

**Master of Education
Semester-IV**

L-4 T-0 P-0-C-4

MAEdu - 401 Life Long Education

- To understand the conceptual framework of Adult and Lifelong Learning regarding Pre and Post-Independence period of India
- To understand the views of great National and International thinkers of Adult Education and to know the Indian ethics for Adult Education and its practices
- To explain the constructive social awareness through constructive learning and to understand about Social Exclusion and Social Justice in the context of India
- To comprehend the Role of Lifelong Learning in the context of sustainable rural and Global life as well as modern values
- To develop the constructive social awareness through constructive learning in the context of India

Course Outcomes (COs)

1. Understand the concept and areas of educational Measurement, Assessment and Evaluation
2. Apply the views of great National and International thinkers on the different level of higher education
3. Analyze the creation of constructive social awareness through learning
4. Evaluate the role of lifelong learning in the context of sustainable rural and Global life
5. Create the Organizations and Programs for contextualizing value based development

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

| CO/PO/PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | - | 1 | - | - | - | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | - |
| CO2 | - | 1 | - | - | 1 | 2 | - | 1 | - | 1 | - | - | 1 | 1 | - |
| CO3 | - | - | - | 1 | - | - | - | 1 | - | - | - | - | 1 | 1 | - |
| CO4 | 1 | 2 | - | - | - | - | - | 1 | - | 3 | 1 | - | 2 | - | 1 |
| CO5 | 1 | 3 | 1 | - | 1 | - | 2 | 1 | - | - | 2 | 1 | 2 | - | 1 |

High-3 Medium-2 Low-1

UNIT I: Concept of Educational Measurement and Evaluation

12 Hours

1. Concepts and terms of Lifelong Learning and Extension
2. Adult and Lifelong Learning – Pre-Independence period - Postindependence period
3. Nature and scope of lifelong education and Philosophical and Sociological basis of concept of lifelong education
4. Need and importance of lifelong education in the contemporary world and Impact of concept of lifelong education on formal education; open learning, part time Education and web based education

UNIT II: Great Thinkers of Life Long Education

12 Hours

1. Imminent Indian thinkers of Adult Education – Vivekananda, M.K. Gandhi, Tagore, Gandhi, Zakir Hussin
2. Imminent International Thinkers Frank Charles Lanbach, Ivan Illich, Paulo Friere
3. Indian Values for adult education and its practices
4. Development of Open and Distance education with reference to National Policy of Education (1968, 1986, 1992 revised)

UNIT III: Creation of Constructive Social Awareness through Learning **12 Hours**

1. Creation of Right Life Orientation by Constructive Learning
2. Environment Movements in India and Abroad for Healthy Life
3. Learning Social Exclusion and Social Justice; Dalit Movement and its developments – Modern values of Agrarian Relations for Sustaining Rrural Lives
4. Women’s Movement for Sustainable Growth

UNIT IV: Current Trends in Lifelong Learning in India **12 Hours**

1. Learning for establishing State intervention in Social & Economic development by Legislation linked Social development – Vulnerable groups - Street Children, Bonded Labor; Gender Sensitization; Tribal wellbeing
2. Non-State engagement in Social development -Use of Technology and Innovations in Lifelong Learning
3. Concepts and terminologies related to Adult Education: Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education and In-formal Education
4. Indian Adult/Lifelong Learning Programs: Social Education, Gram Shiksha Mohim, Farmer’s Functional Literacy Programme, National Adult Education Programme and National Literacy Mission

UNIT V: Organizations and Programs for Contextualizing Value Based Development **12 Hours**

1. Evolving institutions for sustainable livelihoods - International and national
2. Missions on learning - Consumer Awareness, Capacity building programs - National Rural
3. Livelihood Mission (NRLM), Jan Dhan Yojana (JDY) Tribal Welfare Programs
4. Skill India Program: Introduction, Objectives, Features and Advantages

Total: 60 Hours

Practical Based Assignment-

1. Preparation of report on significance role of various educational agencies
2. Making study project on comparison of Indian Education with U.K. & Australia

Reference(s)

1. Alexgender, K.C. (1994), The Process of Development of Society, New Delhi: Sage Publication
2. Arunachalam. J (2005), Women's Equality – A Struggle for Survival: Gyan Publishing House, New Delhi
3. Best, John.W and James V. Khan (2006). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Bhatia, H.R. (1977). Textbook of Educational Psychology. New Delhi: The McMillan Company of India Ltd
5. Chauhan, S.S. (1988). Advanced Educational Psychology New Delhi: Vikas Publication House. Mangal, S.K. (1999). Educational Psychology

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>

**Academic
Coordinator**

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M.A. Education
Semester-IV

L-4 T-0 P-0 C-4

MAEdu-403: Educational Technology

Course Objectives

1. To understand the concept, nature, significance, scope and components of educational technology
2. To know about the multi-media approach in Educational technology and to establish relationship between learning Technology and educational technology
3. To comprehend the concept, nature, process, types, principles mode and barriers of communication and mass media approach
4. To know the instructional design, learning theories, Psychoanalytic approach and system approach in educational technology
5. To know about the use of information and communication technology in teaching and to make the understanding about resources centers like; CIET, MOOC, AVRC and State ET Cell
6. To analysis the distance education system in India and to know the evaluation strategies and tool development in distance education.

Course Outcomes (COs)

1. Understand emerging technologies in teaching and learning environments
2. Apply various modalities and instructional approaches in teaching environments
3. Analyze knowledge, attitudes and skills of digital age work using various instructional strategies
4. Evaluate the use of information and communication technology in teaching and to interpret the understanding about resources centers like; CIET, MOOC, AVRC and State ET Cell
5. Create technology-enabled assessment and evaluation strategies

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

| CO/PO/PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PSO1 | PSO2 | PSO3 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | 3 | 1 | 1 | 1 | 1 | - | 1 | 2 | 1 | - | 1 | 1 | 2 | 3 |
| CO2 | 2 | 1 | 1 | 3 | 1 | 1 | 1 | - | 1 | - | 1 | 1 | 1 | 3 |
| CO3 | - | 3 | - | 2 | - | 1 | - | 1 | 1 | - | 2 | 1 | 2 | 2 |
| CO4 | 1 | 2 | - | 1 | 1 | - | 1 | 1 | 1 | 1 | 3 | 1 | - | 2 |
| CO5 | 1 | - | 1 | 1 | - | - | 1 | 3 | 1 | 1 | 2 | - | - | 1 |

High-3 Medium-2 Low-1

UNIT I – Meaning and Scope of Educational Technology

12 Hours

1. Meaning and Concept of Educational Technology
2. Nature , Scope and Significance of Educational Technology
3. Components of Educational Technology Hardware and Software; Multi-Media Approach in Educational Technology
4. Educational Technology and Instructional Technology

UNIT II- Communication and Modalities of teaching**12 Hours**

1. Communication Process: Concept, Nature, Process, Type
2. Theory, Principles, Modes and Barriers of Communication, Classroom Communication (interaction verbal and non-verbal), Mass Media Approach
3. Instructional Design – Psycho-analytic approach, Learning theory approach (with special emphasis on social learning theory)
4. Systems Approach in Educational Technology and its Characteristics

UNIT III- Models of Teaching and instructional Technology**12 Hours**

1. Models of Teaching: Concept, different families of teaching models
2. Designing Instructional System, Formulation of instructional Objectives, Task Analysis
3. Designing of Instructional Strategies -Lecture, Team Teaching, Discussion, Panel Discussion, Seminars and Tutorials
4. Modalities of Teaching-Difference between Teaching and Instruction, Conditioning and Training, Stages of teaching-pre- active, Interactive and post-active

UNIT IV- Programmed Learning and Resource Centers**12 Hours**

1. Computer Assisted Instruction
2. Uses of Communication Technology in Teaching- Videotape, Radio-Vision, Tele Conferencing, Video Conferencing, CCTV, INSAT
3. Problems of introducing new technologies in the Indian Context
4. Resources Centers for Educational Technology– CIET, UGC, Open sources (MOOC), Blended Learning, State ET Cell, AVRC, EMRC, NIST –their activity for the improvement of learning processes

UNIT V- Evaluation and Instructional Technology**12 Hours**

1. Evaluation Strategies in Distance Education
2. Counseling Methods in Distance Education
3. Development of Evaluation Tools
4. Norm-referenced and criterion-referenced tests

Total: 60 Hours**Reference(s)**

1. Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
2. Behera, S.C. (1991): Educational Television Programmes, Deep and Deep Publications, New Delhi.
3. Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
4. Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
5. Evaut, M. The International Encyclopaedia of Educational Technology
6. Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc
7. Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition)

List of e-Learning Resources:

- https://swayam.gov.in/nd2_cec19_ed03/preview
- https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.studocu.com/in/document/university-of-kashmir/educational-technology-and-ict/bed-2-educational-technology-an-ict/51574543&ved=2ahUKEwjD_6DHiKGGAxWBkiYBHcQnBswQFnoECBsQAQ&usg=AOvVaw3-7exTMd8lldIHXP1Z1CbL

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**Master of Education
Semester-IV**

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EDM 402: Higher Education In India

Course Objectives

- To make known students with the concept, historical development, problems, recommendations and management of Indian Higher Education
- To clarify the aims, importance, availability, access, accountability, research, liberalization, privatization, globalization and autonomy in Indian higher education system
- To understand the planning, budget and professional ethics of higher education system
- To Interpret various regulatory bodies like UGC, NAAC, NCTE and AICTE of higher education in India and to know their role and accountability
- To review various books on financing, planning and management of higher education in India

Course Outcomes (COs)

1. Understand the fundamental concepts, History and Development of Higher Education
2. Apply the basic structure of Planning & Financing of Indian Higher Education
3. Analyze the various problems of Higher Education in India
4. Evaluate role of various regulatory bodies of higher education for educational management
5. Create Classification of Various Higher Education Regulatory Bodies & its role

Articulation Matrix

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|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2 | - | 2 | - | 1 | 2 | - | 2 | 1 | - | - | 1 | - | 2 | - |
| CO2 | 1 | 3 | - | 1 | - | 1 | - | 2 | - | 2 | - | 1 | - | 2 | 1 |
| CO3 | 3 | 2 | 1 | 2 | 1 | - | - | - | 2 | 1 | - | 1 | - | - | - |
| CO4 | 3 | 2 | - | - | - | 2 | - | 1 | 1 | 2 | - | 1 | - | 2 | - |
| CO5 | - | 2 | 1 | 2 | - | 3 | - | 1 | 1 | 2 | - | 1 | - | 2 | - |

High-3 Medium-2 Low-1

UNIT I: Concept, History and Development of Higher Education

12 Hours

1. Meaning, Aims and Objectives Higher Education
2. Historical Development of Higher Education
3. Higher Education in Indian Social Context: Issues of Access and Equity
4. Accountability, Autonomy, Academic Freedom and related issues
5. Recommendations of Various Commissions regarding Higher Education

UNIT II: Planning and Financing of Higher Education in India

12 Hours

1. Teacher Education at University Stage: Role of ASCs
2. Planning and Financing of Higher Education
3. Higher Education through Distance learning
4. Professional Ethics in Higher Education

UNIT III: Problems of Higher Education in India **12 Hours**
1. Issues of Quality in Teaching
2. Examination Reforms
3. Quality of research at Higher Education level
4. Liberalization, Privatization and Globalization of Higher Education

UNIT IV: Management of Higher Education and Role of Regulatory Bodies **12 Hours**
1. Ministry of Human Resource Development
2. Association of Indian Universities
3. UGC
4. NAAC
5. NCTE
6. AICTE

UNIT V: Higher Education for the Social Development of India **12 Hours**
1. National Education Policy 2020 & Higher Education
2. Higher Education and National Development in India
3. Effective use of Social Media for the Promotion of Indian Higher Education
4. Cluster Universities, Private Universities & Deemed to Be University
5. Role of RUSA

Total: 60 Hours

Practical Based Assignment-

1. Preparation of report on functioning of any one Regulatory Body of Higher Education
2. Making study project various schemes and plans of the RUSA as an funding agency of Higher Education

Reference(s)

1. Carter Charles,(1980) Higher Education for the future
2. Kaul S.N. (1975) Higher Education Social change & National Development
3. Kaul, J. N. (2002) Higher Education in India: Two Decades of Planned Drift
4. Reddy G. Ram, (1995), Higher Education in India
5. Agarwal, Dinodi C (Ed.) (2000), Higher Education through Television
6. Amrik Singh & Altbach (1974) P.G. (Ed.)Higher Education in India,

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Master of Education
Semester-IV
M.A. EDU 404: Human Rights Education

L-4 T-0P-0-C-4

Course Objectives

- To familiarize students understanding of basic concepts of Human Rights Education & its Nature
- To understand the conceptual aspects involved in Human Rights Education
- To Apply the knowledge of Human Rights Education of school issues, strategies and practices
- To Analyze the concept of Human Rights Education related to various levels of education
- To Evaluate resource management skills after the study of Human Rights Education

Course Outcomes (COs)

1. Understand the Basic Concepts of Human Rights Education & its Nature
2. Apply the knowledge of the conceptual aspects involved in Human Rights Education
3. Analyze the basic techniques of integrating skills of Human Right Education
4. Evaluate management techniques of human and non-human resources
5. Create key features for understanding children's with diverse needs

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| CO1 | 2 | - | - | - | 1 | 2 | - | 2 | 1 | - | - | 1 | - | 2 | - |
| CO2 | 1 | 3 | - | 1 | - | 1 | - | 2 | - | 2 | - | 1 | - | 2 | 1 |
| CO3 | 3 | 2 | - | 2 | - | - | - | - | 2 | 1 | - | 1 | - | - | - |
| CO4 | 3 | 2 | - | - | - | - | - | 1 | 1 | 2 | - | 1 | - | 2 | - |
| CO5 | - | 2 | - | - | - | 3 | - | 1 | 1 | 2 | - | 1 | - | 2 | - |

High-3 Medium-2 Low-1

Unit I: Values of Peace Education in Sustaining Human Rights

12 Hours

1. Introduction, Meaning, Definition, Concept, Scope- Objectives of Human Rights Education
2. Human Miseries in the Modern World and Quest for Peace
3. Gandhi an Concept of Peaceful Life
4. Different Approaches of Civil Rights
5. Establishment of Peace Education Institutions; Pacifism and Education

Unit II: Historical Development of Human Rights Education

12 Hours

1. Aims and Objectives for the Creation of United Nations
2. Creation of UNESCO, UNICEF, UNO-UNDP, UNEP, UNHIRC
3. Amnesty International, International Committee of Red Cross and NGOs
4. Peace and Human Rights Education in India and its lawful developments

Unit III: Integrating Human Rights Education in the Curriculum

12 Hours

1. Curriculum Development of Education for Human Rights
2. Stage Specific Approach - Early Childhood; Elementary Stage
3. Secondary Stage; Higher Education Stage; Adult Education Stage
4. Major Media of Integration, Subject Context
5. Subject Perspectives - Teaching Methods

Unit IV: Introduction to Inclusive Education**12 Hours**

1. Concept of Inclusive Education, Integrated Education and Special Education
2. Need, Objectives & Scope of Inclusive Education
3. Factors responsible for successful inclusion in the mainstream & future vision
4. Definition of disability and inclusion in educational framework
5. Threats of Psychological Problems of Disability

Unit V: Types of Children with Diverse Needs (cwn)**12 Hours**

1. Concept, Classification, Characteristics, Causes, Problems, Identification
2. Classroom Management Strategies and Prevention for Children with diverse needs, Right of Person with Disability Act (2016)
3. Learning Disability
4. Mental Retardation
5. Visual Impairment and Hearing Impairment
6. Loco Motor Impairment, Educational Provisions & Programmes

Total: 60 Hours**Practical Based Assignment-**

1. Report writing on Historical Development of Human Right Education
2. Field Visit for understanding actual implementation Human Right Education

Reference(s)

1. Barash. & David (2000). Approaches to peace, Oxford University Press, New York
2. NCERT National curriculum Framework (2005), position paper, National Focus Group on Education for peace, NCERT, New Delhi (2006)
3. Timpson, William M. (2002) Teaching and Learning Peace Madison, Wisconsin: Atwood Publishing
4. Reardon, Betty, (1988), Comprehensive Peace education. Educations for global responsibility, New York: Teachers College Press
5. Bernard Jessie, (1957) 'The sociological study of conflict' International sociological Association, The nature of conflict UNESCO Paris
6. Galtung, J (1996), Peace by peaceful means: Peace and conflict, Development and Civilization, PRIO: International Peace research institute of Oslo and sage publication

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