Behavioristic Theories • Guthrie's Contiguity theory • Hull's Drive reduction theory	13	2		15	18

	- SR Learning Theory by Dollard & Miller 2.3.2 Cognitive Theories - Theory of Insightful learning - Lewin’s Field theory - Tolman Sign learning theory - Piaget’s theory of learning 2.3.3 Humanist Psychology (Maslow, Rogers, Allport)					
	2.4 Bandura’s Social learning theory					
III	3.0 Issues and Concerns in Organizing Intelligence of Learners 3.1 Concept of Intelligence 3.2 Types of Intelligence: 3.2.1 Social Intelligence 3.2.2 Emotional intelligence 3.3 Theories of Intelligence: - Sternberg’s information processing theory - Gardner’s theory of multiple intelligence 3.5 Assessment of Intelligence 3.6 Concepts of Problem solving 3.7 Critical thinking 3.8 Meta-cognition 3.9 Creativity	13	2		15	16
IV	4.0 Issues and Concerns in Organizing Personality of Learners 4.1 Concept of personality and self-concept of learners 4.2 Development of personality and self-concept of learners through classroom activities and co-curricular Programmes 4.3 Theories of Personality Freud’s Psychoanalytic theory	13	2		15	18

	• Carl Rogers theory • Gordon Allport theory • Max Wertheimer theory • Kurt Koffka 4.4 Factors affecting Personality of learners					
Total		52	08		60	70

Mode of In-Semester Assessment : (30 marks)

1. At Least Two Sessional Tests : 20 Marks

2. Any two of the following activities : 10 Marks

a) Laboratory tests (At least one)

b) Home Assignment

c) Objective test

d) Seminar Presentation

e) Any other activities deemed to be fit by the course teacher

COURSE OUTCOMES (COs):

Unit I: Nature of Learner

Course Outcome (CO1): Explain the concept and nature of learners by analyzing learner characteristics, individual differences, and different perspectives of learning

Intended Learning Outcomes (ILOs):

ILO 1.1 Define the concept and nature of learners

ILO 1.2 Differentiate among the seven generations based on their characteristics

ILO 1.3 Explain individual differences in terms of multiple intelligence, self-concept, self-esteem, attitude, aptitude, skills, competencies, interests, values, locus of control, and personality

ILO 1.4 Interpret learners from different perspectives such as performer, thinker, knowledge worker, knower, and imitator

Unit II: Understanding Learning

Course Outcome (CO2): Analyze the learning process by applying different learning theories and identifying various types of learning in educational contexts

Intended Learning Outcomes (ILOs):

ILO 2.1 Explain learning as a process and as an outcome

ILO 2.2 Classify different types of learning

ILO 2.3 Compare behaviouristic, cognitive, humanistic, and social learning theories

ILO 2.4 Apply appropriate learning theories to classroom teaching situations

Unit III: Issues and Concerns in Organizing Intelligence of Learners

Course Outcome (CO3): Evaluate the concepts, theories, and assessment of intelligence and apply higher-order thinking skills to promote learner development

Intended Learning Outcomes (ILOs):

ILO 3.1 Explain the concept and types of intelligence

ILO 3.2 Compare Gardner's and Sternberg's theories of intelligence

ILO 3.3 Describe methods of intelligence assessment

ILO 3.4 Demonstrate understanding of problem-solving, critical thinking, metacognition, and creativity in educational settings

Unit IV: Issues and Concerns in Organizing Personality of Learners

Course Outcome (CO4): Analyze personality development and self-concept by examining major personality theories and identifying factors that influence learners' personality

Intended Learning Outcomes (ILOs):

ILO 4.1 Explain the concepts of personality and self-concept

ILO 4.2 Compare major theories of personality proposed by Freud, Carl Rogers, Gordon Allport, Max Wertheimer, and Kurt Koffka

ILO 4.3 Identify factors influencing personality development

ILO 4.4 Design classroom and co-curricular activities that foster learners' personality and self-concept

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2,	CO2, CO3			
Conceptual Knowledge		CO1, CO2, CO3	CO3, CO4	CO3,CO4		
Procedural Knowledge		CO2, CO3, CO4				
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	M	M	S	M	M	M
CO2	S	M	S	S	S	M	M	M	S	M
CO3	S	M	S	S	M	S	M	S	S	S
CO4	S	M	S	M	M	S	M	M	M	M

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Chauhan, S.S. (1978). Advanced Educational Psychology. New Delhi; Vikas Publishing House Pvt. Ltd.
2. Chatterjee, S.K. (2000). Advance Educational Psychology. Calcutta; Books and Allied Pvt. Ltd.
3. Ewen, R.B. (2010). An Introduction to Theories of Personality. New York; Academic Press.
4. Gates, A.I. et.al. (1948) Educational Psychology. New York; Macmillan & Co.
5. Hall, C. & Lindzey, G. (2007). Theories of Personality. New York; Wiley Publications.
6. Lazaraus, R.S. (1961). Adjustment and Personality. New York; McGraw Hill Co.
7. Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi; Prentice Hall of India, Pvt. Ltd.
8. Mathur, S.S. (2010). Educational Psychology. New Delhi; Vinod Pustak Mandir.
9. Stones, E. (1970). The Psychology of Education. London; Methuen.
10. Woolfolk, A. (1980). Educational Psychology. Delhi; Pearson Education (Singapore) Pvt. Ltd., Indian branch.

M.A. IN EDUCATION PROGRAMME

1st SEMESTER

Course Title	: Construction of Tools
Course Code	: EDNC103
Nature of the Course	: Major (Core)
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 12 Tutorial – 0 Practical – 48

Course Objectives (COs):

- To enable the learners acquaint themselves with development of research tools and standardization process
- To foster theoretical and practical understandings on reviewing the literature, preparing references, bibliography and webliography in different forms.
- To make the students capable of developing scales, tests etc for research purpose.
- Familiarize with the students for writing research paper in different journals, knowing the procedure of indexing, citation and detecting plagiarism for research ethics and publication.

Unit	Content	L	T	P	Total Hours	Total Marks
I	1.0 Construction and Standardization of Tools-A 1.1 Preparation and Standardization of Achievement Test/Aptitude Test on any subject with 50 items 1.2 Preparation and Standardization of Attitude Scale with 30 statements by using Likert five points scale 1.3 Development of a questionnaire on any research problems with at least 40 items (open and closed ended, both) and establishing validity of the questionnaire)	3		12	15	20
II	2.0 Construction and Standardization of Tools-B 2.1 Construction of any two rating scales (numerical, graphic, and descriptive) on any research related topic with 20 items 2.2 Development of a Checklist or Information Schedule or Observation Schedule for any area of research 2.3 Preparation of an Interview Schedule or schedule for FGD on qualitative research study	3		12	15	15

III	3.0 Academics Writings, Research Process and Publication Ethics 3.1 Every student shall prepare and write 30 reviews on any topic of his/her interest and reporting in a seminar 3.2 Every student shall write 40 references, bibliography and webliography in any study area according to APA, MLA, Chicago and other latest referencing style and reporting in a seminar 3.3 Prepare a write-up on any article to be published (conceptual or empirical based) with proper citation indexing and find out the plagiarism certificate by uploading the article in URKUND or TURNITIN sites	3		12	15	15
IV	4.0 Preparation of Tools/Test/Scale (any five) 4.1 Teacher Effectiveness Scale 4.2 Intelligence Test (General, Spiritual, Emotional and Vocational) 4.3 Interest Inventory 4.4 Personality Test or Inventory 4.5 Creativity Test 4.6 Research Aptitude Test or Scale 4.7 Job Satisfaction Scale 4.8 Anxiety Test/Scale 4.9 Motivation Scale 4.10 Teaching Aptitude 4.11 Vocational Inventory 4.12 Attitude Scale 4.13 Socio Economic Status scale 4.14 Study Habit Scale 4.15 Emotional Quotient Scale	3		12	15	20
	Total	12	0	48	60	70

Mode of In-Semester Assessment**: 30 marks**

1. At Least Two Sessional Tests

: 20 Marks

2. Any two of the following activities

: 10 Marks

a) Review of related literature (Research Paper/Book/Thesis etc.)

b) Construction and standardization of a research tool

c) Preparation and Presentation of seminar paper

d) Objective type test

e) Any other activities deemed to be fit by the course teacher

COURSE OUTCOMES (COs)**Unit 1: Construction and Standardization of Tools – A**

Course Outcome (CO1) Construct and standardize educational measurement tools, including achievement tests, aptitude tests, attitude scales, and questionnaires, by applying appropriate principles of test development, validation, reliability, and standardization.

Intended Learning Outcomes (ILOs)

ILO 1.1: Explain the concepts, principles, and procedures involved in constructing educational and psychological measurement tools.

ILO 1.2: Develop a 50-item Achievement Test or Aptitude Test with appropriate blueprint, scoring key, and item analysis.

ILO 1.3: Construct a 30-item Attitude Scale using the five-point Likert technique and establish its validity and reliability.

ILO 1.4: Design a questionnaire containing at least 40 open-ended and closed-ended items for a selected research problem.

ILO 1.5: Standardize the developed tools by establishing validity, reliability, scoring procedures, and interpretation of results.

Unit 2: Construction and Standardization of Tools – B

Course Outcome (CO2) Design, validate, and apply qualitative and quantitative research tools such as rating scales, checklists, observation schedules, and interview schedules for educational research.

Intended Learning Outcomes (ILOs)

ILO 2.1: Differentiate various rating scales, observation schedules, checklists, and interview schedules used in educational research.

ILO 2.2: Construct any two rating scales (numerical, graphic, or descriptive) with appropriate scoring procedures.

ILO 2.3: Develop a checklist, information schedule, or observation schedule suitable for a selected research problem.

ILO 2.4: Prepare an interview schedule or Focus Group Discussion (FGD) schedule for qualitative research.

ILO 2.5: Establish the validity and usability of the developed research tools through expert review and pilot testing.

Unit 3: Academic Writing, Research Process and Publication Ethics

Course Outcome (CO3): Apply academic writing conventions, ethical research practices, citation standards, and publication guidelines in preparing scholarly reviews and research articles.

Intended Learning Outcomes (ILOs)

ILO 3.1: Critically review scholarly literature and prepare thirty review reports on a selected research topic.

ILO 3.2: Apply APA, MLA, Chicago, and other contemporary referencing styles in academic writing.

ILO 3.3: Prepare accurate references, bibliography, and webliography following accepted academic standards.

ILO 3.4: Write a conceptual or empirical research article using proper citation and academic writing conventions.

ILO 3.5: Evaluate plagiarism reports using plagiarism detection software (e.g., Turnitin or URKUND) and practice responsible publication ethics.

Unit 4: Preparation of Psychological and Educational Tools/Test/Scale

Course Outcome (CO4): Develop, standardize, administer, and interpret psychological and educational tests and scales for research and educational assessment.

Intended Learning Outcomes (ILOs)

ILO 4.1: Explain the theoretical foundations and applications of psychological and educational tests, scales, and inventories.

ILO 4.2: Construct any five standardized tools from areas such as teacher effectiveness, intelligence, personality, creativity, motivation, anxiety, study habits, emotional quotient, research aptitude, vocational interest, socio-economic status, and attitude.

ILO 4.3: Establish the reliability, validity, scoring procedures, and norms of the developed tools using appropriate statistical techniques.

ILO 4.4: Administer, score, interpret, and report the results of psychological and educational tools accurately.

ILO 4.5: Demonstrate ethical principles and professional standards in the construction, administration, interpretation, and reporting of educational and psychological assessments.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1				
Conceptual Knowledge	CO1	CO1, CO2, CO3	CO2, CO3	CO, CO3, CO4	CO4	
Procedural Knowledge		CO2, CO3,	CO2,CO3, CO4	CO3,CO4	CO2,CO4	
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	M	M	S	S	M	M
CO2	S	S	S	S	S	S	M	S	S	M
CO3	S	S	S	M	S	M	M	S	S	M
CO4	S	S	S	S	S	M	M	S	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Ahuja, R. (2003). Research methods. New Delhi: Rawat Publications.
2. Aron, A., Aron, E.N. and Coups, E. (2012). Statistics for psychology (4th Edn). Noida: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
3. Best, J.W. & Kahn, J.V. (2006). Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Creswell, J.W. (2011). Educational research. New Delhi: PHI Learning Pvt. Ltd.
5. Garrett, H.E. (2016). Statistics in psychology and education (reprint). New Delhi: Paragon International Publishers.
6. Good, C.V., Barr, A.S. & Scates, D.E. (1936). The methodology of educational research. New York: Appleton –Century Crofts, Inc,
7. Guilford, J.P. (1956). Fundamental statistics in psychology and education. New York: McGraw Hill Book Company Inc.
8. Kerlinger, Fred. N. (1983). Foundations of behavioral research. Delhi: Surjeet Publications,
9. King, B.M. and Minium, E.W. (2014). Statistical reasoning in the behavioural sciences (Fifth Edn). New Delhi: Wiley India Pvt. Ltd.
10. Kohl, L. (2016). Methodology of educational research (4th Edn.). New Delhi: Vikas Publishing House Pvt. Ltd.,
11. Kothari, C.R. and Garg, G. (2014). Research methodology-Methods and techniques (3rd Edn.). New Delhi: New Age International (P) Ltd.
12. Lindquist, E.F. (1956). Design and analysis of experiments in psychology and education. Washington D.C.: American Council on Education.
13. Newman, W. L. (2007). Social research methods: Qualitative and quantitative approaches (Sixth Edn.). New Delhi: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
14. Sidhu, K.S. (2009). Methodology of educational research. New Delhi: Sterling Publishers Pvt. Ltd.,
15. Singh, A.K. (1997). Tests, measurements and research methods in behavioural science. Kadamkuan, Patna- 800003: Bharati Bhavan,
16. Travers, Robert M.W. (1969). An introduction to educational research. New York : The Macmillan Company,

M.A. IN EDUCATION PROGRAMME

1st SEMESTER

Course Title	: Mental Health and Issues in Education
Course Code	: EDNN101
Nature of the Course	: Minor
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

Course Objectives (COs):

- Develop a comprehensive understanding of the fundamental concepts, historical development, and theoretical perspectives of mental health.
- Gain insights into the processes of adjustment and maladjustment, including causes, indicators, and mechanisms of coping.
- Understand mental health issues in various contexts, including home, school, and society, and their impact on children and adolescents.
- Explore various interventions, therapies, and strategies to promote mental health and wellbeing.

Unit	Course Content	L	T	P	Total Hours	Total Marks
I	1.0 Introduction to Mental Health: 1.1 Concepts, Criteria and Principles of Mental Health · 1.2 Historical Perspective of Mental Health Movement · 1.3 Theoretical Perspectives: • Psychodynamic • Behavioral • Cognitive • Humanistic • Existential/Transpersonal 1.4 Neurosis and Psychosis	13	2		15	16

	1.5 Concept of Normal and Abnormal Personality					
II	2.0 Adjustment and Maladjustment: 2.1 Concept and Processes of Adjustment and Maladjustment 2.2 Causes and Indicators of Maladjustment 2.3 Adjustment Mechanisms: Fantasy, Compensation, Identification, Rationalization, Sublimation, Projection, Regression and Repression 2.4 Types of Defense mechanisms 2.5 Coping and Life style 2.6 Life skills and their importance 2.7 Stress and Conflict Management	13	2		15	18
III	3.0 Mental health issues in Home, School and society: 3.1 Mental health issues in school 3.2 Common Psychological disorders related to Anxiety, Mood and Cognition 3.3 Common Psychological disorders in Childhood 3.4 Common Psychological disorders in Adolescence 3.5 Relationship between Teacher, Classroom Process and Mental Health 3.6 Place of Mental Health in curriculum	13	2		15	18
IV	4.0 Important Psychotherapies: 4.1 Behaviour Therapy • Cognitive Behaviour Therapy (CBT) • Rational Emotive Behaviour Therapy (REBT) • Humanistic 4.2 Religion/ Spirituality and Mental Health 4.3 Community programme 4.4 Positive mental health and wellbeing 4.5 Strategies for Promoting Mental Health	13	2		15	18
Total		52	8		60	70

Mode of In-Semester Assessment-**: (30 marks)**

1. At Least Two Sessional Tests

: 20 Marks

2. Any one of the following assignments-

:10 Marks

a. Seminar presentation on any one of the relevant topics is compulsory

b. Collect and analyses five newspaper reports or articles from magazines or research papers from journals each, on at least three different themes, such as: Violence and aggression in schools; insensitive teacher attitudes; parental pressures and inter-generational conflicts; academic stress and competitiveness; substance abuse in school going children; peer sub cultures. Identify a Feature Film or Documentary film depicting one or more mental health issues and concerns. Draft an in-depth review based on your understanding of the issues in Mental Health as well as Educational Psychology.

c. Choose a mental health issue and identify at least three resources that can be used to develop a deeper understanding on the concern. Present your understanding through annotations of the resources and share them in the mental health group.

d. Identify mental health concerns of school going children across the different life stages. Develop a detailed report on the same based on your observations in schools.

e. Identify stereotypes presented, propagated, or challenged, in popular media such as magazines, films, television, radio, etc. and analyses the same.

f. Conduct a field-based project on teachers' mental health concerns through observations and interviews. Develop a report of the same and give suggestions for promotion of mental health of school teachers. 25

g. Identify the various community based mental health services offered in your residential area. Visit any one NGO/ clinic/ hospital providing mental health services and document the experiences of practitioners in the setting, particularly those that relate to school going children.

h. Develop a questionnaire and conduct a brief survey to identify and analyze social perceptions towards mental health and illness.

COURSE OUTCOMES (COs)

Unit I: Introduction to Mental Health

Course Outcome (CO1): Develop a comprehensive understanding of the fundamental concepts, historical development, and theoretical perspectives of mental health.

Intended Learning Outcomes (ILOs):

ILO1.1 Define the concepts, criteria, and principles of mental health.

ILO 1.2 Describe the historical perspective of the mental health movement.

ILO 1.3 Explain various theoretical perspectives: psychodynamic, behavioral, cognitive, humanistic, and existential/transpersonal.

ILO 1.4 Differentiate between neurosis and psychosis.

ILO 1.5 Understand the concept of normal and abnormal personality.

Unit II: Adjustment and Maladjustment

Course Outcome (CO2): Gain insights into the processes of adjustment and maladjustment, including causes, indicators, and mechanisms of coping.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define the concepts and processes of adjustment and maladjustment.

ILO2.2 Identify the causes and indicators of maladjustment.

ILO 2.3 Explain adjustment mechanisms: fantasy, compensation, identification, rationalization, sublimation, projection, regression, and repression.

ILO 2.4 Differentiate between types of defense mechanisms.

ILO 2.5 Discuss coping mechanisms, lifestyle choices, and the importance of life skills, stress, and conflict management.

Unit III: Mental Health Issues in Home, School, and Society

Course Outcome (CO3): Understand mental health issues in various contexts, including home, school, and society, and their impact on children and adolescents.

Intended Learning Outcomes (ILOs):

ILO 3.1 Identify mental health issues prevalent in schools.

ILO 3.2 Describe common psychological disorders related to anxiety, mood, and cognition.

ILO3.3 Explain common psychological disorders in childhood and adolescence.

ILO 3.4 Analyze the relationship between teachers, classroom processes, and mental health.

ILO 3.5 Discuss the place of mental health in the curriculum.

Unit IV: Interventions for Mental Health Promotion

Course Outcome (CO4): Explore various interventions, therapies, and strategies to promote mental health and wellbeing.

Intended Learning Outcomes (ILOs):

ILO 4.1 Describe important psychotherapies: behavior therapy, cognitive behavior therapy (CBT), rational emotive behavior therapy (REBT), and humanistic therapy.

ILO 4.2 Discuss the role of religion/spirituality in mental health.

ILO 4.3 Identify community programs aimed at promoting mental health.

ILO 4.4 Define positive mental health and wellbeing.

ILO 4.5 Develop strategies for promoting mental health in various settings.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1				
Conceptual Knowledge	CO1	CO1, CO2, CO3, CO4				
Procedural Knowledge		CO3, CO4	CO2, CO3, CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	M	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	S	M	S	M	S	S
CO4	S	S	S	S	S	M	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Arkoff Abe (1968). Adjustment and Mental health. New York: McGraw Hill Company

2. Akhilananda S. (1952). Mental Health and Hindu Psychology. London: Allen and Unwin
3. Akhilananda (1953). Hindu Psychology. London: Routledge
4. Bahadur Mal (1955). Mental in Theory and Practice. Hoshiarpur: V.V. R.I.
5. Bernard, Harold, W. (1952). Mental Hygiene for class-room teachers. New York: McGraw Hill Book Co.
6. Bonny, M. E. (1960). Mental Health in Education. Boston: Allyn and Bacon
7. Burbury, W.M. (Balient) et.al: An introduction to Child Guidance. London: MacMillan & Co.
8. Capuzzi D and Douglas, G.R: Introduction to Counselling. London: Allyn and Bacon
9. Carroll, H, A (1956). Mental Hygiene: The Dynamics of Adjustment. Englewood Cliffs. New Jersey: Prentice Hall
10. Coleman, J.C. (1976). Abnormal Psychology and Modern Life. Bombay: D.B. Tara Porewala Sons & Co.
11. Crow, Lester D. & Crow, Aline (1952). Mental Hygiene. New York: McGraw Hill Book Company
12. Fredrickson, B. L. (2009). Positivity: Top-notch research reveals the 3 to 1 ratio that will change your life. New York: Three Rivers Press.
13. Hadfield, J.A. (1952). Psychology and Mental Health. London: George Allen and Unwin Ltd.
14. Haidt, J. (2006). The Happiness Hypothesis. Finding modern truth in ancient wisdom. New York: Basic Books. ISBN-10: 0465028020; ISBN-13: 978-0465028023
15. Kallam, S.G. et al (1975). Mental Health and Going to School. Chicago: University of Chicago, Press
16. Peterson, C. (2006). A primer in positive psychology. New York: Oxford University Press. ISBN: 13 978-0-19-518833-2
17. Sinha, A.K. (1982). The concept of mental health in India and Western Psychologies. Kurukshetra: Vishal Publications
18. Suraj B & Dutt N.K. (1978). Mental Health through Education. New Delhi: Vision Books Publications.
19. Suraj B. (1952). Towards a Happier Education. Jalandhar City: University Publications

M.A. IN EDUCATION PROGRAMME

1st SEMESTER UNDER NEP

Course Title	: Research Methodology
Course Code	:
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

Course Objectives (COs)

- Develop a comprehensive understanding of the concepts, principles, significance, and research designs used in educational research.
- Acquire the knowledge and skills required to formulate research problems, review related literature, identify variables, and develop research questions, objectives, and hypotheses.
- Develop competence in selecting appropriate sampling techniques and designing representative samples suitable for different educational research studies.
- Apply appropriate methods of data collection, analysis, interpretation, and research report writing by following accepted scientific and ethical standards

Unit	Content	L	T	P	Total Class	Marks
I	1.0 Fundamentals of Research, Educational Research and Research Design 1.1 Research: Meaning, Objectives, Types and Significance 1.2 Educational Research: Meaning, Nature, Characteristics, Areas and Steps 1.3 Research Design: Meaning, Needs, Features of a Good Research Design 1.3.1 Types of Research Design: Exploratory, Descriptive, Diagnostic and Experimental	14	2		16	16
II	2.0 Research Process 2.1 Formulation of Research Problem: Selection of the research problem, Necessity of defining the problem, Techniques involved in defining problem, Criteria and Sources 2.2 Review of Related Literature: Purpose, Significance, Source, Identification and Organization 2.3 Variable: Meaning of Concepts, Constructs and Variables, Types of Variables: Independent, Dependent, Extraneous, Intervening and Moderator 2.4 Research Questions and Objectives 2.5 Hypotheses: Meaning, importance, sources, characteristics of a good hypothesis, types (Directional and Non-Directional) and Forms (Declarative, Null and Question Form)	12	2		14	18
III	3.0 Sampling Techniques	14	2		16	18

	3.1 Concept of Universe (Population) and Sample, Sampling element, Unit, Sampling frame 3.1 Characteristics of a good sample 3.3 Types of sampling techniques: Probability and Non- probability sampling 3.3.1 Probability sampling: Simple random, Stratified, Cluster, Multi- stage sampling, Multiphase sampling. 3.3.2 non-probability sampling: Purposive or Judgmental sampling, Quota, Incidental, Convenience or Accidental sampling, Snowball sampling, Systematic sampling					
IV	4.0 Data Collection, Analysis and Preparation a Research Report 4.1 Primary & Secondary data source. 4.2 Quantitative methods: Field study, Experimental methods, Survey and Web survey methods, 4.3 Qualitative methods: Observation methods, Interview methods, Focus Group discussions, Case Studies, Content Analysis, Content and Narrative, Ethnography; Selection of an appropriate method for data collection 4.4 Analysis and Interpretation of Data, Checking of Questionnaire and Schedule, Editing of Data, Codification Transcribing, Classification, Tabulation, Comparison and Interpretations. 4.5 Preparation of Research Report	12	2		14	18

	Total	52	08		60	70
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Modes of In-Semester Assessment:

30 Marks

1) Two Sessional test -

20 Marks

2) Any one of the following activities listed below -

05 Marks

Group discussion/Seminar/Debate/Assignment

on any one of the topics of the course.

3) Attendance

5 Marks

COURSE OUTCOMES (COs)

Unit I: Fundamentals of Research, Educational Research and Research Design

Course Outcome (CO1): Develop a comprehensive understanding of the fundamental concepts of research, educational research, and research design, and apply appropriate research designs to educational research problems.

Intended Learning Outcomes (ILOs)

After completing this unit, learners will be able to:

ILO1.1: Define research and explain its objectives, significance, and different types.

ILO 1.2: Describe the meaning, nature, characteristics, areas, and steps of educational research.

ILO 1.3: Explain the concept, need, and essential features of a good research design.

ILO 1.4: Differentiate among exploratory, descriptive, diagnostic, and experimental research designs based on their purposes, characteristics, and applications.

ILO 1.5: Select an appropriate research design for a given educational research problem with logical justification.

Unit 2: Research Process

Course Outcome (CO2)

Develop the ability to formulate educational research problems, review related literature, identify variables, formulate research questions, objectives and hypotheses, and design a sound research framework.

Intended Learning Outcomes (ILOs)

ILO 2.1: Identify and formulate a research problem using appropriate criteria and techniques.

ILO 2.2: Review, organize and synthesize relevant literature from various academic sources to establish the background of a research study.

ILO 2.3: Differentiate among concepts, constructs and variables, and classify different types of variables used in educational research.

ILO 2.4: Formulate research questions, objectives and appropriate hypotheses in accordance with the nature of a research problem.

ILO 2.5: Evaluate the characteristics and forms of hypotheses and justify their application in educational research.

Unit 3: Sampling Techniques

Course Outcome (CO 3)

Develop competence in selecting appropriate sampling techniques and designing representative samples for educational research.

Intended Learning Outcomes (ILOs)

ILO 3.1: Explain the concepts of population, sample, sampling unit, sampling element and sampling frame.

ILO 3.2: Describe the characteristics of a good sample and explain its importance in educational research.

ILO 3.3: Distinguish between probability and non-probability sampling techniques.

ILO 3.4: Apply appropriate probability sampling techniques for different educational research situations.

ILO 3.5: Select suitable non-probability sampling techniques based on the objectives and context of educational research.

Unit 4: Data Collection, Analysis and Preparation of Research Report

Course Outcome (CO 4)

Develop proficiency in collecting, analysing, interpreting and reporting educational research data using appropriate quantitative and qualitative methods.

Intended Learning Outcomes (ILOs)

ILO 4.1: Differentiate between primary and secondary sources of data and select suitable sources for educational research.

ILO 4.2: Apply appropriate quantitative and qualitative methods of data collection according to the objectives of a research study.

ILO 4.3: Select suitable tools and techniques for collecting valid and reliable research data.

ILO 4.4: Analyse and interpret research data through editing, coding, transcription, classification, tabulation, comparison and interpretation.

ILO 4.5: Prepare a well-structured educational research report following accepted academic and ethical standards.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2, CO3	CO3, CO4			
Conceptual Knowledge		CO2, CO3	CO3, CO4,	CO4		CO4
Procedural Knowledge		CO2, CO3, CO4	CO2, CO3, CO4			
Metacognitive Knowledge		CO4	CO4			

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	M	M	S	S	M
CO2	S	S	S	M	S	S	S	S	S	M
CO3	S	S	S	M	S	S	S	S	S	M
CO4	S	S	S	M	S	S	S	S	S	M

Here, S- Strong, M-Medium, W-Weak

Suggested Readings

Ahuja, R. (2001). *Research methods*. Rawat Publications.

Bryman, A. (2016). *Social research methods* (4th ed.). Oxford.

Das, D.K.L. (2007). *Practice of social research: Social work perspective*. Rawat Publications.

Gupta, S.P. (2002). *Statistical methods*. Sultan Chand and Sons Publication.

Kothari, C. R, & Garg, G. (2016). *Research methodology: Methods and techniques* (3rd ed.). New Age.

Kumar, R. (2014). *Research methodology: A step-by-step guide for beginners* (4th ed.). Sage.

Newman, W.L. (2006). *Social research methods: Qualitative and quantitative approaches* (6th ed.). Pearson.

Young, P.V. (1988). *Scientific social surveys and research*. Prentice Hall.

M.A. IN EDUCATION PROGRAMME

2nd SEMESTER

Course Title	: Curriculum Development.
Course Code	: EDNC201
Nature of the Course	:Major (Core)
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

Course Objectives (COs):

- Understand the fundamental concepts, historical perspectives, and strategies of curriculum development.
- Understand the principles, types, and models of curriculum design and their applications in educational planning and development.
- Understand the role of instructional media, techniques, and evaluation approaches in enhancing curriculum transaction.
- Analyze factors influencing curriculum change, approaches to change, and roles in curriculum improvement.

Unit	Course Content	Marks	L	P	T	Total Hours
I	1.0 Introduction to curriculum development 1.1 Concept and meaning of curriculum 1.2 Historical perspective of curriculum development in India 1.3 Strategies of Curriculum Development 1.4 Procedure of curriculum development 1.5 Philosophical considerations of curriculum development (National, democratic) 1.6 Psychological considerations of curriculum	18	13		2	15

	development (learner's needs and interests) 1.7 Sociological considerations of curriculum development (socio cultural reconstruction) 1.8 Role of Statutory Bodies in curriculum development - NCERT, SCERT, NCTE, RCI, UGC and University.					
II	2.0 Curriculum Design and Models of Curriculum Design 2.1 Curriculum Design: Meaning, Sources and Principles. 2.2 Types of Curriculum based on Idealism, Naturalism and Pragmatism perspective 2.3 Advantages and disadvantages of the different types of curriculum 2.4 Traditional and Contemporary Models (Academic / Discipline Based Model) 2.5 Individual Needs & Interests Model 2.6 Outcome Based Integrative Model 2.7 CIPP Model (Context, Input, Process, Product Model)	18	13		2	15
III	3.0 Instructional System 3.1 Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction 3.2 Approaches to Evaluation of Curriculum: Approaches to Curriculum and Instruction (Academic and Competency Based Approaches) 3.3 Models of Curriculum Evaluation: • Tyler's Model • Stakes' Model • Scriven's Model • Kirkpatrick's Mode	18	13		2	15
IV	4.0 Curriculum Change and Evaluation 4.1 Factors affecting curriculum change 4.2 Approaches to curriculum change 4.3 Role of students, teachers and educational administrators in curriculum change and improvement 4.4 Scope of curriculum research and Types of Research in Curriculum Studies	16	13		2	15
Total		70	52		8	60

Modes of In-Semester Assessment:

30 Marks

1) Two Sessional test -

20Marks

2) Any one of the following activities listed below - 10 Marks

Group discussion/Seminar/Debate/Assignment

on any one of the topics of the course.

COURSE OUTCOMES (COs)

Unit I: Introduction to Curriculum Development

Course Outcome (CO1): Understand the fundamental concepts, historical perspectives, and strategies of curriculum development.

Intended Learning Outcomes (ILOs):

ILO1.1 Define and explain the concept and meaning of curriculum.

ILO 1.2 Trace the historical perspective of curriculum development in India.

ILO 1.3 Discuss various strategies employed in curriculum development.

ILO 1.4 Describe the procedure involved in curriculum development.

ILO 1.5 Analyze philosophical considerations in curriculum development with a focus on national and democratic perspectives.

ILO 1.6 Discuss psychological considerations in curriculum development, emphasizing learners' needs and interests.

ILO 1.7 Examine sociological considerations in curriculum development, highlighting socio-cultural reconstruction.

ILO 1.8 Identify and explain the roles of statutory bodies such as NCERT, SCERT, NCTE, RCI, UGC, and universities in curriculum development.

Unit II: Curriculum Design and Models of Curriculum Design

Course Outcome (CO2): Understand the principles, types, and models of curriculum design and their applications in educational planning and development.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define curriculum design and explain its significance in educational planning.

ILO 2.2 Identify and explain the sources and principles influencing curriculum design.

ILO 2.3 Compare and contrast different types of curriculum based on Idealism, Naturalism, and Pragmatism.

ILO 2.4 Evaluate the advantages and limitations of different curriculum designs.

ILO2.5 Analyze traditional and contemporary models of curriculum design, including Academic/Discipline-Based, Competency-Based, and Individual Needs & Interests Models.

ILO 2.6 Examine the Outcome-Based Integrative, Intervention, and CIPP Models and evaluate their applications in curriculum development and improvement.

Unit III: Instructional System

Course Outcome (CO3): Understand the role of instructional media, techniques, and evaluation approaches in enhancing curriculum transaction.

Intended Learning Outcomes (ILOs):

ILO 3.1 Describe instructional media, techniques, and materials used to enhance curriculum transaction.

ILO 3.2 Compare different approaches to the evaluation of curriculum, including Academic and Competency-Based Approaches.

ILO 3.3 Explain models of curriculum evaluation such as Tyler's Model, Stakes' Model, Scriven's Model, and Kirkpatrick's Model.

Unit IV: Curriculum Change and Evaluation

Course Outcome (CO4): Analyze factors influencing curriculum change, approaches to change, and roles in curriculum improvement.

Intended Learning Outcomes (ILOs):

ILO 4.1 Identify factors affecting curriculum change in educational settings.

ILO 4.2 Discuss different approaches to curriculum change.

ILO 4.3 Evaluate the roles of students, teachers, and educational administrators in curriculum change and improvement.

ILO 4.4 Explore the scope of curriculum research and different types of research methodologies used in curriculum studies.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2				
Conceptual Knowledge		CO1, CO2, CO3	CO2, CO3	CO3, CO4	CO4, CO3	
Procedural Knowledge		CO2,	CO1, CO2, CO3, CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	S	S	M	S	M	M
CO2	S	S	M	S	M	S	S	S	S	M
CO3	S	M	S	S	S	M	S	M	S	M
CO4	S	M	S	S	S	M	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Cook, T.G. The Changing Curriculum. London: Methuen & Co. Ltd.
2. Dudeja, Gita & Kour, Gurvinder (2016). Curriculum Development and Assessment. Meerut: R. Lall
3. Kalaiyarasan, G. (2012). Curriculum Development. New Delhi: Aph Publishing Corporation
4. Pandey, Jyoti (2015). Principles Of Education and Curriculum Development. Delhi: KSK
5. Pinar, W. (2015). Curriculum Studies in India: Intellectual Histories, Present Circumstances. London: Palgrave Macmillan
6. Reddy, Mamidi Malla & Ravisankar, S. Curriculum Development and Educational Technology. New Delhi: Sterling Publishers Private Ltd.
7. Sharma R.A. Curriculum Development and Instruction. Meerut: R Lal Book Depot.
8. Talla, Mrunalini (2012). Curriculum Development: Perspectives, Principles and Issues. New Delhi: Pearson
9. Tyler, Ralph (2013). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press

M.A. IN EDUCATION PROGRAMME

2nd SEMESTER

Course Title : Teacher Education

Course Code : EDNC202

Nature of the Course : Major (Core)

Total Credits : 04

Distribution of Marks: (End-Sem. - 70) + (In-Sem. - 30)

Distribution of Credits : Lecture – 52 Practical – 0 Tutorial – 08

Course Objectives (COs):

- Comprehend the meaning, nature, scope, fundamentals, aims, and objectives of teacher education.
- Understand the frameworks, purposes, organization, content, methods, and evaluation of pre-service and in-service teacher education programs.
- Explore the knowledge base, contributions of scholars, reflective teaching, and models of teacher education.
- Examine innovations, policy imperatives, performance appraisals, new directions, emerging issues for research, professionalism, professional ethics, and socio-cultural contexts in teacher education.

Unit	Course Content	Marks	L	P	T	Total Hours
I	1.0 Concepts of Teacher Education: 1.1.1 Meaning, Nature and Scope of Teacher Education, 1.1.2 Fundamentals of Teaching, 1.1.3 Aims and Objectives of Teacher Education 1.2 Committees and Commissions contribution to Teacher Education: 1.2.1 Secondary Education Commission (1953) 1.2.2 Kothari Commission (1964-66) 1.2.3 National Policy on Education (1986,1992) 1.2.4 National Commission on Teachers (1999) 1.2.5 National Curriculum Framework (2005) 1.2.6 National Knowledge Commission (2007) 1.2.7 Yashpal Committee Report (2009) 1.2.8 Justice Verma Committee Report (2012) 1.3 Types of Teacher Education Programs 1.4 Teacher Education Curriculum at Elementary, Secondary and Higher Secondary Levels as envisioned in the NCERT, NCTE document	18	13		2	15
II	2.0 Understanding the frameworks of Pre-Service and In-Service Teacher Education 2.1. Concepts, Need, purpose, Organization, Content, Methods and Evaluation at Various levels of Pre-Service Teacher Education Programme. 2.2 Organization and modes of In-service Teacher Education, Agencies and Institutions of In-Service Teacher Education at District, State and National Levels. (SSA, RMSA, SCERT, NCERT, NCTE and UGC)	18	13		2	15

	2.3 Planning in-service teacher education program (purpose, duration, resources and Budget) 2.4 Approaches to Learning: Transactional, Expository, Collaborative and Experiential					
III	3.0 Understanding Knowledge base of Teacher Education 3.1 Contributions of Schulman, Dang and Luke & Habermas 3.2 Reflective Teaching: Meaning, Strategies for promoting Reflective Teaching 3.3 Models of Teacher Education: Behaviourist, Competency-based and Inquiry Oriented Teacher Education Models.	16	13		2	15
IV	4.0 Innovations in Teacher Education, Teacher and Social Context 4.1 ICT Integration in Teacher Education 4.2 Policy imperatives in Teacher Education 4.3 Performance Appraisals of teachers 4.4 New directions of Teacher Education 4.5 Emerging issues for research in Teacher Education 4.6 Concept of Profession & Teaching as a profession. 4.7 Professional Ethics of Teachers 4.8 Understanding the socio-cultural context of teachers and teaching within the school system affecting Teacher Development. 4.9 Understanding the importance of Professional Knowledge, skills, values and attitude, the Changing profile of teachers work and working condition	18	13		2	15
Total		70	52		8	60

Mode of In-Semester Assessment

:30 Marks

1. At least two sessional tests : 20 Marks
2. Any two of the following activities : 10 Marks

a. Writing a term paper b. Preparation and presentation of a seminar paper c. Assignment on any topic relevant to the course d. Any other activities deemed fit by the course teacher

Course Outcomes (COs):

Unit I: Concepts of Teacher Education

Course Outcomes (CO1): To comprehend the meaning, nature, scope, fundamentals, aims, and objectives of teacher education.

Intended Learning Outcomes (ILOs):

ILO1.1 Define the meaning, nature, and scope of teacher education and explain the fundamentals of teaching.

ILO 1.2 Analyze the aims and objectives of teacher education.

ILO 1.3 Discuss the contributions of various committees and commissions to teacher education, such as the Secondary Education Commission (1953), Kothari Commission (1964-66), National Policy on Education (1986, 1992), National Commission on Teachers (1999), National Curriculum Framework (2005), National Knowledge Commission (2007), Yashpal Committee Report (2009), and Justice Verma Committee Report (2012).

ILO 1.4 Identify and describe different types of teacher education programs.

ILO 1.5 Outline the teacher education curriculum at elementary, secondary, and higher secondary levels as per NCERT and NCTE documents.

Unit II: Understanding the Frameworks of Pre-Service and In-Service Teacher Education

Course Outcome (CO2): To understand the frameworks, purposes, organization, content, methods, and evaluation of pre-service and in-service teacher education programs.

Intended Learning Outcomes (ILOs):

ILO 2.1 Explain the concepts, needs, purposes, organization, content, methods, and evaluation of pre-service teacher education programs at various levels.

ILO2.2 Describe the organization, modes, agencies, and institutions involved in in-service teacher education at district, state, and national levels, including SSA, RMSA, SCERT, NCERT, NCTE, and UGC.

ILO 2.3 Plan an in-service teacher education program, including defining its purpose, duration, resources, and budget.

ILO 2.4 Compare and contrast different approaches to learning used in teacher education: transactional, expository, collaborative, and experiential.

Unit III: Understanding Knowledge Base of Teacher Education

Course Outcome (CO3): To explore the knowledge base, contributions of scholars, reflective teaching, and models of teacher education.

Intended Learning Outcomes (ILOs):

ILO 3.1 Discuss the contributions of scholars such as Schulman, Dang, and Luke & Habermas to the knowledge base of teacher education.

ILO 3.2 Define reflective teaching, its meaning, and strategies for promoting reflective teaching among educators.

ILO3.3 Compare and contrast different models of teacher education, including Behaviourist, competency-based, and inquiry-oriented models.

Unit IV: Innovations in Teacher Education, Teacher and Social Context

Course Outcome (CO4): To examine innovations, policy imperatives, performance appraisals, new directions, emerging issues for research, professionalism, professional ethics, and socio-cultural contexts in teacher education.

Intended Learning Outcomes (ILOs):

ILO 4.1 Evaluate the integration of ICT in teacher education and its impact.

ILO 4.2 Analyze policy imperatives influencing teacher education in contemporary contexts.

ILO 4.3 Assess the methods and significance of performance appraisals for teachers.

ILO4.4 Explore new directions in teacher education, considering current trends and innovations.

ILO 4.5 Identify emerging issues for research in teacher education and propose areas for further study.

ILO 4.6 Define teaching as a profession and discuss the concept of professionalism and professional ethics among teachers.

ILO 4.7 Understand the socio-cultural context of teachers and teaching within the school system, including its influence on teacher development.

ILO 4.8 Recognize the importance of professional knowledge, skills, values, and attitudes in the changing profile of teachers' work and working conditions.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2				
Conceptual Knowledge		CO2	CO2, CO3		CO2	
Procedural Knowledge		CO2, CO4	CO2, CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	S	S	S	S	S	M
CO2	S	S	M	M	S	S	S	S	S	M
CO3	S	S	M	M	S	S	S	M	S	S
CO4	S	S	M	M	S	S	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Anand, C.L. (1988). Aspects of Teachers Education. Delhi: S. Chand and Co.
2. Chaurasia, G. (2000). Teacher Education and Professional Organization. Delhi: Authors Press.
3. Govt. of India. (1966). Report of the Education Commission 1963-1966. New Delhi: Ministry of Education, Govt. of India.
4. Grower, R. & Walters, S. (1987). Teaching Practice Handbook. London: ELBS, Heinemann Educational Books Ltd.
5. Meffit, John Clifton. (1983). In-service Education for Teachers. Washington: Center for Applied Research in Education.
6. Mukherjee, S.N. (1987). Admission and Organization in Teacher Training Institution. New Delhi: NCERT.
7. Mukherjee, S.N. (1978). (Ed.) Education of the Teacher in India. Vol. I & Vol. II, Delhi: S. Chand and Co.
8. NCTE. (1978). Teacher Education Curriculum - A Framework. New Delhi: NCERT.
9. Panda, B.N. & Tewari, A.D. (1997). Teacher Education. New Delhi: A.P.H. Publishing Corporation.
10. Pareek, R. (1996). Role of Teaching Profession. Guwahati: Eastern Book House.
11. Passi, B.K. (1976). Becoming a Better Teacher: Microteaching Approach. Ahmedabad: Sahitya Mudranalaya
12. Patil, V.T. (1998). In-Service Education for Teachers. Delhi: Authors Press.
13. Raina, V.K. (1998). Teacher Education: A Perspective. Guwahati: Eastern Book House.
14. Silcork, P. & Bruntland, M. (2002). Achieving Competence, Success and Excellence in Teaching. London: Routledge Falmer.

15. Singh, L.C. (1990). (Ed.) Teacher Education in India: A Resource Book. New Delhi: NCERT.
16. Subramanyam, K. (1995). Handbook for College and University Teachers. Hyderabad.
17. Tibble, J.W. (1971). (Ed.) The Future of Teacher Education. London: Routledge and Kegan Paul.
18. Sharma, R.C. (2002). National Policy on Education. Mangal: Deep Publication.
19. Aggarwal, J.C. (1992). Education Policy in India. Shipra Publication.
20. Shivavarudrappa, G. Philosophical Approach to Education. Himalaya Publication.
21. Thorat, Sukhadeo. Higher Education in India: Emerging Issues Related to Access, Inclusiveness, and Quality. Chairman UGC, New Delhi: Nehru Memorial Lecture.
22. James, E. Bruno. (1972). Emerging Issues in Education: Policy Implications for the School. Rand Corporation, Lexington Books.
23. Rajput, J.S. &Walia, K. Teacher Education in India. New Delhi: Sterling Publishers Pvt. Ltd.

M.A. IN EDUCATION PROGRAMME

2nd SEMESTER

Course Title	: Research in Education
Course Code	: EDNC203
Nature of the Course	: Major (Core)
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

Course Objectives (COs)

- Develop learners' understanding of the philosophical foundations, principles, and various quantitative research designs and enable them to select appropriate quantitative approaches for educational research.
- Enable learners to understand the concepts, characteristics, procedures, and applications of qualitative and mixed-method research designs for investigating educational issues and phenomena.
- Develop learners' knowledge and skills in selecting and applying appropriate research techniques and tools for collecting valid and reliable data in educational research.
- Equip learners with the knowledge and skills required for preparing research reports and research papers, applying APA referencing, adhering to research ethics, and conducting ethical research free from plagiarism.

Unit	Content	L	T	P	Total Hours	Total Marks
I	1.0 Quantitative Research Designs: 1.1 Positivism and post-positivistic approaches to research. 1.2 Historical Research: • Meaning, Nature and Scope • Steps in Historical Research 1.3 Descriptive Research • Meaning, nature and scope • Types: Survey studies, Interrelationship Studies and Developmental studies • Steps in Descriptive Research 1.4 Experimental Research • Meaning, Nature and Scope • Variables: Independent and dependent variables, Confounding variables and extraneous variables • Characteristics of Experimental Research: Control, Manipulation, Observation and Replication • Steps in Experimental Research • Research Designs: Pre-Experimental Designs, Quasi-Experimental Designs and True Experimental Designs	12	2		14	18
II	2.0 Qualitative Research Designs: 2.1 Grounded Theory Designs: Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT	13	2		15	18

	2.2 Narrative Research Designs: Meaning and key Characteristics, Steps in conducting NR design, 2.3 Case Study: Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses 2.4 Ethnography: Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses 2.5 Mixed Method Designs: Characteristics, Types of MM designs-Triangulation, Explanatory and Exploratory designs, Steps in conducting a MM designs, Strengths and weakness of MM research					
III	3.0 Techniques of Research: 3.1 Research Techniques: • Observation • Interview • Case Study • Sociometric techniques: Sociogram and Sociometric Matrices Projective techniques	13	2		15	14
IV	4.0 Report Writing and Related Techniques: 4.1 Writing the Research Report: 4.1.1 Format 4.1.2 Chaptalization 4.2 Characteristics of a good research report. 4.3 Use of abbreviations 4.4 Referencing: References, footnotes and bibliography, APA Style of Referencing 4.5 Writing Research Paper	14	2		16	20

	Ethics in reporting research 4.6 Intellectual Property Right (IPR) and Plagiarism 4.7 Choose a Research Problem and Prepare a research report using all the steps					
	Total	52	08		60	70

Mode of In-Semester Assessment

(30 marks):

1. Two Sessional Tests : 20 Marks
2. Any two of the following activities : 10 Marks
 - a. Conducting a case study
 - b. Preparing references using APA style
 - c. Group discussion
 - d. Preparation and Presentation of seminar paper
 - e. Objective type test
 - f. Any other activities deemed to be fit by the course teacher

COURSE OUTCOMES(COs)

COURSE OUTCOMES(COs)

Unit 1: Quantitative Research Designs

Course Outcome (CO1)

Develop a comprehensive understanding of quantitative research paradigms and apply appropriate quantitative research designs to investigate educational problems.

Intended Learning Outcomes (ILOs)

ILO 1.1: Explain the philosophical foundations of positivism and post-positivism in educational research.

ILO 1.2: Describe the meaning, nature, scope, and procedural steps of historical and descriptive research.

ILO 1.3: Differentiate among survey, interrelationship, and developmental studies based on their objectives and applications.

ILO 1.4: Explain the concepts, characteristics, variables, and procedural steps involved in experimental research.

ILO 1.5: Select and justify appropriate experimental research designs (pre-experimental, quasi-experimental, and true experimental) for different educational research problems.

Unit 2: Qualitative Research Designs

Course Outcome (CO2)

Develop the ability to apply qualitative and mixed-method research designs for exploring complex educational phenomena.

Intended Learning Outcomes (ILOs)

ILO 2.1: Explain the concepts, characteristics, procedures, strengths, and limitations of grounded theory and narrative research designs.

ILO 2.2: Describe the components, types, procedures, strengths, and limitations of case study research.

ILO 2.3: Explain the assumptions, characteristics, procedures, and reporting process of ethnographic research.

ILO 2.4: Compare qualitative research designs and identify their appropriate applications in educational research.

ILO 2.5: Apply suitable mixed-method research designs (triangulation, explanatory, and exploratory) to address educational research problems.

Unit 3: Techniques of Research

Course Outcome (CO3): Develop competence in selecting and applying appropriate research techniques for collecting valid and reliable educational data.

Intended Learning Outcomes (ILOs)

ILO 3.1: Explain the principles, procedures, merits, and limitations of observation, interview, and case study techniques.

ILO 3.2: Apply appropriate observation and interview techniques for educational research.

ILO 3.3: Describe sociometric techniques, including sociograms and sociometric matrices, and interpret their applications in educational settings.

ILO 3.4: Explain the concept and educational applications of projective techniques.

ILO 3.5: Select suitable research techniques according to the objectives, nature, and design of an educational research study.

Unit 4: Report Writing and Research Ethics

Course Outcome (CO4): Develop proficiency in preparing research reports, following academic writing conventions, ethical research practices, and intellectual property regulations.

Intended Learning Outcomes (ILOs)

ILO 4.1: Prepare a research report using the standard format and capitalization followed in educational research.

ILO 4.2: Demonstrate the use of appropriate referencing styles, including APA style, footnotes, references, and bibliography.

ILO 4.3: Develop the ability to write a research paper following accepted academic writing standards.

ILO 4.4: Explain the principles of research ethics, intellectual property rights (IPR), plagiarism, and responsible reporting of research.

ILO 4.5: Identify an educational research problem and prepare a complete research report by applying all stages of the research process while adhering to ethical standards

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2 CO3, CO4	CO1			
Conceptual Knowledge	CO1, CO2	CO1, CO2, CO3, CO4	CO2	CO4	CO2	CO3
Procedural Knowledge		CO2, CO4		CO4	CO4	CO3
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	M	S	S	S	S	M
CO2	S	S	M	W	M	S	S	S	S	M
CO3	S	M	S	M	M	S	S	M	S	S
CO4	S	S	M	M	M	S	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Ahuja, R. (2003). Research methods. New Delhi: Rawat Publications.
2. Aron, A., Aron, E.N. and Coups, E. (2012). Statistics for psychology (4th Edn). Noida: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
3. Best, J.W. & Kahn, J.V. (2006). Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Creswell, J.W. (2011). Educational research. New Delhi: PHI Learning Pvt. Ltd.

5. Garrett, H.E. (2016). Statistics in psychology and education (reprint). New Delhi: Paragon International Publishers.
6. Good, C.V., Barr, A.S. & Scates, D.E. (1936). The methodology of educational research. New York: Appleton –Century Crofts, Inc,
7. Guilford, J.P. (1956). Fundamental statistics in psychology and education. New York: McGraw Hill Book Company Inc.
8. Kerlinger, Fred. N. (1983). Foundations of behavioral research. Delhi: Surjeet Publications,
9. King, B.M. and Minium, E.W. (2014). Statistical reasoning in the behavioural sciences (Fifth Edn). New Delhi: Wiley India Pvt. Ltd.
10. Kohl, L. (2016). Methodology of educational research (4th Edn.). New Delhi: Vikas Publishing House Pvt. Ltd.,
11. Kothari, C.R. and Garg, G. (2014). Research methodology-Methods and techniques (3rd Edn.). New Delhi: New Age International (P) Ltd.
12. Lindquist, E.F. (1956). Design and analysis of experiments in psychology and education. Washington D.C.: American Council on Education.
13. Newman, W. L. (2007). Social research methods: Qualitative and quantitative approaches (Sixth Edn.). New Delhi: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
14. Sidhu, K.S. (2009). Methodology of educational research. New Delhi: Sterling Publishers Pvt. Ltd.,
15. Singh, A.K. (1997). Tests, measurements and research methods in behavioural science. Kadamkuan, Patna- 800003: Bharati Bhavan,
16. Travers, Robert M.W. (1969). An introduction to educational research. New York: The Macmillan Company,

M.A. IN EDUCATION PROGRAMME

2nd SEMESTER

Course Title	: Introduction to Positive Psychology
Course Code	: EDNC204 (A)
Nature of the Course	: Major (Core)
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 52 Practical – 0 Tutorial – 08

Course Objectives (COs):

- Develop an understanding of the concepts, principles, and applications of positive psychology in promoting happiness, well-being, and human flourishing
- Develop an understanding of personal virtues, psychological strengths, and pro-social emotions that promote self-development, well-being, positive relationships, and social harmony.
- Develop awareness and skills related to psychological strengths such as wisdom, courage, mindfulness, flow, and spirituality for enhancing quality of life.
- Develop knowledge of resilience, post-traumatic growth, social engagement, and positive schooling for promoting lifelong well-being.

Unit	Content	Marks	L	P	T	Total Hours
I	1.0 Positive Psychology: Science of Studying Happiness and Flourishing 1.1 Concept, aim, scope and background of Positive Psychology 1.2 Implications of Positive Psychology towards Happiness and Flourishing 1.3 The dimensions of Happiness and Flourishing— Pleasant Life, Engaged Life, Meaningful Life, Relationship, Accomplishment and Positive Health	16	13		2	15
II	2.0 Virtues for Personal Development 2.1 Personal Goal: concept, dimensions, measures and ways to set personal meaningful goals 2.2 Self-regulation: concept, dimensions, measures and activities to develop self- regulation 2.2 Grit: concept, dimensions, measures and activities to develop grit 2.3 Seeing our future through hope and optimism: concepts, benefits, measures and activities to develop hope and optimism 2.4 Empathy: Concept, genetic and neural foundation of empathy, empathy-altruism hypothesis, measures, activities to develop empathy 2.5 Compassion: Concept, dimensions, measures, activities to develop compassion 2.6 Love: concept, varieties of love, romantic love, attachment style, measures, activities to understand love 2.7 Gratitude: concept, dimensions, benefits, measures and activities to develop gratitude 2.8 Forgiveness: concept, dimensions, measures and activities to develop forgiveness	22	16		2	18
III	3.0 Enhancing Life	16	13		15	16

	3.1 Wisdom: concept, implicit and explicit theories of wisdom, characteristics of a wise person, measures and ways to develop wisdom 3.2 Courage: concept, finding courage in daily life, measures, learning courage 3.3 Mindfulness: concept, in search of novelty, benefits, mindfulness exercises 3.4 Flow: concept, fostering flow and benefits, experiencing flow 3.1 Spirituality: concept and benefit					
IV	4.0 Protecting Life 4.1 Resilience: concept, benefits, measures and exercises to develop resilience 4.2 Post traumatic growth: concept, reviving life, benefits, ways 4.3 Positive Social Engagement: benefits, finding engagement, finding meaning 4.4 Positive Schooling: learning positive emotion, positive engagement, meaning, positive relationship, positive accomplishment and positive health	16	10		2	12
	Total	70	52		08	60

Mode of In-Semester Assessment (30 marks):

1. Two Sessional Tests : 20 Marks
2. Any two of the following activities : 10 Marks
 - a. Conducting a case study
 - b. Preparing references using APA style
 - c. Group discussion
 - d. Preparation and Presentation of seminar paper
 - e. Objective type test
 - f. Any other activities deemed to be fit by the course teacher

COURSE OUTCOMES (COs)

Unit I: Positive Psychology: Science of Studying Happiness and Flourishing

Course Outcome (CO1): Students will develop an understanding of the concepts, principles, and applications of positive psychology in promoting happiness, well-being, and human flourishing

Intended Learning Outcomes (ILOs):

ILO 1.1 Explain the concept, aims, scope, and historical development of Positive Psychology.

ILO 1.2 Understand the relationship between Positive Psychology, happiness, and flourishing.

ILO 1.3 Describe different dimensions of happiness and well-being.

ILO 1.4 Apply Positive Psychology principles for enhancing personal and social well-being.

Unit II: Virtues for Personal Development

Course Outcome (CO2): Develop an understanding of personal virtues, psychological strengths, and pro-social emotions that promote self-development, well-being, positive relationships, and social harmony.

Intended Learning Outcomes (ILOs):

ILO 2.1 Explain the importance of personal goals, goal-setting strategies, and self-regulation in achieving personal growth.

ILO 2.2 Understand the concept, dimensions, and development of self-regulation and its role in positive functioning.

ILO 2.3 Analyse the role of grit, hope, optimism, perseverance, and motivation in personal development.

ILO 2.4 Explain the concepts and significance of empathy, compassion, love, gratitude, and forgiveness in human relationships.

ILO 2.5 Examine the psychological foundations of pro-social emotions and their contribution to emotional well-being and social harmony.

ILO 2.6 Apply strategies and practices for developing positive thinking, empathy, compassion, gratitude, forgiveness, and healthy interpersonal relationships.

Unit III: Enhancing Life

Course Outcome (CO3): Students will develop awareness and skills related to psychological strengths such as wisdom, courage, mindfulness, flow, and spirituality for enhancing quality of life.

Intended Learning Outcomes (ILOs):

ILO 3.1 Explain the concepts of wisdom, courage, mindfulness, flow, and spirituality.

ILO 3.2 Identify characteristics and practices that enhance personal growth.

ILO 3.3 Apply mindfulness and flow-based strategies for improving well-being.

ILO 3.4 Develop positive qualities for effective coping and meaningful living.

Unit IV: Protecting Life

Course Outcome (CO4): Students will develop knowledge of resilience, post-traumatic growth, social engagement, and positive schooling for promoting lifelong well-being

Intended Learning Outcomes (ILOs):

ILO 4.1 Explain the concepts of resilience and post-traumatic growth.

ILO 4.2 Develop strategies for coping with challenges and strengthening psychological well-being.

ILO 4.3 Understand the importance of positive social engagement and meaningful relationships.

ILO 4.4 Apply principles of positive schooling for holistic development and well-being.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2		CO1			
Conceptual Knowledge	CO1, CO2	CO1, CO2, CO3, CO4	CO1, CO2			
Procedural Knowledge			CO2, CO3, CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	M	S	S	S	M
CO2	M	M	M	M	M	M	S	S	S	M
CO3	S	S	M	S	M	M	S	M	S	S
CO4	M	S	M	M	S	M	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Reading

1. Argyle, M. (2001). The Psychology of Happiness (2nd edn). London: Routledge.
2. Baumgardner, S. R. and Marie K. Crothers, (2009). Positive Psychology. New Delhi: Pearson Education.
3. Carr, A. (2004). Positive Psychology: the Science of Happiness and Human Strengths. New York: Routledge.
4. Csikszentmihalyi, M. (1990). Flow: The psychology of optimal Experience. New York: Harperperennial.
5. Emmons, R. A. (2008) Thanks! How Practicing Gratitude can Make You Happier. New York: Houghton Mifflin Company.
6. Fredrickson, B. L. (2009). Positivity: Top-Notch Research Reveals the 3-to-1 Ratio That Will Change Your Life. New York: Three River Press.
7. Gillham, Jane E., (2000) The Science of Optimism and Hope. Lonon: Temptation Foundation Press.
8. Hallowell, Edward M. (2011). Shine: Using Brain Science to Get the Best from Your People. Boston: Harvard Business Review Press.
9. Layard, R. (2011). Happiness: Lessons from a New Science. London: Penguin Books.
10. Lyubomirsky, S. (2012). The How of Happiness. New York: Penguin. 51
11. Norrish, Jacolyn, (2015). Positive Education. UK: Oxford University Press.
12. Rushton, J. P. (1980). Altruism, Socialization and Society. New Jersey: Prentice- Hall.
13. Seligman, M. E. P. (2002). Authentic Happiness. London: Nicholas Brealey Publishing.

14. Seligman, M. E. P. (2012), Flourish: A Visionary new Understanding of Happiness and Wellbeing, Free Press: New York.
15. Snyder, C. R. (1994). The Psychology of Hope: You can get there from here. New York: Free Press.
16. Snyder, C. R. & Lopez, S J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA , US : Sage Publications, Inc.
17. Snyder, C. R., S. J. Lopez and J. T. Pedrotti (2011). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. New Delhi: SAGE.

M.A. IN EDUCATION PROGRAMME

2nd SEMESTER

Course Title	: Open and Distance Learning
Course Code	: EDNC204 (B)
Nature of the Course	:Major (Core)
Total Credits	: 04
Distribution of Marks	: (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credits	: Lecture – 56 Practical – 0 Tutorial – 04

Course Objectives (COs):

- Understanding of the concept and communication of Open and Distance Learning
- Familiarize the students with the process of development of Self-Learning Materials
- Develop the understanding of learner support services and academic counselling in ODL
- Familiarize the students with different communication technologies used in ODL

Unit	Content	Marks	L	P	T	Total Hours
I	1.0 Concept of Open and Distance Learning (ODL) 1.1 Nature and Characteristics of ODL 1.2 Correspondence, Open and Distance Education 1.3 Difference between ODL and Conventional System 1.4 Growth of ODL in India with special reference to IGNOU, KKHSOU and DODL, Dibrugarh University 1.5 Types of ODL Institutions 1.6 Different models of ODL 1.7 Characteristics and problems of distance learners 1.8 Regulatory bodies of ODL System 1.9 Planning and Management of ODL	18	14		1	15

	1.10 Economics of ODL					
II	2.0 Self-Learning Materials (SLM) 2.1 Curriculum design and development 2.2 Student learning and instructional design 2.3 Concept of SLM, Characteristics, Different types of SLM & Access devices of Self-Learning Materials 2.4 Self-Learning print materials 2.5 SLM development process • Planning • Preparing • Writing • Re-writing • Revision 2.6 Editing of the SLM • Format Editing • Content Editing • Language Editing 2.8 Finalizing SLM	18	14		1	15
III	3.0 Learner Support Services and Academic Counselling in ODL 3.1 Learner Support Services: • Need of learner support services • Kinds of Learner Support Services ☐ Pre-entry support ☐ During the course support ☐ Post course stage • Learner support providers • Study and Regional Centres 3.2 Academic Counselling in ODL • Concept, Needs and Importance • Stages of Academic Counselling • Media of Academic Counselling • Qualities of an academic counsellor • Skills of an academic counsellor • Academic counselling in different institutions/universities	18	14		1	15
	4.0 Assessment, Evaluation and Research in	16	14		1	15

IV	ODL 4.1 Assessment and Evaluation in ODL • Assessment in ODL: concept, needs and importance • Evaluation in ODL: concept, needs and importance • Two-way communication in ODL • Assignments and evaluation of assignment responses ☐ Types of assignments ☐ Tutor comments: nature and types • Marking vs. Grading • Question Banks • Programme Evaluation 4.2 Research in ODL • Need and importance of research in ODL • Research in ODL at National and International level • Action research in ODL					
	Total	70	56	0	04	60

Mode of In-Semester Assessment (30 marks):

1. At Least Two Sessional Tests : 20 Marks
2. Any two of the following activities: : 10 Marks
 - a) Review of related literature related to ODL.
 - b) Group discussion
 - c) Preparation and Presentation of seminar paper
 - d) Objective type test
 - e) Any other activities deemed to be fit by the course teacher

Course Outcomes (COs):

Unit I: Concept of Open and Distance Learning (ODL)

Course Outcome (CO1): To develop an understanding of the concept and communication of Open and Distance Learning

Intended Learning Outcomes (ILOs):

ILO 1.1 To acquaint with the concept and nature of non-formal education

ILO 1.2 To acquaint with the difference between ODL and conventional learning

ILO 1.3 To understand the development and challenges of ODL

ILO 1.4 To understand the role of technology in ODL

Unit II: Self-Learning Materials (SLM)

Course Outcome (CO2): To familiarize the students with the process of development of Self-Learning Materials

Intended Learning Outcomes (ILOs):

ILO 2.1 To acquaint with the concept and types of self-learning material

ILO 2.2 To develop the knowledge of developing self-learning material

UNIT III: Learner Support Services and Academic Counselling in ODL

Course Outcome (CO3): To develop the understanding of learner support services and academic counselling in ODL

Intended Learning Outcomes (ILOs):

ILO 3.1 To acquaint the students with different learner support services

ILO 3.2 To make the students understand the concept of academic counselling

Unit IV: Assessment, Evaluation and Research in ODL

Course Outcome (CO4): To familiarize the students with different communication technologies used in ODL

Intended Learning Outcomes (ILOs):

ILO 4.1 To enable the students to understand the assessment evaluation processes in ODL

ILO 4.2 To encourage them to do research in the field of ODL

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
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Factual Knowledge		CO1	CO2			
Conceptual Knowledge	CO2	CO1, CO2	CO2, CO3, CO4	CO1, CO3	CO4	
Procedural Knowledge		CO2	CO2, CO3	CO4		
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	W	S	M	W	W
CO2	S	S	M	M	S	S	S	M	M	M
CO3	S	M	S	S	S	M	S	M	M	S
CO4	S	S	M	M	S	M	S	S	S	M

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. IGNOU (2002). Stride Handbook-1: Open and Distance Learning. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
2. IGNOU (2002). Stride Handbook-2: Effective Learning. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
3. IGNOU (2002). Stride Handbook-3: Academic Counselling in Open and Distance Learning. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
4. IGNOU (2002). Stride Handbook-4: Assessment and Evaluation in Distance Learning. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
5. IGNOU (2002). Stride Handbook-5: Development and Revision of self-Learning Materials. STRIDE, IGNOU, Maidan Garhi, New Delhi-110068.

6. IGNOU (2002). Stride Handbook-6: Editing in Distance Education. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
7. IGNOU (2002). Stride Handbook-7: Media and Technology in Distance Education. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
8. IGNOU (2002). Stride Handbook-8: e Learning. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
9. IGNOU (2002). Stride Handbook-9: Support Services in Distance Education. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
10. IGNOU (2002). Stride Handbook-10: Planning and Management of Distance Education. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
11. IGNOU (2002). Stride Handbook-11: Cost Analysis in Open and Distance Learning. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
12. IGNOU (2002). Stride Handbook-12: Programme Evaluation in Open and Distance Education. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
13. IGNOU (2002): Stride Handbook-14: Psychological Skills for Open and Distance Learning. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
14. IGNOU (2002). Stride Handbook-15: Staff Training and Development in Open and Distance Education. Maidan Garhi, New Delhi-110068: STRIDE, IGNOU.
15. IGNOU (2008). Distance Education Council Handbook on Transformation of Print Materials into Self Learning Materials. DEC, IGNOU, Maidan Garhi, New Delhi-110068
16. Ramanujan, P.R. (2014). Globalization, Education and Open Distance Learning. New Delhi: Centre for Policy Research.
17. Otto, P. (1998). Learning and Teaching in Distance Education. New Delhi: Taylor and Francis Ltd.

M.A. IN EDUCATION PROGRAMME
2nd SEMESTER UNDER NEP

Course Title : Mental Health and Stress Management
Course Code : EDNN201
Nature of the Course : Minor
Total Credits : 04
Distribution of Marks : (End-Sem. - 70) + (In-Sem. - 30)
Distribution of Credit: Lecture – 52 Practical – 0 Tutorial – 08

Course Objectives: (COs)

- Understand the fundamental concepts of mental health, mental hygiene, and mental wellbeing, along with their importance and application.
- Explore the role of emotions in mental health, identifying symptoms, causes, and effects of emotional problems.
- Develop the strategies for managing stress, anger, frustration, and conflict through various methods and techniques.
- Understand the adjustment process, including various adjustment mechanisms, their advantages, and limitations.

Unit	Course Content	Marks	L	P	T	Total Hours
I	1.0 CONCEPT OF MENTAL HEALTH AND HYGIENE 1.1 Mental Health: 1.1.1 Meaning and nature 1.1.2 Criteria of Mental Health 1.1.3 Factors affecting Mental Health 1.2 Mental Health Hazards 1.3 Mental Hygiene: 1.3.1 Meaning and definition 1.3.2 Goals of Mental Hygiene 1.3.3 Functions of Mental Hygiene 1.3.4 Need of Mental Hygiene 1.4 Difference between Mental Health and Hygiene 1.5 Mental Well-being:	18	13		2	15

	1.5.1 Meaning, Definition and nature 1.5.2 Mental Well- being as per World Health Organization (WHO) 1.5.3 Importance of Mental Well-being. 1.6 Component of Mental Well-being (Physical, Social, Environmental, Intellectual, Emotional)					
II	2.0 MANAGEMENT OF STRESS, ANGER, FRUSTRATION AND CONFLICT 2.1 Stress Management (Yoga, Meditation and Pranayama and other methods like, allotting time for oneself, Physical activities, Diet, Sleep, Quality Leisure time activities and to learn to accept oneself). 2.2 Psychological means in resolving conflicts, overcoming frustration and anger.	18	13		2	15
III	3.0 EMOTION AS A PR EDICTOR OF POOR MENTAL HEALTH 3.1 Meaning, symptoms, causes and types of emotion and emotional problem. 3.2 Stress - Meaning, Symptoms, causes and its effects. 3.3 Frustration and Anger - Meaning, Symptoms, its effects, causes, Reaction to frustration, its effect on Physical and Mental Health. 3.4 Conflict – Meaning, Types (Intrapersonal, Interpersonal and unconscious) Causes, symptoms, its effect on Physical and Mental Health.	18	13		2	15
IV	4.0 ADJUSTMENT PROCESS 4.1 Meaning and nature of Adjustment Process (Mechanism). Different types Of Adjustment Mechanism, (Aggression, Compensation, Sublimation, Identification, Rationalization, Regression, Repression, Fantasy, Displacement and Projection).	16	13		2	15

	4.2 Advantages and Limitations of Adjustment Mechanism.					
Total		70	52		8	15

Mode of In-Semester Assessment

:(30 marks)

1. At Least Two Sessional Tests

: 20 Marks

2. Any two of the following activities

: 10 Marks

a) Students shall have to prepare and present an empirical research paper on any one of the strengths given in the course.

b) Students shall have to organize a demonstration session on any one of the strengths given in the course for college/school students

c) Students shall have to prepare poster, flash card on any one of the positivity given in the course.

d) Any other activities may be deemed to be fit by the course teacher

Recommended Reading

Course Outcomes (COs):

Unit I: Concept of Mental Health and Hygiene

Course Outcome (CO1): To understand the fundamental concepts of mental health, mental hygiene, and mental wellbeing, along with their importance and application.

Intended Learning Outcomes (ILOs):

ILO 1.1 Define and understand the meaning and nature of mental health, including the criteria and factors affecting it.

ILO 1.2 Identify various mental health hazards and their implications.

ILO 1.3 Comprehend the meaning, goals, functions, and need for mental hygiene.

ILO 1.4 Differentiate between mental health and mental hygiene.

ILO 1.5 Understand the meaning, definition, nature, and importance of mental well-being, particularly in the context of WHO guidelines.

ILO 1.6 Analyze the components of mental well-being, including physical, social, environmental, intellectual, emotional, and spiritual aspects.

Unit II: Emotion as a Predictor of Poor Mental Health

Course Outcome (CO2): To explore the role of emotions in mental health, identifying symptoms, causes, and effects of emotional problems.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define emotions and emotional problems, including their meaning, symptoms, causes, and types.

ILO 2.2 Understand the meaning, symptoms, causes, and effects of stress.

ILO 2.3 Analyze frustration and anger, including their meaning, symptoms, effects, causes, and reactions, and their impact on physical and mental health.

ILO 2.4 Define conflict, understand its types (intrapersonal, interpersonal, and unconscious), causes, symptoms, and effects on physical and mental health.

ILO 2.5 Explore the interrelationship between various emotional problems and overall mental health.

Unit III: Management of Stress, Anger, Frustration, and Conflict

Course Outcome (CO3): To develop strategies for managing stress, anger, frustration, and conflict through various methods and techniques.

Intended Learning Outcomes (ILOs):

ILO 3.1 Explore various stress management techniques, including yoga, meditation, pranayama, physical activities, diet, sleep, and quality leisure time activities.

ILO 3.2 Understand the importance of allocating time for oneself and learning to accept oneself in stress management.

ILO 3.3 Analyze psychological means for resolving conflicts and overcoming frustration and anger.

ILO 3.4 Develop practical skills to manage stress, anger, frustration, and conflict in everyday life.

ILO 3.5 Apply stress management techniques to improve overall mental well-being.

Unit IV: Adjustment Process

Course Outcome (CO4): To understand the adjustment process, including various adjustment mechanisms, their advantages, and limitations.

Intended Learning Outcomes (ILOs):

ILO 4.1 Define and understand the meaning and nature of the adjustment process and different types of adjustment mechanisms.

ILO 4.2 Explore various adjustment mechanisms, including aggression, compensation, sublimation,

identification, rationalization, regression, repression, fantasy, displacement, and projection.

ILO 4.3 Analyze the advantages and limitations of different adjustment mechanisms.

ILO 4.4 Understand the role of adjustment mechanisms in maintaining mental health and well-being.

ILO 4.5 Apply knowledge of adjustment mechanisms to real-life scenarios to improve personal and interpersonal relationships.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1				
Conceptual Knowledge	CO1	CO1, CO2, CO3, CO4				
Procedural Knowledge		CO3, CO4	CO2, CO3, CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	M	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	S	M	S	M	S	S
CO4	S	S	S	S	S	M	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Reading

1. Boarman, S, 2009, NHS Health and wellbeing: Fina Report London, Department of Health
2. Hadfield, J. A.: Psychology and Mental Health
3. Hart, B The Psychology of Insanity, University Press Cambridge

4. Carroll, H. A.: Mental Hygiene, Dynamics of Adjustment
5. Kalein D. B. Mental Hygiene, Prentice Hall

M.A. IN EDUCATION PROGRAMME

3rd SEMESTER

Title of the Course	: Statistics in Educational Research
Course Code	: EDNC301
Nature of the course	:Major (Core)
Total Credits	: 4
Distribution of Marks	: End-Semester: 70 In-Semester: 30
Distribution of Credit	: Lecture: 56 Practical: 0 Tutorial: 04

Course Objective (COs):

- Develop learners' understanding of the concepts and applications of descriptive and inferential statistics and enable them to analyse and interpret educational research data using appropriate statistical techniques.
- Enable learners to acquire knowledge and skills in applying parametric statistical techniques for testing hypotheses and analysing quantitative data in educational research.
- Develop learners' competence in selecting and applying appropriate non-parametric statistical methods for analysing educational research data when parametric assumptions are not satisfied.
- Equip learners with the knowledge and skills to apply advanced correlation and regression techniques for examining relationships among variables and making predictions in educational research.

Unit	Content	Marks	L	P	T	Total hours
I	1.0 Statistics in Educational Research 1.1 Concepts of Descriptive and Inferential statistics 1.2 Descriptive Statistics: • Normal Probability Distribution: Characteristics, Application of NPC; Divergence from Normality • Correlation: Assumptions, computations, Uses and interpretation of Product moment Co-efficient of correlation 1.3 Inferential Statistics: Concept • Testing of hypothesis: – Levels of significance – One-tailed and Two-tailed tests of significance; – Type-I and Type-II errors in making inferences	17	10		1	11

II	2.0 Parametric Statistics 2.1 Meaning and Characteristics of Parametric Statistics 2.2 Significance of mean (large and small samples) 2.3 Significance of difference between correlated means 2.4 Significance of difference between uncorrelated means (large and small sample) 2.5 Introduction to Analysis of Variance: Concept, assumptions and computation of one-way ANOVA	17	10		1	11
III	3.0 Non- Parametric Statistics 3.1 Meaning and Characteristics of Parametric Statistics 3.2 Chi-square tests: • Testing the divergence of observed results from those expected on the hypothesis of equal probability • Testing the divergence of observed results from those expected on the hypothesis of a normal distribution • The chi-square test of 2X2 fold contingency tables • The chi-square test of Independence in contingency tables 3.3 Sign Test 3.4 Median Test 3.5 Sum of Rank Test	18	18		1	19
IV	4.0 Special correlation Methods: 4.1 Biserial	18	18		1	19

	4.2 Point-biserial 4.3 Tetrachoric 4.4 Phi-coefficient 4.5 Contingency Coefficient 4.6 Partial and Multiple Correlation 4.7 Multiple Regression Equations					
	Total	70	56		04	60

Mode of In-Semester Assessment

:(30 marks)

1. At Least Two Sessional Tests

: 20 Marks

2. Any two of the following activities

: 10 Marks

a) Assignment on any topic relevant to the course

b) Objective Type Test covering the course

c) Group Discussion on any topic relevant to the course

d) Preparation and presentation of seminar paper on any topic relevant to the course

e) Any other activities deemed to be fit by the course teacher

Course Outcomes (COs):

Unit 1: Statistics in Educational Research

Course Outcome (CO1)

Develop an understanding of descriptive and inferential statistics and apply statistical concepts for organizing, analysing, and interpreting educational research data.

Intended Learning Outcomes (ILOs)

ILO 1.1: Explain the concepts, purposes, and applications of descriptive and inferential statistics in educational research.

ILO 1.2: Describe the characteristics, applications, and divergence from the normal probability distribution.

ILO 1.3: Compute and interpret the Product Moment Coefficient of Correlation and explain its assumptions and uses.

ILO 1.4: Explain the concepts of hypothesis testing, levels of significance, one-tailed and two-tailed tests, and Type I and Type II errors.

ILO 1.5: Apply appropriate statistical techniques to test research hypotheses and interpret the results.

Unit 2: Parametric Statistics

Course Outcome (CO2)

Develop competence in selecting, computing, and interpreting appropriate parametric statistical techniques for educational research.

Intended Learning Outcomes (ILOs)

ILO 2.1: Explain the meaning, assumptions, and characteristics of parametric statistics.

ILO 2.2: Compute and interpret the significance of mean for large and small samples.

ILO 2.3: Analyze and interpret the significance of differences between correlated and uncorrelated means.

ILO 2.4: Explain the concept, assumptions, and applications of one-way Analysis of Variance (ANOVA).

ILO 2.5: Compute and interpret one-way ANOVA for educational research data.

Unit 3: Non-Parametric Statistics

Course Outcome (CO 3)

Develop the ability to select and apply appropriate non-parametric statistical techniques for analysing educational research data.

Intended Learning Outcomes (ILOs)

ILO 3.1: Explain the meaning, characteristics, and applications of non-parametric statistics.

ILO 3.2: Compute and interpret chi-square tests for goodness of fit, normal distribution, contingency tables, and tests of independence.

ILO 3.3: Apply the Sign Test, Median Test, and Sum of Rank Test to appropriate educational research problems.

ILO 3.4: Compare parametric and non-parametric statistical techniques and determine their appropriate use in research.

ILO 3.5: Interpret the results of non-parametric statistical analyses and draw appropriate conclusions for educational research.

Unit 4: Special Correlation Methods

Course Outcome (CO4): Develop proficiency in applying and interpreting advanced correlation and regression techniques in educational research.

Intended Learning Outcomes (ILOs)

ILO 4.1: Explain the concepts, assumptions, and applications of biserial, point-biserial, tetrachoric, phi-coefficient, and contingency coefficient correlations.

ILO 4.2: Differentiate among various special correlation coefficients and identify their appropriate applications.

ILO 4.3: Compute and interpret partial and multiple correlation coefficients in educational research.

ILO 4.4: Explain the concept and application of multiple regression equations for prediction in educational research.

ILO 4.5: Apply appropriate correlation and regression techniques to analyze educational research data and interpret the findings.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO2,CO3,CO4					
Conceptual Knowledge		CO1,,CO2	CO2,CO3, CO4			
Procedural Knowledge			CO3,CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	M	M	M	M	W
CO2	S	M	S	M	S	S	S	S	S	W
CO3	S	S	S	M	S	S	S	S	S	M
CO4	S	S	S	M	S	S	S	S	S	M

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Ahmann, J. S. (2002). *Testing student achievement and aptitudes*. New Delhi: Prentice Hall of India Pvt. Ltd.
2. Aron, A., Aron, E.N. and Coups, E. (2012). *Statistics for psychology (4thEdn)*. Noida: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)
3. Ebel, Robert L. (1966). *Measuring educational achievement*. New Delhi: Prentice hall of India Pvt. Ltd.
4. Elhance, D.N. (1964). *Fundamental of statistics*. Allahabad: Kitab Mahal
5. Freeman, Frank S. (1965). *Theory and practice of psychological testing*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd,
6. Fruchter, B.A. (1954). *Introduction to factor analysis*. New York: Van Nost. Reinhold (Wiley)
7. Garrett, H.E. (1981). *Statistics in psychology and education*. Bombay: Feffer and Simons Ltd.
8. Guilford, J.P. and Fruchter, B. (1987). *Fundamental statistics in psychology and education*. Singapore: McGraw Hill Book Company Inc.
9. Gronlund, N.E. (1968). *Construction of achievement tests*. New Delhi: Prentice Hall of India Pvt. Ltd.
10. Gronlund, N.E. (1981). *Measurement and evaluation in teaching (4th Edn)*. New Delhi: Prentice Hall of India Pvt. Ltd.
11. Koul, L. (1994). *Methodology of educational research*. New Delhi: Vikas Publishing House Pvt. Ltd

12. Lindquist, E.F. (1956). *Design and analysis of experiments in psychology and education*. Washington D.C.: American Council on Education
13. Lindquist, E.F. (1942). *A first course in statistics*. Boston: Houghton Mifflin Company
14. Mangal, S.K. (2004). *Statistics in Psychology and Education*. New Delhi: Prentice- Hall of India Pvt. Ltd.
15. Sidhu, K.S. (2009). *Methodology of educational research*. New Delhi: Sterling Publishers Pvt. Ltd.
16. Singh, A.K. (1997). *Tests, measurements and research methods in behavioural science*. Patna: Bharati Bhavan
17. Snedecor, G. W. and Cochran, W. G. (1989). *Statistical methods (8th Edn.)*. Iowa City: Iowa State University Press
18. Stanley, J. C. and Hopkins, K.D. (1978). *Educational and psychological measurement and evaluation*. New Delhi: Prentice Hall of India Pvt. Ltd.
19. Thorndike, Robert L. and Hagen, Elizabeth. (1955). *Measurement and evaluation in psychology and education*. New York: John Wiley and Sons, Inc.
20. Vernon, P.E. (1960). *Intelligence and attainment tests*. London: University of London Press Ltd.

M.A. IN EDUCATION PROGRAMME

3rd SEMESTER

Course Title	: Educational Administration and Management
Course Code	: EDNC302
Nature of the course	: Major (Core)
Total Credits	:4
Distribution of Marks	: End-Semester:70 In-Semester: 30
Distribution of Credit	: Lecture:52 Practical: 0 Tutorial: 8

Course Objectives (COs):

- Understand the fundamental concepts, differences, and importance of educational administration and management, along with their processes and principles.
- Explore current management trends and their implications in the educational sector.
- Develop an understanding of leadership concepts, approaches, models, and styles in educational management.
- Understand the concepts, approaches, and importance of educational planning and quality management in education from both Indian and international perspectives

Unit	Content	Marks	L	P	T	Total Hours
I	1.0 Educational Administration and Management	18	13		2	15
	1.1 Administration and Management: Concept and nature					
	1.2 Difference between Administration and Management					
	1.3 Concept and definition of educational administration and management					
	1.4 Importance and Functions of Educational Management					
	1.5 Levels of Management in Educational Institutions					
	1.6 Process and Principles of Educational Management					
	1.7 Evolution of management thoughts and its educational implications:					
	1.7.1 Classical Approach: (Taylorism or Scientific Management, Fayol's Administrative Management, Administration as a Bureaucracy (contribution of Max Weber)					
	1.7.2 Human relations approach (contribution of Elton Mayo)					
	1.7.3 Social System approach (contribution of Chester Barnard)					
	1.7.4 Systems Approach to Management					

II	2.0 Management Trends and its educational implications 2.1 Concept of POSDCORB 2.2 Mission, Vision and Objectives of organization 2.3 Organizational Structure & Organizational Climate 2.4 Decision Making Process in Organization 2.5 Conflict and Coordination in organization 2.6 Management by objectives (MBO) 2.7 Programme Evaluation and Review Technique (PERT) and Critical Path Method (CPM) 2.8 Change Management: Meaning, need for Planned change, Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka-yoke	16	13		2	15
III	3.0 Leadership in Educational Management: 3.1 Concept and Nature of leadership 3.2 Approaches to leadership: Trait approach, Transformational leadership, Transactional leadership, Value based leadership, Cultural leadership, Psycho dynamic leadership, charismatic leadership. 3.3 Models of Leadership: - Fiedler's Contingency Model, Tri-dimensional Model, Leader-Member Exchange Theory 3.4 Styles of leadership 3.5 Essential qualities of an educational leader - Role of Educational Leader in ensuring quality of Education	18	13		2	15

IV	4.0 Educational Planning and Quality in Educational Management	18	13		2	15
	4.1 Meaning and nature of educational Planning					
	4.2 Approaches of Educational Planning: Manpower forecasting approach, social demand approach, Demographic projection approach, Rate of return Approach					
	4.3 Perspective planning & Institutional planning					
	4.4 Concept of Quality and Quality in Education: Indian and International perspective					
	4.5 Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, <i>Quality Gurus</i> : Walter Shewart, Edward Deming, C.K Pralhad, Kaizen, Internal Audit, Performance appraisal					
	4.6 Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE])					
	Total	70	52		8	60

Mode of In-Semester Assessment

(30 Marks)

1. **At Least Two Sessional Tests:** 20 Marks

:20 Marks

2. **Any two of the following activities**

: 10 Marks

- **Take a home assignment:** The assignments will be take-home. Learners are free to consult notes and articles but are not allowed to copy any text from any materials. Take-home assignments must be submitted via email to the course teacher. Marks may be deducted for late submission of the assignment. The topic of the assignment will be advised by the course teacher.
- **Seminar presentation:** The learner will be assigned a topic from the course to prepare the seminar paper. Learners are free to consult notes and articles but are not allowed to copy any text from any materials. The learner has to submit a detailed paper prior to the presentation and present it as per the scheduled duration.
- **A critical review on research literature on an assigned research area of Educational Management:** Learner will do a critical literature review on an assigned research area of Educational Management covered in the course. In the review, the learner will explain the general theory and describe the general findings, strengths, and weaknesses of the studies. At least 10 peer-reviewed articles should be reviewed. The paper should include Introduction, Conceptual Framework/Theory, Background(s) of Region(s) and Education System(s), Critical Literature Review of Existing Research, Conclusion, and Research Gaps. The paper must be submitted via email to the course teacher.
- **An empirical research paper:** Learner will conduct a small empirical study on an assigned research area of Educational Management covered in the course and prepare a research paper on it. The paper should include Introduction, Conceptual Framework/Theory, Background(s) of Region(s) and Education System(s), Critical Literature Review of Existing Research, Data description, Descriptive statistics, Conclusion, Graphs, and Tables. The research paper must be submitted via email to the course teacher.
- **Group Discussion:** A group discussion will be conducted on selected issues of educational management. The course teacher will identify the topic of discussion with the help of students.
- **Any other activities deemed fit by the course teacher**

Course Outcomes (COs):

Unit I: Educational Administration and Management

Course Outcome (CO1): To understand the fundamental concepts, differences, and importance of educational administration and management, along with their processes and principles.

Intended Learning Outcomes (ILOs):

ILO 1.1 Define and understand the concept and nature of administration and management.

ILO 1.2 Differentiate between administration and management.

ILO 1.3 Comprehend the concept and definition of educational administration and management.

ILO 1.4 Explore the importance and functions of educational management.

ILO 1.5 Understand the levels of management in educational institutions.

ILO 1.6 Analyze the evolution of management thoughts and their educational implications, including classical, human relations, social system, and systems approaches.

Unit II: Management Trends and Their Educational Implications

Course Outcome (CO2): To explore current management trends and their implications in the educational sector.

Intended Learning Outcomes (ILOs):

ILO 2.1 Understand the concept of POSDCORB (Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting).

ILO 2.2 Comprehend the mission, vision, and objectives of organizations.

ILO 2.3 Analyze organizational structure and climate.

ILO 2.4 Explore the decision-making process in organizations.

ILO 2.5 Understand conflict and coordination within organizations.

ILO 2.6 Explore the concept and implementation of Management by Objectives (MBO).

ILO 2.7 Apply Programme Evaluation and Review Technique (PERT) and Critical Path Method (CPM) in educational management.

ILO 2.8 Understand and apply change management concepts, including the Three-Step-Model of Change and Japanese models like Just-in-Time and Poka-yoke.

Unit III: Leadership in Educational Management

Course Outcome (CO3): To develop an understanding of leadership concepts, approaches, models, and styles in educational management.

Intended Learning Outcomes (ILOs):

ILO 3.1 Define and understand the concept and nature of leadership.

ILO 3.2 Explore different approaches to leadership, including trait, transformational, transactional, value-based, cultural, psychodynamic, and charismatic leadership.

ILO 3.3 Analyze various models of leadership, such as Fiedler's Contingency Model, Tri-dimensional Model, and Leader-Member Exchange Theory.

ILO 3.4 Understand different styles of leadership.

ILO 3.5 Identify the essential qualities of an educational leader.

ILO 3.6 Explore the role of educational leaders in ensuring the quality of education.

Unit IV: Educational Planning and Quality in Educational Management

Course Outcome (CO4): To understand the concepts, approaches, and importance of educational planning and quality management in education from both Indian and international perspectives.

Intended Learning Outcomes (ILOs):

ILO 4.1 Define and understand the meaning and nature of educational planning.

ILO 4.2 Explore various approaches to educational planning, including manpower forecasting, social demand, demographic projection, and rate of return approaches.

ILO 4.3 Understand the concepts of perspective planning and institutional planning.

ILO 4.4 Analyze the concept of quality and quality in education from Indian and international perspectives.

ILO 4.5 Explore the evolution of quality management, including inspection, quality control, quality assurance, Total Quality Management (TQM), Six Sigma, and contributions from quality gurus.

ILO 4.6 Understand the objectives, functions, roles, and initiatives of quality assurance agencies such as NAAC, QCI, and INQAAHE.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO3, CO4		
Conceptual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO3, CO4		
Procedural Knowledge	CO2, CO3, CO4	CO2, CO3, CO4	CO3, CO4	CO3, CO4		
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	S
CO2	S	S	M	W	S	S	S	M	M	S
CO3	S	M	M	M	M	M	W	M	M	M
CO4	S	S	M	M	M	M	W	M	M	M

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Bala, Rajni. (2006). *Educational Supervision: Theories and Practices*. New Delhi: Alfa Publications.
2. Bedi, Kanishka. (2006). *Quality Management*. New Delhi: Oxford University Press.

3. Bhatnagar, S. & Gupta, P. K. (2010). *Educational Administration and Management*. Meerut: R. Lall Book Depot.
4. Burton, Jene. (2002). *Management Today: Principles and Practice*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
5. Bush, Tony. (2003). *Theories of Educational Leadership and Management*. New Delhi: Sage Publications.
6. Bush, Tony. (1999). *Educational Management: Redefining Theory, Policy, and Practice* (Ed.). New Delhi: Paul Chapman Publishing Ltd.
7. Chandan, J. S. (2002). *Management: Concept and Strategies*. New Delhi: Vikash Publishing House Pvt. Ltd.
8. Chalam, K. S. (1985). *Educational Planning: An Introduction*. Visakhapatnam: Visalandhara Publishing House.
9. Hayes, John. (2015). *The Theory and Practice of Change Management*. Palgrave.
10. Kalwar, M. C. and Pathak, Rati Kanta. (2005). *Principle of Business Management*. Guwahati: Abhilekh Publication and Production.
11. Kumar, Rajendra C. (2007). *The Leadership in Management*. New Delhi: A. P. H. Publishing Company.
12. Mehrotra, Anju. (2005). *Leadership Styles of Principals*. New Delhi: Mittal Publications.
13. Mishra, R. C. (2007). *Theory of Education Administration*. New Delhi: A. P. H. Publishing Corporation.
14. NEUPA. (2015). *Model Education Code: Practices and Processes of School Management*.
15. NEUPA. (2013). *Concepts and Terms Used in Educational Planning and Administration*.
16. NEUPA. (012). *Secondary Education Planning and Appraisal Manual*.
17. Prasad, L. M. (2013). *Principles and Practices of Management*. New Delhi: Sultan Chand & Sons.
18. Rao, V. S. P. and V. Harikrishna. (2002). *Management: Text and Cases*. New Delhi: Excel Books.
19. Varghese, N. V. and Tilak, J. B. G. (1991). *The Financing of Indian Education*. (Project Paper of International Institute of Educational Planning).

M.A. IN EDUCATION PROGRAMME

3rdSEMESTER

Title of the Course	:Environmental Education
Course Code	: EDNC303
Nature of the Course	:Major (Core)
Total Credits	:4 (3-Theory+ 1-Practical)
Distribution of Marks	: End-Semester: 70 In-Semester: 30
Distribution of Credit	: Lecture: 45 Practical: 15 Tutorial:0

Course Objectives (COs):

- To make the students aware of the environment and its related problems.
- To familiarize the students with the concept and importance of Environmental Education.
- To inculcate in students the skills of organizing learning experiences and evaluation devices for environmental education.
- To develop in students a sense of appreciation, protection and proper utilization of environmental resources.
- To develop among students an 'Eco-friendly Attitude' and environmental values.

Unit	Course Content	Marks	L	P	T	Total hours
I	1.0Environmental Education & Quality of life: 1.1 Environmental Education - Meaning, Nature and Scope 1.2 Environment: Concept, Components and Types 1.3 Man-Environment relationship: Determinism, Possibilism and Neo-Determinism 1.4Modern life style and its impact on environment - Population growth, Poverty, Nutrition, Health and Sanitation	15	13			13
II	2.0Environmental Resources and Management: 2.1 Natural resources - Land, Air, Water, Flora and Fauna 2.2 Resource depletion, natural disasters/hazards and their management 2.3 Cultural Resources and its protection and promotion 2.4 Monuments, buildings, Specimen of art/architecture Earth summit 1992, Paris Agreement, Kyoto Protocol, Chipko Movement & Wild life Conservation strategy (WCS)	18	17			17
III	3.0Curriculum of Environmental Education and Environmental Issues: 3.1 Environmental Education Curriculum: Stage Specific; Primary, Upper Primary, Secondary 3.2 Approaches of curriculum Development: Interdisciplinary and Multidisciplinary 3.3 Pollution: Cause, effect, and control measures of Air, Water and Soil Pollution 3.4 Eco-politics, Sustainable Development, Bio-Diversity 3.5 UNESCO-UNEP Environmental Education Programmes	17	15			15

	4.0Practicum: 4.1 Preparation of an activity-based curriculum on Environmental Education for primary/elementary classes 4.2 Development of kitchen garden and reporting 4.3 Development of Nursery and reporting 4.4 Identification and reporting of the most immediate environmental problems faced by the locality. 4.5. Organize a Rally in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5th June) and report . 4.6 Conduct elocution and essay writing competitions for students on environmental issues and report	20		15		15
	Total	70	45	15		60

Mode of In-Semester Assessment : (30 Marks)

1. At Least Two Sessional Tests : 15 Marks

2. Any two of the following activities : 15 Marks

- I. Organization of seminar/debate/workshops
- II. Organization of Awareness Program relating to Pollution, SDGs, Protection of Cultural Resources
- III. Assignments

Course Outcomes (COs):

Unit I: Environmental Education & Quality of life

Course Outcome (CO1): Explain the concept, nature, scope, and significance of Environmental Education and analyze the relationship between humans and the environment in promoting quality of life

Intended Learning Outcomes (ILOs):

ILO 1.1 Define Environmental Education and explain its meaning, nature, scope, and objectives.

ILO 1.2 Describe the concept, components, and different types of environment.

ILO 1.3 Differentiate among Determinism, Possibilism, and Neo-Determinism in explaining the man–environment relationship.

ILO 1.4 Analyse the impact of modern lifestyle, population growth, poverty, nutrition, health, and sanitation on environmental quality.

Unit II: Environmental Resources and Management

Course Outcome (CO2): Examine environmental resources, resource management practices, environmental hazards, and national and international initiatives for environmental conservation

Intended Learning Outcomes (ILOs):

ILO 2.1 Identify various natural resources and explain their importance in maintaining ecological balance.

ILO 2.2 Analyse the causes and consequences of resource depletion, environmental hazards, and disaster management strategies.

ILO 2.3 Explain the significance of cultural resources and recommend measures for their protection and promotion.

ILO 2.4 Describe important environmental conservation initiatives including the Earth Summit (1992), Kyoto Protocol, Paris Agreement, Chipko Movement, Wildlife Conservation Strategy, and the protection of monuments and heritage.

Unit III: Curriculum of Environmental Education and Environmental Issues

Course Outcome (CO3): Analyze environmental education curriculum, environmental issues, pollution, biodiversity, sustainable development, and global environmental education Programmes

Intended Learning Outcomes (ILOs):

ILO 3.1 Explain the environmental education curriculum prescribed for primary, upper primary, and secondary levels.

ILO 3.2 Compare interdisciplinary and multidisciplinary approaches to curriculum development.

ILO 3.3 Examine the causes, effects, and control measures of air, water, and soil pollution.

ILO 3.4 Analyse the concepts of eco-politics, sustainable development, and biodiversity conservation.

ILO 3.5 Describe the objectives and contributions of UNESCO–UNEP Environmental Education Programmes.

Unit IV: Practicum

Course Outcome (CO4): Develop practical environmental conservation skills by designing environmental education activities, preparing environmental projects, and identifying local environmental problems.

Intended Learning Outcomes (ILOs):

ILO 4.1 Design an activity-based Environmental Education curriculum suitable for primary or elementary school students.

ILO 4.2 Develop and maintain a kitchen garden and prepare a reflective project report.

ILO 4.3 Establish a nursery by selecting appropriate plant species and document the process through a project report.

ILO 4.4 Identify major environmental problems in the local community, conduct field observations, and prepare evidence-based reports with practical recommendations.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1,	CO1, CO2, CO3				
Conceptual Knowledge		CO2, CO3, CO4	CO4		CO4	
Procedural Knowledge		CO2		CO3, CO4		
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	M	W	M	M	M	M
CO2	S	M	M	S	M	S	M	S	S	S
CO3	S	W	S	S	S	M	M	M	S	M
CO4	S	W	S	S	S	M	S	S	M	M

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

AGARWAL S.K. (1997). Environmental Issues themes New Delhi: APH Publishing Corporation.

C.E.E (1994) Essential Learning in Environmental Education. Ahmadabad. C.E.E. Publication

Garg, B. & Tiwana. (1995) Environmental Pollution and Protection, Deep & Deep publication, New Delhi.

Karpagam M. (1991) Environmental Economics – A text book. New Delhi. Sterling Publishers.

Kelu. P (2000) Environmental Education – A conceptual Analysis Calicut: Calicut University

Nanda V.K. Environmental Education, New Delhi: Anmol Publications PVT LTD.

N.C.E.R.T (1981) Environmental Education of the school level. A lead paper. New Delhi NCERT publication.

Nagarajan and Sivakumar. P (2002) Environmental Education, Ram Publishers, Chennai.

M.A. IN EDUCATION PROGRAMME

3rd SEMESTER

Course Title :Higher Education in India

Course Code :EDNE301

Nature of the Course :Major (Elective)

Total Credits :04

Distribution of Marks: End-Semester: 70 In-Semester: 30

Distribution of Credit : Lecture: 52 Practical: 0 Tutorial: 8

Course Objectives (COs):

- Understand and analyze the development and policy perspectives of higher education in India.
- Analyze the establishment, management, and functions of different higher education institutions in India.
- Apply and evaluate the concepts and management practices of Indian higher education institutions.
- Analyze and evaluate the problems, reforms, and emerging challenges in Indian higher education.

Unit	Content	Marks	L	P	T	Total hours
I	1.0 Development of Indian Higher Education: 1.1. Aims of Higher Education 1.2. Higher Education and Society 1.3. Development of Higher Education in India during the Pre- Independence period 1.4. Development of Higher Education in India during the Post-Independence period with special reference to	16	13		2	15

	recommendation of UEC (1948), IEC (1964-66), NPE-1986 and NEP-2020.					
II	2.0 Higher Education Institutions 2.1 Central Universities- Establishment, management and functions. 2.2 State Universities- Establishment, management and functions. 2.3 Deemed to be universities- Establishment, management and functions. 2.4 Private Universities- Establishment, management and functions. 2.5 Institute of National Importance- IIT, IIM, IISc. and AIIMS	18	13		2	15
III	3.0 Management of Indian Higher Education 3.1 Autonomy, Accountability, Financing and Management of Indian Higher Education Institutions. 3.2 Ministry of Education- Role and its functions 3.3 State Department of Higher Education- Role and its functions 3.4 University Grant Commission (UGC) and All India Council for Technical Education (AICTE)-- Role, management and functions	18	13		2	15
IV	4.0 Problems and Reforms in Indian Higher Education: 4.1 Vocationalization of Higher Education in India 4.2 Problems and reforms. 4.3 Role and functions- Human Resources Development Centre 4.4 Role and functions- Student Government 4.5 Opportunities and Anomalies in Liberalization, Privatization, Internationalization of Higher Education.	18	13		2	15

	Total	70	52		08	60
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Mode of In-Semester Assessment : (30 marks)

1. At Least Two Sessional Tests : 20 Marks

2. Any two of the following activities : 10 Marks

a) Assignment on any topic relevant to the course

b) Objective Type Test covering the course

c) Group Discussion on any topic relevant to the course

d) Preparation and presentation of seminar paper on any topic relevant to the course

e) Any other activities deemed to be fit by the course teacher

Course Outcomes (COs):

Unit-I Development of Indian Higher Education:

Course Outcome (CO1): Understand and analyze the development and policy perspectives of higher education in India.

Intended Learning Outcomes (ILOs):

ILO1.1 Explain the aims and significance of higher education in India.

ILO 1.2 Describe the relationship between higher education and society.

ILO 1.3 Trace the development of higher education in India during the pre-independence and post-independence periods.

ILO 1.4 Analyze the recommendations of the University Education Commission, Indian Education Commission, National Policy on Education, and National Education Policy 2020 related to higher education.

Unit-II Higher Education Institutions

Course Outcome (CO2): Analyze the establishment, management, and functions of different higher education institutions in India.

Intended Learning Outcomes (ILOs)

ILO 2.1 Explain the establishment and functions of Central and State Universities in India.

ILO 2.2 Describe the management and functions of Deemed and Private Universities.

ILO2.3 Differentiate among various types of higher education institutions in India.

ILO 2.4 Analyze the role and significance of Institutes of National Importance such as Indian Institutes of Technology, Indian Institutes of Management, Indian Institute of Science, and All India Institute of Medical Sciences.

Unit-III Management of Indian Higher Education

Course Outcome (CO3): Apply and evaluate the concepts and management practices of Indian higher education institutions.

Intended Learning Outcomes (ILOs)

ILO 3.1 Explain the concepts of autonomy, accountability, financing, and management in higher education institutions.

ILO 3.2 Describe the role and functions of the Ministry of Education and State Department of Higher Education.

ILO3.3 Analyze the role and functions of the University Grants Commission and All India Council for Technical Education in higher education management.

ILO 3.4 Evaluate the management practices and governance system of Indian higher education institutions.

Unit-IV Problems and Reforms in Indian Higher Education:

Course Outcome (CO4): Analyze and evaluate the problems, reforms, and emerging challenges in Indian higher education.

Intended Learning Outcomes (ILOs):

ILO 4.1 Explain the concept and importance of Vocationalisation in higher education.

ILO 4.2 Identify the major problems and reforms in Indian higher education.

ILO 4.3 Describe the role and functions of Human Resource Development Centres and Student Government in higher education institutions.

ILO 4.4 Analyze and evaluate the opportunities and challenges of liberalization, privatization, and internationalization in higher education.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2,	CO2, CO3			
Conceptual Knowledge		CO1, CO2,	CO3, CO4	CO2, CO3, CO4		

Procedural Knowledge		CO2, CO3, CO4				
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	M	M	S	S	S	M
CO2	S	S	S	S	S	M	M	S	S	M
CO3	S	M	S	S	M	S	M	S	S	S
CO4	S	M	S	M	M	S	M	M	M	M

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Rao, K.Sudha (Ed.) (2002). Educational policies in India: Analysis and review of promise and performance. New Delhi: NUEPA.
2. Ministry of Human Resource Development (2011). Indian Institutes of development. New Delhi: Government of India,
3. Cheney, G. R., Ruzzi B. B. and Muralidharan, K. (2005). India education report. New Delhi: NCEE
(National Center on Education and the Economy).
4. UCG (University Grants Commission) (2008). Higher education in India: Issues related to expansion, inclusiveness, quality and finance. New Delhi: University Grants Commission.
5. Veena, B. (1998). Accountability and Autonomy in higher Education. New Delhi: AIU. UNESCO
(1998). Higher education in India: Vision & action. New Delhi:
6. UNESCO. Department of Secondary and Higher Education (2001). Committee on autonomy of higher education institutions. New Delhi: Government of India.

7. Altbach, Philip G. (2005a). Higher Education in India, The Hindu, April 12, 2005
8. Altbach, Philip G. (2006b). The Private Higher Education Revolution: An Introduction. University News. January 2-8, 2006. Vol. 44 No.01.
9. Anandakrishnan, M. (2004). Higher Education in Regional Development: Some Key Pointers. Indo-UK Collaboration on Higher Education – Policy Forum Workshop. 12-13 February, 2004
10. Anandakrishnan, M. (2006). Privatization of higher education: Opportunities and anomalies. “Privatization and commercialization of higher education’ organized by NIEPA, Mau 2, 2006., New Delhi
11. Béteille, André. (2005). Universities as Public Institutions, Economic and Political weekly, July 30, 2005
12. CAGE Committee. (2005a). Report of the Central Advisory Board of Education, Committee on Autonomy of Higher Education Institutions. Government of India. June 2005.
13. Report of the Central Advisory Board of Education (CAGE) Committee on Financing of Higher and Technical Education. Government of India. June 2005.
14. Delors, Jacques. (1996). Learning the treasure within. Report to UNESCO of the International Commission on Education for the Twenty-first Century. UNSECO Publishing, Paris.

**M.A. IN EDUCATION PROGRAMME DETAILED SYLLABUS OF 3rd SEMESTER
UNDER NEP**

Title of the Course	: Education and Development: Policies and Perspectives
Course Code	: EDNC401
Nature of the Course	:Major (Core)
Total Credits	: 04
Distribution of Marks	: End-Semester: 70 In-Semester: 30
Distribution of Credit	: Lecture: 52 Practical: 0 Tutorial: 8

Course Objectives (COs):

- Understand the intricate relationship between education and various facets of development, including sustainable development.
- Explore the formulation and impact of educational policies and their relationship with national development and social inclusion.
- Understand how politics, economics, and globalization impact the Indian education system and the policies implemented to address diversity and quality in education.
- Critically analyze emerging educational policies in India, their objectives, recommendations, and impact on the education system.

Unit	Course Content	Marks	L	P	T	Total Hours
I	1.0 Education and Development: 1.1 Development: Concept, Objectives and Theories- Modernization, Dependency, World Systems and Globalization 1.2 Relationship between education and development (economic, social, human, political) 1.3 Sustainable Development: History, Concept- Five Ps: People, Planet, Prosperity, Peace and Partnership; SDG Goals - relevance to present Education, and Principles of SD 1.4 Education for Sustainable Development: Concept, Principles, Scope, Key themes, Key Sustainable Competencies to be developed through ESD: Systems thinking Competencies, Anticipatory Competency, 1.5 Normative competency, Strategic competency, Collaboration Competency, Critical thinking competency, Self- awareness Competency and integrated problem-Solving Competency, Teaching techniques for ESD	18	13		2	15
II	2.0 Policies and Education 2.1 Policy: Concept, Relationship between Policies and Education 2.2 Linkage between Educational policy and National Development 2.3 Determinants of Educational Policy 2.4 Process of Policy formulation: Analysis of existing situation, generation of policy options, evaluation of policy options,	18	13		2	15

	making the policy decision, planning of policy implementation, policy impact assessment, and subsequent policy cycles 2.5 Social exclusion in India: Concept, Nature, Types and Causes of Social Exclusion; and the socially excluded groups in India 2.6 Educational Policy initiatives in India to address the issue of Social Exclusion: Inclusion and Expansion of Education; 2.7 Equity and Access (Reservation)					
III	3.0 Influence of Politics, Economics and Globalization in Indian Education 3.1 Relationship between Politics and Education, Perspectives of Politics of Education: Liberal, Conservative and Critical 3.2 Education for Political Development and Political Socialization 3.3 Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education 3.4 Economic returns to Higher Education: Signaling Theory Vs Human Capital Theory 3.5 Quality Education: Concept, Dimensions- Learners, Learning Environment, Content, Process, and Outcomes. 3.6 Policy initiatives to address the Issue of Diversity in Education: Integration and Multiculturalism. • Integration: Meaning, Types, Educational Strategies to ensure Integration among students • Multiculturalism: Meaning, Objectives in Education, Strategies to implement multiculturalism in Indian classrooms: content	18	14		2	16

	integration, the knowledge construction process, prejudice reduction, an equity pedagogy, and an empowering school culture and social Structure					
IV	4.0 Emerging Educational Policies in India: Critical Analysis 4.1 National Knowledge Commission: Terms of reference, Objectives and Recommendations. 4.2 The Right of Children to Free and Compulsory Education (RTE) Act 2009 4.3 Early Childhood Care and Education /Pre- school Education: Concept, History, Objectives, Functions, and Importance. National ECCE policy 2013 4.4 Universalization of Education: Brief review of SSA and RMSA. Samagra Shiksha Abhiyan (2018-19): Its evolution, Features, Objectives, Framework 4.5 Health and Hygiene: Mid-Day Meal Scheme, Swachata Abhiyan, Yoga education, Adolescence Education Programme 4.6 Yashpal Committee Report on Higher Education 2009 4.7 NEP 2020: - Structure of Education - Curriculum Framework - School and Higher Education	16	12		2	14
Total		70	52		8	60

Mode of In-Semester Assessment

:(30 Marks)

1. At Least Two Sessional Tests

: 20 Marks

2. Any two of the following activities

: 10 Marks

a. Group discussion on any one topic b. Objective type test with multiple-choice questions, fill-in the-blanks, and matching type questions

c. Home assignment on one topic

d. Seminar presentation

of self-written papers

e. Project work and field study on the implementation of prevailing educational policies f. Any other activities deemed fit by the course teacher

Course Outcomes (COs):

Unit I: Education and Development

Course Outcome (CO1): To understand the intricate relationship between education and various facets of development, including sustainable development.

Intended Learning Outcomes (ILOs):

ILO 1.1 Explain the concept, objectives, and theories of development such as modernization, dependency, world systems, and globalization.

ILO 1.2 Analyze the relationship between education and different types of development: economic, social, human, and political.

ILO 1.3 Describe the history, concept, and principles of sustainable development, including the Five Ps: People, Planet, Prosperity, Peace, and Partnership.

ILO 1.4 Understand the relevance of Sustainable Development Goals (SDGs) to present education and principles of sustainable development.

ILO 1.5 Identify the concept, principles, scope, and key themes of Education for Sustainable Development (ESD).

ILO 1.6 Develop competencies necessary for ESD, such as systems thinking, anticipatory, normative, strategic, collaboration, critical thinking, self-awareness, and integrated problem-solving.

ILO 1.7 Apply teaching techniques for ESD effectively.

Unit II: Policies and Education

Course Outcome (CO2): To explore the formulation and impact of educational policies and their relationship with national development and social inclusion.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define the concept of policy and its relationship with education.

ILO 2.2 Examine the linkage between educational policy and national development.

ILO 2.3 Identify the determinants of educational policy.

ILO 2.4 Understand the process of policy formulation, including analysis of existing situations, generation and evaluation of policy options, decision-making, planning, impact assessment, and policy cycles.

ILO 2.5 Explain the concept, nature, types, and causes of social exclusion in India and identify socially excluded groups.

ILO 2.6 Discuss educational policy initiatives in India aimed at addressing social exclusion, with a focus on inclusion, expansion, equity, and access.

Unit III: Influence of Politics, Economics, and Globalization in Indian Education

Course Outcome (CO3): To understand how politics, economics, and globalization impact the Indian education system and the policies implemented to address diversity and quality in education.

Intended Learning Outcomes (ILOs):

ILO 3.1 Analyze the relationship between politics and education, and understand various perspectives of the politics of education: liberal, conservative, and critical.

ILO 3.2 Discuss the role of education in political development and political socialization.

ILO 3.3 Explain the concept of the economics of education, including cost-benefit analysis versus cost-effective analysis.

ILO 3.4 Compare signaling theory and human capital theory in the context of economic returns to higher education.

ILO 3.5 Define the concept of quality education and its dimensions: learners, learning environment, content, process, and outcomes.

ILO 3.6 Evaluate policy initiatives to address the issue of diversity in education, focusing on integration and multiculturalism.

ILO 3.7 Identify and implement educational strategies to ensure integration and promote multiculturalism in Indian classrooms.

Unit IV: Emerging Educational Policies in India: Critical Analysis

Course Outcome (CO4): To critically analyze emerging educational policies in India, their objectives, recommendations, and impact on the education system.

Intended Learning Outcomes (ILOs):

ILO 4.1 Summarize the terms of reference, objectives, and recommendations of the National Knowledge Commission.

ILO 4.2 Explain the provisions and implications of the Right of Children to Free and Compulsory Education (RTE) Act 2009.

ILO 4.3 Describe the concept, history, objectives, functions, and importance of Early Childhood Care and Education (ECCE), along with the National ECCE policy 2013.

ILO4.4 Review the efforts towards universalization of education through SSA and RMSA, and the features, objectives, and framework of Samagra Shiksha Abhiyan (2018-19).

ILO 4.5 Discuss the initiatives related to health and hygiene in schools, such as the Mid-Day Meal Scheme, Swachhata Abhiyan, Yoga education, and the Adolescence Education Programme.

ILO 4.6 Analyze the Yashpal Committee Report on Higher Education 2009.

ILO 4.7 Critically evaluate the National Education Policy (NEP) 2020, focusing on its structure, curriculum framework, and impact on school and higher education.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO2, CO4	CO1				
Conceptual Knowledge		CO1,,CO2		CO1, CO2, CO3,CO4		
Procedural Knowledge			CO1,CO2, CO3	CO3,CO4		
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	M	W	M	M	W	M
CO2	S	S	M	S	S	M	S	S	M	M
CO3	S	S	S	S	M	M	S	S	S	S
CO4	S	S	S	S	M	S	S	S	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. UNESCO. (2018). Issues and Trends in Education for Sustainable Development.
2. UNESCO. (2016). Incheon Declaration and Framework for Action.

3. UNESCO. (2017). Education for Sustainable Development Goals: Learning Objectives.
4. UNESCO. (2012). Education for Sustainable Development: Source Book.
5. King, E.M. (2011, January 10-12). Education Is Fundamental to Development and Growth: Keynote Address at Education World Forum. QE2 Conference Center, London.
6. Samagra Shiksha Abhiyan. (2018-19). Retrieved from samagra.mhrd.gov.in
7. Sharia, B.F. (2015). Theories of Development. International Journal of Language and Linguistics, 2(1), 78-90. Retrieved from ijllnet.com
8. Shodhganga. (n.d.). Public Policy Formulation: Role of Different Agencies. Chapter IV.
9. Egyankosh. (n.d.). Contextual Setting of Public Policy Making. Unit-3.
10. Epg-pathshala. (n.d.). Policy Making Process. Vidya Mitra. Retrieved from <https://youtube.com>

M.A. IN EDUCATION PROGRAMME

4th SEMESTER UNDER NEP

Title of the Course	: ICT in Education
Course Code	: EDNC402
Nature of the Course	: Major (Core)
Total Credits	:4
Distribution of Credits	: Lecture: 52 Practical: 0 Tutorial: 8
Distribution of Marks	: End-Semester: 70 In-Semester: 30

Course Objectives (COs):

- Develop the understanding of the concept of Educational Technology and Pedagogy.
- Develop the understanding of System Approach to Instructional design.
- Develop the understanding of emerging trends in Education.
- Acquaint the students with the application of ICT in Assessment, Administration and Research.

Unit	Course Content	Marks	L	P	T	Total Hours
I	1.0 UNDERSTANDING THE CONCEPT OF EDUCATIONAL TECHNOLOGY (ET) AND PEDAGOGY: 1.1 Concept, Nature and Approaches of Educational Technology (Hardware, Software and Systems Approach) 1.2 Educational Technology (ET) as a Discipline: • Information Technology • Communication Technology 1.3 Information and Communication Technology (ICT) 1.4 Instructional Technology 1.5 Organizing Teaching: • Memory Level (Herbartian Model) • Understanding Level (Morrison	25	18		2	20

	teaching Model) • Reflective Level (Bigge and Hunt teaching Model) 1.6 Bloom's Taxonomy of Educational Objectives 1.7 Pedagogy and Pedagogical Analysis: Concept and Stages 1.8 Concept of Andragogy in Education: Meaning, Principles, Competencies of Self- directed Learning 1.9 Assessment in Andragogy of Education (Interaction Analysis): Flanders' Interaction analysis					
II	2.0 SYSTEMS APPROACH TO INSTRUCTIONAL DESIGN: 2.1 Models of Development of Instructional Design: • ADDIE • ASSURE • Dick and Carey Model 2.2 Gagne's Nine Events of Instruction and Five E's of Constructivism 2.3 Nine Elements of Constructivist Instructional Design 2.4 Application of Computers in Education: CAI, CAL, CBT, CML, PSI (Personalized System of Instruction) and MI (Modular Instruction) 2.5 Concept and Process of preparing Open and Distance Learning Material (ODLM).	15	12		2	14
III	3.0 EMERGING TRENDS IN E LEARNING: 3.1 Concept and nature of E learning. 3.2 Approaches to E learning: Offline, Online, Synchronous, Asynchronous, Blended learning, Mobile learning. 3.3 Concept of Social Learning: Use of web tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum. 3.4 E Inclusion - Concept of E Inclusion 3.5 Application of Assistive technology in E learning 3.6 User Satisfaction and Net Benefits (D&MIS Success Model, 2003)	15	12		2	14

	3.7 Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research.					
IV	4.0 ICT IN ASSESSMENT, ADMINISTRATION AND RESEARCH (CONCEPT AND DEVELOPMENT): 4.1 Assessment: Concept and Current trends. 4.2 Role of ICT in Assessment: • Computer Assisted Assessment (CAA) • Computer Adaptive Testing 4.3 Assessment: Digital Tools and Options. 4.4 E portfolios: • Tools for Creating E portfolio • Advantages of E portfolio 4.5 Digital Assessment Alternatives: • Online Assessment • ICT for Self and Peer Assessment • Mobile Apps for Assessment • ICT in Educational Administration. 4.6 ICT in Research: Online Repositories and Online Libraries.	15	14		2	16
Total		70	52		08	60

Modes of In-Semester Assessment : (30 marks)

1. At Least Two Sessional Tests : 20 Marks

2. Any two of the following activities : 10 Marks

a. Assignment/Brain storming/ Group discussion/Term paper writing on any one of the topics of the course.

b. Present a topic of their own choice by using interactive board.

c. Prepare a power point presentation including photo, text, video and audio and present before the classmates.

d. Develop a video resource of teaching.

e. Present a seminar paper by using e-resources on any one of the contents of the course.

f. Any other activities deemed to be fit by the course teacher

Course Outcome (COs):**Unit 1: Understanding the Concept of Educational Technology and pedagogy**

Course Outcome (CO1): To develop the understanding of the concept of Educational Technology and Pedagogy.

Intended Learning Outcomes (ILOs):

ILO1.1 To understand the concept of Educational Technology (ET) as a Discipline.

ILO 1.2 To understand the differences between Information Technology, Communication Technology, Information and Communication Technology (ICT) and Instructional Technology.

ILO 1.3 To understand the concept of Pedagogy and Andragogy.

Unit II: Systems Approach to Instructional Design

Course Outcome (CO2): To develop the understanding of System Approach to Instructional design.

Intended Learning Outcomes (ILOs):

ILO 2.1 To understand the concept of models of development of Instructional design.

ILO2.2 To understand the concept of Gagne's Nine Events of Instruction and Five E's of Constructivism

ILO 2.3 To understand the concept of Nine Elements of Constructivist instructional design.

ILO 2.4 To understand the application of Educational Technology in formal, non-formal, informal and inclusive education system.

Unit III: Emerging Trends in E Learning:

Course Outcome (CO3): To develop the understanding of emerging trends in Education.

Intended Learning Outcome (ILOs):

ILO 3.1 To understand the concept and nature of E learning.

ILO 3.2 To understand the approaches of E learning.

ILO3.3 To acquaint the students with emerging trends in E learning

ILO 3.4 To understand the concept of social learning.

Unit IV: ICT In Assessment, Administration and Research (Concept and Development):

Course Outcome (CO4): To acquaint the students with the application of ICT in Assessment, Administration and Research.

Intended Learning Outcome (ILOs):

ILO 4.1 To understand the role of ICT in Assessment.

ILO 4.2 To understand the concept of E-portfolios.

ILO 4.3 Role of ICT in educational administration and research.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1, CO2				
Conceptual Knowledge		CO2, CO3	CO2, CO3	CO3, CO4	CO4	
Procedural Knowledge		CO3	CO3, CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	W	W	M	M	M	S	M	M
CO2	S	M	M	M	M	W	S	M	S	S
CO3	S	S	M	M	S	M	S	M	S	S
CO4	S	S	M	S	S	M	S	S	S	S

Here, S- Strong, M-Medium, W-Weak

RECOMMENDED READINGS:

1. Arulsamy, S. (2009). Application of ICT in Education. Hyderabad: Neelkamal.
2. Ashby, E. (1972). The fourth Revolution: A Report and Recommendation by the Carnegie Commission of Higher Education. New York: McGraw Hill Book Co.
3. Chauhan, S. S. (2008). Innovations in Teaching Learning process. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). Models of Teaching. New Delhi: Prentice Hall of India Pvt. Ltd.

5. Mangal, S. K. and Uma Mangal (2011). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
6. Mohanty, Jagannath (2008). Educational Technology. New Delhi: Deep and Deep Publication
7. Mrinalini, T. and Ramakrishna, A. (2016). Information and Communication Technology in Education. Hyderabad: Neelkamal Publications.
8. Sharmah, R. A. (2007). Technological Foundation of Educational. Meerut: R. Lall Book Depot.
9. Shaikh, I. R. (2015). Educational Technology and ICT. New Delhi: McGraw Hill Education
10. Singh, C. P. (2011). Advanced Educational Technology. New Delhi: Saurabh Publishing House.

M.A. IN EDUCATION PROGRAMME

4th SEMESTER UNDER NEP

Title of the Course	: Psychological Experiments in Education
Course Code	: EDNC403
Nature of the Course	: Major (Core)
Total Credits	: 04
Distribution of Marks	: End-Semester: 70 In-Semester: 30
Distribution of Credit	: Lecture: 10 Practical:46 Tutorial: 04

Course Objectives (COs)

- Understand the importance of experimental psychology in the study of human behavior.
- Comprehend various aspects of learning and its application.
- Explore intelligence testing, personality assessment, and imagination tests.
- Understand association, reaction time, thinking processes, and anxiety assessment.

Unit	Course Content	Marks	L	P	T	Total Hours
I	1.0 Introduction of Experimental Psychology 1.1 Experimental Psychology: its importance in the study of human behaviour 1.2 Historical development of Experimental Psychology 1.3 Steps to be followed while conducting a psychological test or an experiment 1.4 Writing and reporting		6		1	7
II	2.0 Learning: 2.1 Transfer of Learning: • Bilateral Transfer of Learning • Bilateral Transfer of Learning 2.2 VERBAL LEARNING: • Part and Whole Learning 2.3 MOTIVATION: Effect of frustration 2.4 MEMORY TEST • Recall and Recognition (words, figures and numbers) • Memorization of non-sense syllables 2.5 ATTENTION • Span of Attention or Apprehension (dots/meaningful and non-meaningful words)		2	10	1	13
III	3.0 INTELLIGENCE: 3.1 Wechsler Adult Intelligence Test 3.2 Performance Tests - Alexander Pass Along Test - Koh's Block Design Test 3.3 Differential Aptitude Test - Language Usage - Verbal Reasoning - Numerical Ability PERSONALITY AND IMAGINATION TESTS: 3.4 Rorschach Ink blot Test 3.5 Thematic Apperception Test 3.6 Child Apperception Test Extroversion Introversion Inventory (for Higher Secondary, Graduate & Post Graduate students)		1	18	1	20
IV	4.0 ASSOCIATION AND REACTION TIME 4.1 Emotive and Non-emotive Words 4.2 Free Word Association Test 4.3 Controlled Association Test 4.4 THINKING • Concept Formation		1	18	1	20

	• Effect of Frustration 4.5 ANXIETY TEST • Sinha Anxiety Test • Achievement Motivation Scale • Adjustment Inventory					
		70	10	46	04	60

Mode of In-Semester Assessment : (30 Marks)

- a) Two sessional tests (one for theory and one for practical) : 10+10 = 20 Marks
- b) Conduction of field-based tests/experiments (at least one) : 10 Marks
- c) Practical notebook
- d) Viva: 5 Marks

Mode of End-Semester Assessment (70 Marks):

- a) Students will be required to conduct two practical's (one test and one experiment) on the day of the final practical examination : 25+25 = 50 Marks
- b) Viva : 10 Marks
- c) Practical notebook : 10 Marks

Course Outcomes (COs):

Unit I: Introduction to Experimental Psychology

Course Outcome (CO1): Understand the importance of experimental psychology in the study of human behavior.

Intended Learning Outcomes (ILOs):

- ILO1.1 Explain the significance of experimental psychology in understanding human behavior.
- ILO 1.2 Trace the historical development of experimental psychology.
- ILO 1.3 Describe the steps to be followed while conducting a psychological test or experiment.
- ILO 1.4 Discuss the principles of writing and reporting experimental findings in psychology.

Unit II: Learning Course Outcome:

Course Outcome (CO2): To comprehend various aspects of learning and its application.

Intended Learning Outcomes (ILOs):

- ILO 2.1 Explain bilateral transfer of learning and its implications.

ILO2.2 Describe part and whole learning in verbal learning.

ILO 2.3 Analyze the effect of frustration on motivation.

ILO 2.4 Conduct memory tests involving recall, recognition, and memorization of non-sense syllables.

ILO 2.5 Assess attention span using meaningful and non-meaningful stimuli.

Unit III: Intelligence, Personality, and Imagination Tests

Course Outcome (CO3): To explore intelligence testing, personality assessment, and imagination tests.

Intended Learning Outcomes (ILOs):

ILO 3.1 Discuss the Wechsler Adult Intelligence Test and its components.

ILO 3.2 Evaluate performance tests such as the Alexander Pass Along Test and Koh's Block Design Test.

ILO3.3 Explain the Differential Aptitude Test focusing on language usage, verbal reasoning, and numerical ability.

ILO 3.4 Analyze personality tests including the Rorschach Inkblot Test, Thematic Apperception Test, Child Apperception Test, and Extroversion Introversion Inventory.

Unit IV: Association, Reaction Time, Thinking, and Anxiety Tests

Course Outcome (CO4): To understand association, reaction time, thinking processes, and anxiety assessment.

Intended Learning Outcomes (ILOs):

ILO 4.1 Differentiate between emotive and non-emotive words in association tests.

ILO 4.2 Conduct free word association and controlled association tests.

ILO 4.3 Discuss concept formation and the effect of frustration on thinking processes.

ILO4.4 Administer anxiety tests like the Sinha Anxiety Test, Achievement Motivation Scale, and Adjustment Inventory.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2					
Conceptual Knowledge		CO1, CO2, CO3, CO4		CO2, CO3		
Procedural Knowledge			CO2, CO3, CO4, CO5	CO4, CO5		
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	S	M	M	M	M	W
CO2	S	M	M	M	S	S	S	S	S	S
CO3	S	M	M	M	S	S	S	S	S	S
CO4	S	M	M	M	S	M	S	S	S	S
C05	S	M	M	M	S	M	S	S	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Woodworth, R.S. (1938). Experimental Psychology. New York: Holt, Rinehart and Winston.
2. Mohsin, S.M. (1982). Experiments in Psychology. Delhi: Motilal Banarsi das Publishers (P) Ltd.

M.A. IN EDUCATION PROGRAMME

4th SEMESTER UNDER NEP

Title of the Course	: Guidance and Counselling
Course Code	: EDNE401
Nature of the Course	: Major (Elective)
Total Credits	:4
Distribution of Marks	: End-Semester: 70 In-Semester: 30
Distribution of Credits	: Lecture: 52 Practical: 0 Tutorial: 8

Course Objectives (COs):

- Understand the foundational concepts and principles of guidance and counselling.
- Explore various tools and techniques used in guidance and counselling.
- Understand the importance and methods of occupational information in vocational guidance.
- Identify the essential components and roles in a guidance and counselling programme.

Unit	Course Content	Marks	L	P	T	Total Hours
I	1.0 Foundations of Guidance and Counselling 1.1 Meaning, Nature and Scope of Guidance 1.2 Bases of Guidance – Philosophical, Psychological, Sociological, Pedagogical 1.3 Principles of Guidance 1.4 Types of Guidance • Educational • Vocational • Personal • Health • Social Guidance 1.5 Guidance at Various Levels • Elementary • Secondary • Higher Education (College and University) 1.6 The role of a Teacher in Guidance Programme. 1.7 Meaning, Nature and Scope of Counselling 1.8 Principles of Counselling 1.9 Types of Counselling • Directive, Non-Directive and Eclectic 1.10 Approaches to Counselling Cognitive-Behavioral (Albert Ellis-REBT) • Humanistic • Personal Centered Counselling (Carl Rogers) 1.11 Theories of Counselling • Behavioristic, Rational Emotive and Reality 1.12 Role of Counsellor, Parents and Teachers in Counselling 1.13 Qualities of a good Counsellor	22	16		02	18
II	2.0 Tools and Techniques of Guidance and Counselling 2.1 Types of Guidance Techniques • Individual Guidance • Group Guidance • Clinical Approach	16	12		02	14

	2.2 Basic tools of Counselling services • Psychological test • Interview • Observation • Check list of behavior description • Sociometry • Cumulative Record Card • Rating Scale 2.3 Test of academic Vocation 2.4 Special Aptitude Test 2.5 The case study procedure in guidance 2.6 Diagnostic test					
III	3.0 Needs and Importance Occupational Information 3.1 Collection of Information through Interview 3.2 The interview as a counselling tool 3.3 Occupational information in Vocational Guidance 3.4 Job Analysis 3.4.1 Meaning and Characteristics 3.4.2 Procedure of Job analysis, Job Description and Job Satisfaction 3.4.3 Method of Job Description 3.5 Importance of Job Analysis in modern times.	16	12		02	14
IV	4.0 Essentials of Guidance and Counselling Programme 4.1 Kinds of Services • Follow Up • Evaluation of Guidance Programme 4.2 Role of Guidance Personnel • Headmasters • Parents • Teachers • Librarian & • Medical Staff 4.3 Essentials information for Guidance and counselling 4.4 Personal Information • Educational Information (Scope and opportunity available)	16	12		02	14
	Total	70	52		08	60

Mode of In-Semester Assessment**:(30 Marks)**

1. At least Two Sessional Tests

: 20 Marks

2. Any two of the following activities

: 10 Marks

- Group discussion on any topic of the course
- Seminar on any topic of the course
- MCQs based on the unit of the course
- Assignment on any one of the topics of the course
- Any other activities deemed to be fit by the course teacher

Course Outcomes (COs):**Unit I: Foundations of Guidance and Counselling**

Course Outcome (CO1): To understand the foundational concepts and principles of guidance and counselling.

Intended Learning Outcomes (ILOs):

ILO1.1 Define guidance and its meaning, nature, scope and Identify the philosophical, psychological, sociological, and pedagogical bases of guidance.

ILO 1.2 Discuss the principles of guidance and Classify types of guidance: educational, vocational, personal, health, and social.

ILO 1.3 Analyze guidance at different educational levels: elementary, secondary, and higher education.

ILO 1.4 Describe the role of teachers in a guidance program.

ILO 1.5 Define counselling and its meaning, nature, scope and principles

ILO 1.6 Differentiate between directive, non-directive, and eclectic types of counselling.

ILO 1.7 Discuss cognitive-behavioral (Albert Ellis-REBT), humanistic, and person-centered counselling approaches.

ILO1.8 Examine behavioristic, rational emotive, and reality theories of counselling.

ILO1.9 Describe the roles of counsellors, parents, and teachers in counselling and Identify qualities of a good counsellor.

Unit II: Tools and Techniques of Guidance and Counselling

Course Outcome (CO2): To explore various tools and techniques used in guidance and counselling.

Intended Learning Outcomes (ILOs):

ILO 2.1 Explain different types of guidance techniques: individual, group, and clinical approaches.

ILO2.2 Describe basic tools used in counselling services: psychological tests, interviews, observations, behaviour description checklists, sociometry, cumulative record cards, and rating scales.

ILO 2.3 Discuss the use of academic vocation tests and special aptitude tests.

ILO 2.4 Outline the case study procedure in guidance.

ILO 2.5 Identify diagnostic tests used in counselling.

Unit III: Occupational Information in Guidance and Counselling

Course Outcome (CO3): To understand the importance and methods of occupational information in vocational guidance.

Intended Learning Outcomes (ILOs):

ILO 3.1 Discuss the interview as a counselling tool for collecting occupational information.

ILO 3.2 Explain the collection of information through interviews for vocational guidance.

ILO3.3 Describe the role of occupational information in vocational guidance.

ILO 3.4 Define job analysis, its meaning, characteristics, and importance in modern times.

ILO 3.5 Outline the procedure of job analysis: job description and job specification methods.

Unit IV: Essentials of Guidance and Counselling Programme

Course Outcome (CO4): To identify the essential components and roles in a guidance and counselling programme.

Intended Learning Outcomes (ILOs):

ILO 4.1 Discuss the kinds of services provided in guidance and counselling programme, including follow-up and programme evaluation.

ILO 4.2 Describe the roles of guidance personnel: headmasters, parents, teachers, librarians, and medical staff.

ILO 4.3 List essential information needed for effective guidance and counselling.

ILO4.4 Explain the importance of personal and educational information in counselling.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1	CO1			
Conceptual Knowledge		CO1, CO3	CO2	CO3, CO4		
Procedural Knowledge		CO1,CO3	CO3, CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	M	M	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S
CO3	S	S	M	M	M	M	M	S	S	S
CO4	S	S	S	M	S	S	M	S	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Readings:

1. Agarwala, R. (2006). Educational, Vocational Guidance and Counseling. New Delhi: Shipra Publication.
2. Bhatnagar, A. & Gupta, N. (1999). Guidance and Counseling – A Theoretical Approach. New Delhi: Vikas Publishing House.
3. Gibson, Mitchell M. (1999). Introduction to Counseling and Guidance. University of Michigan: Merrill.
4. Gogoi, K.P. (2015). A Textbook on Guidance & Counseling. New Delhi: Kalyani Publishing House.
5. Jones, A. J. (1951). Principles of Guidance and Pupil Personnel Work. New York: McGraw Hill.
6. Kochhar, S.K. (1985). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling Publisher.
7. Berdie, R.F. (1963). Testing in Guidance and Counseling. New York: McGraw-Hill.

M.A. IN EDUCATION PROGRAMME
4th SEMESTER UNDER NEP

Title of the Course	: Abnormal Psychology
Course Code	: EDNE402
Nature of the Course	: Major (Elective)
Total Credit Assigned	:4
Distribution of Marks	: End-Semester: 70 In-Semester: 30
Distribution of Credit	: Lecture: 52 Practical: 0 Tutorial: 08

Course Objectives (COs):

- Understand the concepts, nature, and classifications of abnormal behavior.
- Comprehend the characteristics, types, and treatments of psycho neurotic disorders.
- Analyze the characteristics, types, and management of psychotic disorders.
- Examine various behavioral and mental health issues, including their symptoms, causes, and treatment options.

Unit	Course Content	Marks	L	P	T	Total hours
I	1.0 Introduction to Abnormal Behavior 1.1 The Normal and Abnormal Behaviour: Meaning, Concept and nature. 1.2 Symptoms and General cause of Abnormal Behaviour. 1.3 Popular beliefs and misconception. The modern concept of Abnormality. 1.4 Classification of Abnormal Behaviour	14	12		02	14
II	2.0 Psycho Neurotic Disorder 2.1 Psycho- Neurosis: Meaning, Characteristics and Types. Anxiety Neurotic disorders: symptoms, causes and treatment. 2.3 Phobic Neurotic Disorder: symptoms, causes and treatment. 2.4 obsessive - compulsive disorder: symptoms, causes and treatment. 2.5 Hysteric Neuroses symptoms, causes and treatment.	17	13		02	15
III	3.0 Psychotic disorder 3.1 Psychosis: Meaning, characteristics and types. 3.2 Schizophrenia: types, Symptoms, causes and treatment. 3.3 Manic – Depressive Psychosis: Symptoms, causes and treatment. 3.4 Incidence and Care of Mental Patient – Hospitalization (Drug Therapy) 3.5 Physiotherapy. 3.6 Psychotherapy and Psycho analysis.	17	13		02	15
IV	4.0 Conduct Disorder 4.1 Meaning and nature of Conduct Disorder, symptoms, types and Causes. 4.2 Drug Addiction, Symptoms causes and treatment. 4.3 Alcoholism, Symptoms causes and treatment. Anti-Social personalities and crimes (Juvenile Delinquency, crime and psychopathic personalities), Causes and	22	14		02	16

	treatment 4.4 Meaning and nature of Mental Mechanism. 4.5 Mental symptoms (delusions, hallucinations, regression, psychological ailments, memory disorders and emotional disorders, symptoms and types). 4.6 Advantages and Limitations of Mental Mechanism					
	Total	70	52		08	60

Mode of In-Semester Assessment : (30 marks)

1. At Least Two Sessional Tests : 20 Marks

2. Any two of the following activities : 10 Marks

a) Students shall have to prepare and present an empirical research paper on any one of the strengths given in the course.

b) Students shall have to organize a demonstration session on any one of the strengths given in the course for college/school students

c) Students shall have to prepare poster, flash card on any one of the positivity given in the course.

d) Any other activities may be deemed to be fit by the course teacher

Course Outcomes (COs):

Unit I: Introduction to Abnormal Behavior

Course Outcome (CO1): To understand the concepts, nature, and classifications of abnormal behavior.

Intended Learning Outcomes (ILOs):

ILO1.1 Define and differentiate between normal and abnormal behavior, discussing their meaning and conceptual distinctions.

ILO 1.2 Identify symptoms commonly associated with abnormal behavior and analyze general causes that contribute to its manifestation.

ILO 1.3 Critically evaluate popular beliefs and misconceptions about abnormal behavior, contrasting them with modern conceptualizations.

ILO 1.4 Classify abnormal behavior based on different approaches and criteria used in psychological assessment and diagnosis.

Unit II: Psycho Neurotic Disorders

Course Outcome (CO2): To comprehend the characteristics, types, and treatments of psycho neurotic disorders.

Intended Learning Outcomes (ILOs):

ILO 2.1 Define psycho-neurosis and outline its characteristic features, distinguishing between different types such as anxiety neurotic disorders.

ILO2.2 Describe the symptoms, potential causes, and therapeutic approaches for anxiety neurotic disorders.

ILO 2.3 Identify symptoms specific to phobic neurotic disorders and discuss their underlying causes, long with effective treatment modalities.

ILO 2.4 Explain obsessive-compulsive disorder (OCD) in terms of its symptoms, etiology, and various treatment options.

ILO 2.5 Discuss hysteric neuroses, including their symptoms, causes, and therapeutic interventions used in clinical practice.

Unit III: Psychotic Disorders

Course Outcome (CO3): To analyze the characteristics, types, and management of psychotic disorders.

Intended Learning Outcomes (ILOs):

ILO 3.1 Define psychosis and differentiate between its various types, emphasizing their distinct characteristics and diagnostic criteria.

ILO 3.2 Explore schizophrenia, detailing its types, symptoms, potential causes, and contemporary treatment strategies.

ILO3.3 Describe manic-depressive psychosis (bipolar disorder), including its symptoms, etiological factors, and treatment approaches.

ILO 3.4 Discuss the incidence of mental illness and the process of hospitalization, focusing on drug therapy and physiotherapy for psychotic disorders.

ILO 3.5 Explain psychotherapy and psychoanalysis as therapeutic approaches used in the management of psychotic disorders.

Unit IV: Other Disorders and Mental Mechanisms

Course Outcome (CO4): To examine various behavioral and mental health issues, including their symptoms, causes, and treatment options.

Intended Learning Outcomes (ILOs):

ILO 4.1 Define conduct disorder, outlining its symptoms, types, and underlying causes, and discuss effective treatment approaches.

ILO 4.2 Analyze drug addiction, including its symptoms, causes, and therapeutic interventions used in rehabilitation programs.

ILO 4.3 Evaluate alcoholism, discussing its symptoms, etiology, and treatment modalities employed in clinical settings.

ILO4.4 Discuss anti-social personalities and crimes, focusing on juvenile delinquency, crime patterns, and psychopathic personalities, along with effective treatment strategies.

ILO 4.5 Identify and describe various mental mechanisms such as delusions, hallucinations, regression, memory disorders, and emotional disturbances, analyzing their symptoms and types.

Cognitive map of Course Outcomes with Blooms Revised Taxonomy:

Knowledge Dimension	Remember	Understanding	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1				
Conceptual Knowledge	CO1	CO1,CO2,CO3,CO4				
Procedural Knowledge		CO3,CO4	CO2,CO3,CO4			
Metacognitive Knowledge						

Mapping of Course Outcome to Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	M	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	S	M	S	M	S	S
CO4	S	S	S	S	S	M	S	M	S	S

Here, S- Strong, M-Medium, W-Weak

Recommended Reading:

1. Brown, J.F. The Psychodynamics of Abnormal Behaviour. Tata McGraw Hill.
2. Coleman, J.C. Abnormal Psychology and Modern Life. Taraporevala, Bombay, 1964.
3. Page, J.D. Abnormal Psychology. Tata McGraw Hill.
4. Prem Prakash. Abnormal Psychology: Causes and Remedies. Lakshi Publisher.

