

**Program Specific Outcomes,
Program Outcomes,
Course Outcomes & Course Contents
of
Master of Arts in Education (MA Education)
School of Education**



Programme Specific Outcomes of Master of Arts in Education

PSO¹- The learner will critically examine the issues in education across various levels, disciplines, geographies and cultures

PSO²- The learner would have broader understanding of school system in India and across the globe.

PSO³- The learner will develop sound understanding of theory and praxis in education.

Programme Outcomes of Master of Arts in Education

PO¹ - Programme is designed to develop holistic understanding of education system in India and across the globe.

PO²- Students will be able to understand the discourse and debates in education through philosophical, sociological, psychological and historical lances.

PO³- Students will develop an aptitude for educational research.

PO⁴- Students will critically examine the impact of technology in educational development.



School of Education

Central University of Himachal Pradesh

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www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Code: TTR 419

Credits: 4

Course Name: Advanced Educational Psychology

Course Instructor: Prof. (Dr.) Manoj Saxena

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/ Course Outcomes: On completion of the course, the students will be able to:

CO¹ Understand the concept intelligence.

CO² Understand various theories and assessment of intelligence.

CO³ Identify and utilize existing resources for promoting inclusive practice.

CO⁴ Explain the interrelationship among adjustment and mental health.

CO⁵ Understand the various learning styles.

CO⁶ Suggest measures for fostering good mental health among students.

CO⁷ Develop the advanced concepts of memory- remembering and forgetting.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 15 marks

Unit I Intelligence (08 hrs)

- Intelligence– Neuroscience of Intelligence -Theories of Intelligence.
- Assessment of Intelligence- Individual Verbal, Individual Performance, Group Verbal and Group Non-verbal intelligence Tests
- Gardner's Multiple Intelligence Theory & Goleman's Emotional Intelligence Theory
- Development and Measurement of Emotional Intelligence
- Social Intelligence and Spiritual Intelligence

Unit II Personality (9 hrs)

Personality –Theories of Personality- Type cum Trait Approach- Eysenck's Theory of Personality-Psychoanalytical Approach- Freud's Psychodynamic Theory of Personality-Humanistic Approach- Abraham Maslow Self-actualisation theory-Carl Roger's Self Theory-Assessment of Personality- Projective Techniques- Rorschach Inkblot Test-TAT-CAT- Word Association Test

Unit III- Understanding differences in individual learners to facilitate learning (08 hrs)

- Conceptual framework of understanding dimensions of differences in individual learners (with reference to individual attributes and socio cultural contexts).
- Differences in learners based on predominant learning styles.
- Understanding differences based on cognitive abilities in children: such as giftedness, creativity, learning disability, low intellectual functioning (slow learner).
- Understanding and Management of Learners with Emotional and Behavioural Disorders: Attention deficit disorder with or without hyperactivity, Autism, Conduct disorder, Depression, Anxiety Disorders

Unit IV- Memory- Remembering and Forgetting (8 hours)

- Memory- Mechanism of the process of memorization- Remembering and Memory- Models of Memory (Storage and Transfer Model)
- Types of Memory (Sensory, Short-term, Long Term, episodic and semantic, photographic and paranormal))- Training in Memory
- Forgetting- Ebbinghaus's Curve of Forgetting- Types of Forgetting- Theories of Forgetting (Trace Decay theory , Interference and Repression Theory)

Unit V Motivation and Creativity (08 hrs)

- Role of motivation in learning: Meaning of motivation, various approaches to motivation (humanistic approach; cognitive approach, attribution theory-Weiner); Strategies for motivating learner - Intrinsic and extrinsic motivation.
- Defining creativity
- Nature of Creativity-Stages in Creative Process- theories of creativity Identification of Creative Individuals

Essential Readings

- Santrock, John. W. (2006). Educational Psychology, Tata McGraw Hill Publishing Company Limited, New Delhi.
- Woolfolk, A. et.al. (2012). Fundamentals of Educational Psychology Pearson Education, New Delhi.
- Baron, R.A. (2001) Psychology, Pearson Education Inc., New Delhi.
- Dandapani, S.,(2010). A Textbook of Advanced Educational Psychology 4th edition. Anmol Publications Pvt. Ltd New Delhi.
- Position Paper **National Focus Group** on Education of Children with special Needs. NCERT

Suggested Readings

- a. Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Book
- b. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- c. Mangal, S.K. (2006): Advanced Educational Psychology, New Delhi : Prentice-Hall of India.
- d. Aleinkov, A.G. (1999). Human Creativity. Encyclopedia of Creativity, Vol.I London: Academic Press.
- e. Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill.

Course Outcome	Programme	Programme	Programme	Programme	AI	Programme Specific	Programme Specific	Programme Specific
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s	Outcomes 1	Outcomes 2	Outcomes 3	Outcomes 4	1	Outcomes 1	Outcomes 2	Outcomes 3
CO1	1	2	3	-		-	2	3
CO2	1	-	3	3		1	-	3
CO3	1	-	3	-		1	2	-
CO4	-	2	-	-		1	2	3
CO5	-	2	3	-		1	-	3
CO6	-	-	3	3		1	-	3
CO7	1	2	3	3		1	-	3



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Course Code: TTR - 471

Credits: 04

Course Name: LIFE SKILLS EDUCATION

Course Instructor: Prof. (Dr.) Manoj Saxena

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: The objectives of the course are to familiarize students in:

CO¹ Theoretical foundation in life skills education and role Guidance and Counseling

CO² Train the various life skill related with cognitive, psycho-social and coping skills

CO³ Evaluate each life skill by self assessment and appreciate the skills

CO⁴ Enable students to apply life skills in various spheres

CO⁵ Enhance the ability to contribute in the area of life skills education.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

4. Mid Term Examination: 25%

5. End Term Examination: 50%

6. Continuous Internal Assessment: 25% i.e. This 25% will distribute as

- Attendance/Participation: 20%
- Seminar: 40%
- Assignments: 40%

Course Content

Unit I- An Introduction to Life Skills (12 Hours)

Definition and Importance of Life Skills- Life Skills Development- Life Skills Education- Life Skills Approaches- Scope of Life skill education, Positive Attitude and its importance in Life Skill Education, Guidance and Counselling in Life Skill

Unit II- Cognitive Life Skills (6 Hours)

Critical thinking- Creative thinking- Decision making- Problem solving-

Training & Self- assessment of Critical thinking, Creative thinking, Decision making & Problem solving

Unit III- Psycho- Social Life Skills (6 Hours)

Self Awareness- Empathy- Interpersonal relationships- Effective Communication

Training & Self- assessment of Self Awareness, Empathy, Interpersonal relationships, Effective Communication

Unit IV- Coping Life Skills (6 Hours)

Managing Emotions- Coping with stress

Training & Self- assessment of Managing Emotions & Coping with stress

Unit V- Practical Applications of Life skills (10 Hours)

Practical application of life skill in personal and social life- Personal development- Research and innovations in Life skill education- Application of life skills in school and higher education.

Essential Reading

- Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Santrock W.John (2006). *Educational Psychology*. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- UNESCO (2005). *Quality Education and Life Skills: Darkar Goals*, UNESCO, Paris.
- <http://www.skillsyouneed.com/learn/study-skills.html>

Suggested Reading:

- Baumgardner, R. Steve., Crothers. K. Marie. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Carr Alan, (2004). *Positive Psychology*.: New York: Routledge.
- Nair,A.Radhakrishnan (2010). *Life Skills Training for Positive Behaviour*. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
- UNESCO (2005). *Quality Education and Life Skills: Unesco: Dakar Goals*. Paris: WHO (1999). *Partners in Life Skills Education: Conclusions from a United Nations Geneva: Inter-Agency Meeting*. WHO.
- WHO (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*, WHO, Geneva.
- UNESCO and Indian National Commission for Co-operation with UNESCO (2001). *Life Skills in Non-formal Education: A Review*
- *Life Skills Resource Manual, Schools Total Health Program*, (2006). Health Education and Promotion International Inc., Chennai.
- Life SKills Education and CCE, CBSE. (www.cbse.nic.in/cce/life_skills_cce.pdf.)
- Life SKills Education (www.lifeskillsed.com.)
- Life Skills Approach to Teaching- Teacher Education (www.teindia.nic.in/files/teacher_trg-module/13_life_skills_module.pdf.)

Web Sites:

1. UNESCO – <http://www.unesco.org/>
2. UNFPA - <http://www.unfpa.org/>
3. UNICEF - <http://www.unicef.org/>
4. United Nations - <http://www.un.org/>
5. WHO - <http://www.who.int/en/>

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	Al 1	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	3	-		-	2	3
CO2	1	-	3	3		1	-	3
CO3	1	-	3	-		1	2	-
CO4	-	2	-	-		1	2	3
CO5	-	2	3	-		1	-	3



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www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Code: TTR 427

Credits: 4

Course Name: Inclusive Education: Equity and Diversity

Course Instructor: Prof. (Dr.) Manoj Saxena

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/ Course Outcomes: On completion of the course, the students will be able to:

CO¹ Understand concept, meaning and significance of inclusive education.

CO² Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.

CO³ Identify and explore existing practices.

CO⁴ Understand the nature of difficulties encountered by children with special needs.

CO⁵ Analyze special education, integrated education, mainstream and inclusive education practices.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

7. Mid Term Examination: 25%
8. End Term Examination: 50%
9. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Unit I- Introduction to Inclusive Education (3hrs)

- Inclusion: Rationale & Rights.
- Scope and advantages of inclusive education.
- Barriers to learning and participation: Review of culture, policies and practices.

Unit II- National and International Initiatives (5hrs)

- UN Convention on the Rights of Person with Disabilities.
- The World Conference on Special needs Education, Salamanca Statement and its framework for action on Special Needs Education.
- Current Laws and Policy perspectives supporting inclusive education for children with diverse needs in India.

Unit III- Children with Diverse Needs (5hrs)

- Characteristics of children with sensory, intellectual, developmental disabilities, learning disability.
- Children belonging to socially disadvantage section, conflict zones, economically weaker section, transgender.

Unit IV-Preparation for Inclusive Education (4hrs)

- Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children.
- Educational approaches: Individualized Education Plan.
- Universal design for learning

Unit V- Teacher Preparation and support services (3hrs)

- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.

Essential Readings

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R.T Publication.
- Mitchell, D. (2014) *What really works in Special and Inclusive Education: Using Evidence Based Teaching Strategies*: Routledge
- NCERT (2006): Position Paper National Focus Group on Education of Children with special Needs.

Suggested Reading:

- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach*: National Publishing house 23 Daryaganj, New Delhi 110002.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- UNICEF: World Summit for Children, (1990)
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- NCERT (2006). National Focus Group Report on Education of SCs and Sts, New Delhi.
- NCERT (2006) National Focus Group Report on Gender Issues in Education, New Delhi.

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	-	-	-		1	-	3
CO2	1	2	-	3		1	2	3
CO3	1	2	-	-		1	-	3
CO4	-	2	-	3		1	2	-
CO5	1	2	3	-		1	-	3



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Course Code: TTR 415

Credits: 4

Course Name: Environmental Education

Course Instructor: Prof. (Dr.) Manoj Saxena

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/ Course Outcomes: On completion of the course, the students will be able to:

CO¹ Develop an understanding of processes and components of environment

CO² Understand various environmental issues and their impact.

CO³ Understand the role of environmental education in sustainable development.

CO⁴ Apply the knowledge of environmental ethics in inculcating environmental values.

CO⁵ Aware people for the preservation and conservation of environment.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

10. Mid Term Examination: 25%

11. End Term Examination: 50%

12. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Attendance/Participation: 5 marks
- Seminar: 10 marks
- Assignments: 10 marks

Unit I Environmental Education (6 hrs)

- Concept, importance, and scope of environmental education
- Aims and objectives of environmental education
- Guiding principles and foundations of environmental education

Unit II. Environmental Issues and its conservation (10hrs)

- Environmental processes and systems
- Biological conservation, management of biological resources and biodiversity.
- Global Environment issues: climate change, pollution, waste management, sanitation.

Unit III. Sustainable Development (7hrs)

- Sustainable Development- concept, dimensions & principles
- Sustainable development goals(SDG)
- Education for sustainable Development and living: linking environmental and economic issues.
- Learning from nature and Indian cultural practices.

Unit IV. Environmental Ethics (7hrs)

- Environmental ethics: concept, need and scope.

- Values related to environmental conservation.
- Strategies for inculcating environmental values among the students at various levels of education.

Unit V International Efforts and Environmental Movements in India (10 hrs)

- The Stockholm conference 1972 , Nairobi conference 1982 , Brundtland commission 1983, The Rio Summit 1992 – the Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration – Kyoto Conference 1997.
- Environmental movements in India: Silent valley movement, Chipko movement, Narmada bachao andolan, National Test Range at Baliapal, Orissa.

Essential Readings

- Hilgenkamp Kathryn (2006). *Environmental Health –Ecological Perspectives* London :Jones & Bartlett Publishers.
- Iyer, Gopal (1996). *Sustainable Development Ecological & Socio-cultural dimension.* New Delhi : Vikas Publishing House Ltd.
- Dayani, S. N., (1993). *Management of Environmental Hazards.* New Delhi : 110 014. Vikas Publishing House, Pvt. Ltd.

Suggested readings

- Ashthana Vandanna, (1992). *The Politics of Environment.* New Delhi : Ashish Publishing, Houses, Punjabi Bagh.
- James, George (1999). *Ethical Perspectives on Environmental Issues in India.* New Delhi- 100002: APH Publishing.
- <http://www.unenvironment.org/>
- <http://www.envfor.nic.in/>

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	3	-			2	2
CO2	1	2	-	-		1	2	-
CO3	1	2	3	-		-	2	-
CO4	1	2	3	-		-	2	3
CO5	1	2	-	-		1	2	3



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www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Code: TTR - 470

Credits: 04

Course Name: STATISTICS IN EDUCATIONAL RESEARCH

Course Instructor: Prof. (Dr.) Manoj Saxena

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives:

To enable the learners to;

CO¹ Understand the concept and nature of educational data.

CO¹² Understand and apply various statistical techniques to field-based educational data.

CO³ Apply the procedural steps of conducting descriptive statistics

CO⁴ Apply the procedural steps of conducting inferential statistics

CO⁵ Understand the concept of Normal Probability Curve and its application

CO⁶ Distinguish both parametric and non-parametric measures

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

13. Mid Term Examination: 25%

14. End Term Examination: 50%

15. Continuous Internal Assessment: 25% i.e. This 25% will distribute as

- Attendance/Participation: 20%
- Seminar: 40%
- Assignments: 40%
-

Course Content

Unit I- Basics of Descriptive Statistics (8 Hours)

Types of data (Continuous and Discrete Data), Frequency Distribution and its Graphic Representation (Histogram, Frequency Polygon, Line Graph, Ogive, Pie Chart). Measures of Central Tendencies and Variability (Range, Quartile Deviation, Mean deviation, Standard Deviation), Percentile and Percentile Ranks.

Unit II- Descriptive Statistics: Correlation and Regression (9 Hours)

Concept of Correlation, Product Moment, Partial and multiple correlation Uses and Significance of Correlation Coefficient.

Concept of Regression, Types of Regression., Scope of Regression in Educational Research, Regression and Prediction, Concept of regression between variables, Use of Regression Equation.

Unit III- Normal Probability Curve and its Applications & Standard Scores (7 Hours)

Meaning and Importance of Normal Distribution Curve (NPC), Properties of NPC, Applications of NPC, Skewness and Kurtosis. Standardized Scores (z-Scores, T-Scores, C-score and Stanine Score) and their calculations.

Unit IV- Basics of Inferential Statistics (9 Hours)

Scales of Measurement, Variables and its Types (Independent, Dependent and Intervening). Difference between Parametric and Non Parametric Statistics and rationale for using them in the analysis of data, Type-I and Type-II Errors. Concept of Degrees of Freedom, Levels of Significance and their Use in Interpretation of Results.

Unit V- Inferential Statistics: Parametric and Non-Parametric Tests (9 Hours)

Parametric Tests: Assumptions of t-test and Analysis of Variance (ANOVA), One-tailed and Two-tailed Tests of Significance, t-test and Significance of Difference between Means (for small and large samples, correlated and uncorrelated groups). ANOVA for equal and unequal groups. Non-Parametric Tests: Chi-Square Test (Assumptions and Uses).

Suggested Reading:

- Best, John W. (1995) Research in Education. New Delhi: Prentice Hall.
- Cohen, Louis; Manion, Lawrence and Morrison, Keith. Research Methods in Education (7th Ed.). London: Routledge.
- Garrette, Henry E.,(1966) Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Guilford, J P (1965) Fundamental Statistics in Psychology and Education ,New York: McGraw Hill Book Co.
- George, Darren and Mallery, Paul, SPSS for Windows: Step by Step. New Delhi:Pearson.
- Gupta, S. P. Statistical Methods.: New Delhi: Sultan Chand and Sons
- Koul, Lokesh, Methodology of Educational Research (4th Edition, 2013). New Delhi: Vikas Publishing House Pvt. Ltd.
- Siegal, Sidney. (1956). Non-Parametric Statistics for the Behavioural Sciences, New York:McGraw Hill.

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	3	-		-	2	3
CO2	1	-	3	3		1	-	3
CO3	1	-	3	-		1	2	-
CO4	-	2	-	-		1	2	3
CO5	-	2	3	-		1	-	3
CO6	-	-	3	3		1	-	3



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Course Code: TTR 465

Credits: 4

Course Name: Open Educational Resources

Course Instructor: Prof. (Dr.) Manoj Saxena

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

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

CO¹ Demonstrate understanding of OER and argue in support of the use of OER.

CO² Design appropriate learning experiences for OER based eLearning.

CO³ Find and evaluate the quality of OER materials used in different contexts.

CO⁴ Use appropriate open license to release educational materials as OER.

CO⁵ Offer OER-based eLearning courses and programs using appropriate technologies

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

16. Mid Term Examination: 25%

17. End Term Examination: 50%

18. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Seminar: 10 marks
- Assignments: 15 marks

Course Contents:

Module 1: Concept and Practices of Open Education

Openness in education – *Open Learning, Open Access, Open Scholarship, Open Badges, MOOC, Creative Commons and Open Learning*, Historical development of OER – *Definition, Types, History*, OER initiatives by institutions and governments – *OER-A Global Perspective, Open badges, OER initiative by institutions, OER initiative by Government*

Module 2: Designing Learning Experiences for OER-based eLearning

Developing learning outcomes, Designing authentic and meaningful learning experiences, Designing and Developing assessment tasks

Module 3: Searching and Evaluation of OER Materials

Introduction, Types of OER Materials – *OER based on media, quality, authorship, presentation, licensing, purpose of usage*, Searching for OER materials – *Boolean, Advanced*, OER repositories, Open access literature, Evaluation of OER materials – *Using rubrics, Using experts' rating*,

Characteristics of good OER materials – *E-textbooks, Video, Repositories, Community based consortium, Full package courses*

Module 4: Licensing and Copyright

Licenses and content protection – *Copyright, Creative Commons, Creative Commons License – License conditions, Choosing appropriate license, Licensing policies*

Module 5: Integrating OER in eLearning

eLearning, Online learning, Affordances of online learning – *Information storage and retrieval, communication and collaboration, Engagement and interaction, Optimising affordances of online learning, Integrating OER in eLearning, Developing scenario-based learning*

Suggested Readings:

- ❖ Blinco, K, Mason, J, McLean N, and Wilson S (2004) ‘Trends and Issues in E-Learning Infrastructure Development: A White Paper for alt-i-lab 2004’, Prepared on behalf of DEST (Australia) and JISC-CETIS (UK), http://www.jisc.ac.uk/uploaded_documents/Altilab04-infrastructureV2.pdf.
- ❖ Brandon, B (2007) (ed) ‘The eLearning Guild’s Handbook of eLearning Strategy’, The E-Learning Guild, California, <http://www.elearningguild.com/showFile.cfm?id=2509> Building Digital Learning Objects (DLOs), http://elearningfacultymodules.org/index.php/Building_Digital_Learning_Objects_%28DLOs%29
- ❖ Butcher, N (2011) *A Basic Guide to Open Educational Resources (OER)*, Vancouver, British Columbia.
- ❖ California County Superintendents Educational Services Association (2011), <http://chat.scoe.net/downloads/CA%20eLearning%20Framework.pdf>
- ❖ Centre of Instructional Education, University of Wisconsin, Milwaukee, http://www4.uwm.edu/cie/learning_objects.cfm?gid=37.
- ❖ Chung, C H, Pasquini, L A, Koh, C E (2013) ‘Web-based Learning Management System Considerations for Higher Education’, *Learning and Performance Quarterly*, 1(4), http://www.sageperformance.com/ojs/index.php/LPO/article/download/41/pdf_1.
- ❖ Connolly, P J (2001) ‘A standard for success’, *InfoWorld*, 23(42): 57 –58. EDUCAUSE Evolving Technologies Committee (2003) *Course Management Systems (CMS)*, <http://net.educause.edu/ir/library/pdf/DEC0302.pdf>.
- ❖ Designing Learning Objects for Online Learning, http://www.col.org/SiteCollectionDocuments/KS2007_Designing-Learning-Objects.pdf.
- ❖ Downes, S (2006) ‘Models for Sustainable Open Educational Resources’, National Research Council Canada, <http://www.oecd.org/edu/ceri/36781698.pdf>
- ❖ Franklin, T and Harmelen, M (2008) ‘Web 2.9 for Content for Learning and Teaching in Higher Education’, JISC, Issue: 16 August.
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- ❖ McGreal, R, Kinuthia, W and Marshall, S (eds.) (2013) *Perspectives on Open Educational and Distance Learning: Open Educational Resources: Innovation, Research and Practice*, Commonwealth of Learning & UNESCO/COL, Vancouver: Commonwealth of Learning and Athabasca University.

- ❖ Naidu, S (2006) E-Learning: A Guidebook of Principles, Procedures and Practices Commonwealth Educational Media Center for Asia (CEMCA), http://cemca.org.in/ckfinder/userfiles/files/eLearning_guidebook.pdf.
- ❖ Naidu, S (2010) ‘Pedagogical affordances of technology’ in S. Mishra (ed.), *STRIDE Handbook on eLearning*, New Delhi: STRIDE Indira Gandhi National Open University, pp. 4 –13.
- ❖ Naidu, S (2010) ‘Using scenario-based learning to promote situated learning and develop professional knowledge’ in Errington, E P (ed.), *Preparing graduates for the professions using scenario-based learning*, Brisbane: Post Pressed, pp. 39 –49.
- ❖ Naidu, S (2013) ‘Instructional design models for optimal learning’ in Moore, M G (ed.), *The Handbook of Distance Education*, 3rd edn, New York, Routledge, pp. 268 –281.
- ❖ Novak, J D, and Gowin, D B (1984) *Learning how to learn*, New York, NY: Cambridge University Press.
- ❖ Okada, A, Mikroyannidis, A, Meister, I and Little, S (2012) “‘Colearning” — collaborative networks for creating, sharing and reusing OER through social media’, in *Innovation and Impact — Openly Collaborating to Enhance Education*, 16 –18 April 2012, Cambridge, UK.
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- ❖ Organisation for Economic Co-operation and Development (OECD) (2007) ‘Giving Knowledge for Free: The Emergence of Open Educational Resources’, Paris: Centre for Educational Research and Innovation, OECD, p. 10, <http://www.oecd.org/edu/ceri/38654317.pdf>
- ❖ Salmon Five Stage Model of E-Learning, http://www.acu.edu.au/__data/assets/pdf_file/0014/411035/Salmon_Five_Stage_Model_of_ELearning.pdf
- ❖ Salmon, G (2001) ‘The March of the Moderators’, The Higher Education Academy, Briefing Paper: HEA Academy, http://www.heacademy.ac.uk/assets/documents/resources/database/id454_the_march_of_%20the_moderators.pdf
- ❖ Suber, P (2004) ‘Open Access Overview’, <http://legacy.earlham.edu/~peters/fof/overview.htm>
- ❖ Wiley, D (2006) ‘The Current State of Open Education Resources’, Paper presented at the OECD-CERI Expert Meeting on Open Educational Resources, Malmo, Sweden.
- ❖ 3waynet Inc (2004) ‘LMS Evaluation Tool User Guide’, Commonwealth of Learning, <http://www.col.org/resources/publications/Pages/detail.aspx?PID=31>.

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	AI 1	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	3	-		-	2	3
CO2	1	-	3	3		1	-	3
CO3	1	-	3	-		1	2	-
CO4	-	2	-	-		1	2	3
CO5	-	2	3	-		1	-	3



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www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course : MA (Education)

Course Code : TTR464

Credits : 04

Course Name : ICT IN EDUCATION

Course Instructor: Prof. (Dr.) Manoj Saxena

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the students will be able to:

CO¹ Understand Significance of ICT in Education.

CO² Explain Factors Affecting and Facilitating ICT Learning.

CO³ Use the various accessories of computer for educational purpose.

CO⁴ Transact the curriculum through ICT.

CO⁵ Understand the ethical and legal issues related to ICT.

CO⁶ Use search engines for their research purpose.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

19. Mid Term Examination: 25%

20. End Term Examination: 50%

21. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Seminar: 10 marks
- Assignments: 15 marks

Course Contents:

UNIT- I: (10 hrs) Introduction to ICT

ICT-Concept, Characteristics, factors affecting and facilitating ICT Role of ICT learning, challenges integrating ICT in Education, Teleconferencing, e-Learning, Web-Based learning, Blended learning, Internet: concept and its usage in education, Intranet: concept its need and benefit, Search Engines and their working, legal and ethical issues.

UNIT-I I: (6hrs) Introduction to Computers

Structure of Computers, types of computers, components of Computer system (Hardware, Software, User, Procedure), Classification of Computer, Usage of Computers, Threats to Computers and Users, Causes and Effects of Threats to Computers and Users, Computer accessories for education purpose, Hardware/Software, Storage devices, Curriculum transaction to ICT

UNIT-III: (7hrs) Word Processing Application

Word Processing Software, Creating, Saving, Editing the Document, Inserting and Drawing the Table, Inserting the Picture and Symbols, Inserting Header and Footer, Printing the Document (all pages, even pages and odd pages)

UNIT -IV: (10hrs) Spread Sheet Application

Concept and Terminology of Spread sheet, Creating and Saving Workbook, Constructing and Inserting Simple Formulae and Functions, Formatting Worksheet, Editing and Printing Worksheet

UNIT-V: (7 hrs) Presentation Application

Concept and Terminology of Presentation Application, Creating and Saving Presentation, Formatting the Slides, Animation, Inserting Images, Pictures and Sounds in to Presentation, Running a Slide Show

References-□

- ❖ Manju, Gehlawat (2012). Information Technology in Education, Pearson Publication, Delhi, Total PAGE 378
- ❖ Sharma, B.M. (2005). Net Oriented Education, Akshansha Publication House, New Delhi, Rs. 160 Total Page 294.
- ❖ Siddiqui, M.H. (2004). Technology in Higher Education, APH Publication, Delhi, Rs. 220 Total Page 354.
- ❖ Pandey, V.C. (2005). Framework of ICT and Teacher Education, Isha Books, Delhi, Rs. 890 Total Page 318
- ❖ Sareen, N. (2005). Information and Communication Technology, Anmol Publication, New Delhi, Rs. 175 Total Page 389.
- ❖ Tinio, Victoria, L. ICT in Education,
http://www.saigontre.com/FDFiles/ICT_in_Education.PDF

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	AI 1	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	3	-		-	2	3
CO2	1	-	3	3		1	-	3
CO3	1	-	3	-		1	2	-
CO4	-	2	-	-		1	2	3
CO5	-	2	3	-		1	-	3
CO6	-	-	3	3		1	-	3



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Course Code: TTR 449

Credits: 4

Course Name: Elementary Education

Course Instructor: Prof. (Dr.) Manoj Saxena

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/ Course Outcomes:

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

CO¹ Understand the context of elementary education

CO² Analyze organizational structure of Elementary Education and role of various organizations, institutions and agencies in Elementary Education

CO³ Discuss the development of elementary education in India since independence

CO⁴ Provide opportunity to develop critical understanding about significance of transitions in elementary education

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

22. Mid Term Examination: 25%

23. End Term Examination: 50%

24. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Attendance/Participation: 5 marks
- Seminar: 10 marks

Assignments: 15 marks

U nit I- Introduction (8hrs)

- Concept, nature and importance of Elementary Education in the context of teaching through mother tongue, multilingualism.
- Teaching foundations to heterogeneous socio-cultural backgrounds.
- Developmental tasks. Influence of home, school and community related factors on child's development.
- Conceptual analysis of learner and learning, learner centred approach, activity centred approach, freedom and discipline
- Reflection on current practices in Elementary Education

Unit II- Development of Elementary Education (08hrs)

- Nature and focus of Elementary Education after independence: Reflections on policies
- Understanding elementary education via National Education Policy 2020
- Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education.
- Constitutional provision for education and Directive Principles related to elementary education and their implications.

Unit III Programmes and Implementation Strategies at Elementary Education (8hrs)

- Centrally sponsored schemes – assumptions, implementation strategies and impact (IEDC, SOPT, PMOST, OBB, MLL, DPEP, EGS and AIE, KGBV).
- State projects –assumptions, implementation strategies and impact (BEP, APEP, UP BEP, Lok Jumbhish, ABL, Mahila Samakhya, Shiksha Karmi, AIEP, Learning Enhancement).
- Sarva Shiksha Abhiyan (SSA) –objectives, focus areas, implementation strategies and impact on quality enhancement.
- Mid Day Meal scheme (MDM) – objectives, implementation and impact on quality enhancement.

Unit IV Concerns, Issues and Challenges in Elementary Education (10 hrs)

- Achieving Universalization of Elementary Education - Universal access, retention and success
- Quality concerns in elementary education – classroom processes, addressing diverse needs.
- Language formula and its implementation - medium of instruction, multilingual approach at primary level
- Utilising family and community resource
- Implementation of Right of Children to Free and Compulsory Education Act 2009: Reflection.
- Co-ordination among different ministries for ensuring effective inclusive elementary education

Unit V Teacher at Elementary level (06 hrs)

- Teacher as professional practitioner-Expectations from NCF 2005
- Teaching in government schools versus private school
- Teacher and society
- Teacher's concerns

Essential Readings

- MHRD (2001): Convention on the Right of the child. New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.

- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	3	-		1	2	3
CO2	1	2	3	-		1	-	3
CO3	1	2	3	3		1	2	-
CO4		2	3	-		1	-	3



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Course Code: TTR408

Credits: 4

Course Name: Educational Technology

Course Instructor: Prof. (Dr.) Manoj Saxena

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/ Course Outcomes: On completion of the course, the students will be able to:

CO¹ Describe meaning and need of Educational Technology.

CO² Understand various approaches of Educational Technology.

CO³ Explain principles of Classroom Communication.

CO⁴ Define various levels of teaching.

CO⁵ Develop competency in using Flanders' Interaction Analysis.

CO⁶ Discuss Programmed Instruction Material

CO⁷ Use of Social Media in Education.

CO⁸ Discuss E-Learning and its types.

CO⁹ Understand recent trends in Educational Technology.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

Mid Term Examination: 25%

End Term Examination: 50%

Continuous Internal Assessment: 25% i.e. 25 marks out of 100

· Seminar: 10 marks

· Assignments: 15 marks

Course Contents:

UNIT I:

- Educational Technology- Its Meaning, Nature and Scope
- Evolution of Educational Technology: Continuum from audio-visuals to educational technology to information and communication technologies.
- Approaches of Educational Technology- Hardware approach, Software approach and System approach.

UNIT II:

- Communication: Concept, Nature, Process, Components and its Types
- Factors affecting classroom communication, How to improve classroom communication
- Communication Continuum from teaching to learning in the light of face to face and virtual communication.

UNIT III:

- Levels and Phases of teaching,
- Micro teaching, Simulated teaching and Team Teaching

➤ Flanders' Interaction Analysis

UNIT IV:

- Origin and Basic Principles of Programmed Instruction
- Types: Linear, Branching and Mathematics Model
- Steps in the Development of Programmed Instructional Materials, Content Analysis, Writing frames, Tryout, Editing and Validation

UNIT V:

- Recent Trends in Educational Technology: Open Educational Resources, MOOCs, Flipped classroom, cybercrime, cyber ethics.
- E-Learning and its various types, Online education
- Use of Social Media in Education

Suggested Readings:

- Adam, D.M. (1985). *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
- Behera, S.C. (1991). *Educational Television Programmes*, Deep and Deep Publications, New Delhi.
- Coburn, P. et al. (1985). *Practical Guide to Computers in Education*, Addison – Wesley Publishing Company, Inc.
- Das, R.C. (1993). *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd. Evaut, M. *The International Encyclopedia of Educational Technology*.
- Graeme, K. (1969). *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
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- Kumar, N. & Chandiram, J. (1967). *Educational Television in India*, New Delhi: Arya Book Depot.
- Kumar, K.L. (2008). *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mukhopadhyay, M. (1990). *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.
- Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- Sampathet. al. (1981). *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.
- Sharma, B.M. (1994). *Media and Education*, New Delhi: Commonwealth Publishers. Venkataiah, N. (1996). *Educational technology*, New Delhi: APH Publishing Corporation.
- AnandRao, B. & Ravishankar: *Readings in Educational Technology*, Himalaya Publishing House, Ramdoot Dr. Bhalerao Marg, Bombay – 04.
- Chauhan S. S. *A Text Book of Programmed Instruction*. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
- Dharma, O.P & Bhatnagar O.O. *Educational and Communication for Development*, Oxford and IBG, New Delhi.
- Goldberg, Alvin & Carl, E. *Group Communication*, Prentice Hall, Inc. New Jersey.
- H.Keith. *Introducing CAL – Practical guide to writing CAL Programmes*, Chapman and Hall, London.
- Patel I.J et al., *A Hand Book of Programmed Learning*, CASE, Baroda. Ronald H Anderson: *Selecting and Developing Media for Instruction*, Van Nostrand Reinhold, New York.
- Ruhela S. P. (2001): *Some Aspects of Educational Technology*.

Sharma R.A. Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).

Course Outcome s	Programm e Outcomes 1	Programm e Outcomes 2	Programm e Outcomes 3	Programm e Outcomes 4	Al 1	Programm e Specific Outcomes 1	Programm e Specific Outcomes 2	Programm e Specific Outcomes 3
CO1	1	2	3	-		-	2	3
CO2	1	-	3	3		1	-	3
CO3	1	-	3	-		1	2	-
CO4	-	2	-	-		1	2	3
CO5	-	2	3	-		1	-	3
CO6	-	-	3	3		1	-	3
CO7	1	2	3	3		1	-	3
CO8	1	2	2	3		1	1	3
CO9	1	2	2	3		1	1	3



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Course Code: TTR 427 (Level 4)

Credits : 2

Course Name: Inclusive Education: Equity and Diversity

Course Instructor: Prof. (Dr.) Manoj Saxena

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/ Course Outcomes: On completion of the course, the students will be able to:

CO¹ Understand concept, meaning and significance of inclusive education.

CO² Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.

CO³ Identify and explore existing practices.

CO⁴ Understand the nature of difficulties encountered by children with special needs. ➤

CO⁵ Analyze special education, integrated education, mainstream and inclusive education practices.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Unit I- Introduction to Inclusive Education (3hrs)

- Inclusion: Rationale & Rights.
- Scope and advantages of inclusive education.
- Barriers to learning and participation: Review of culture, policies and practices.

Unit II- National and International Initiatives (5hrs)

- UN Convention on the Rights of Person with Disabilities.
- The World Conference on Special needs Education, Salamanca Statement and its framework for action on Special Needs Education.

- Current Laws and Policy perspectives supporting inclusive education for children with diverse needs in India.

Unit III- Children with Diverse Needs (5hrs)

- Characteristics of children with sensory, intellectual, developmental disabilities, learning disability, Educational and rehabilitation strategies for such children ➤ Children belonging to socially disadvantaged sections, conflict zones, economically weaker section, transgender.
- How to deal with and satisfy needs of all types of above children

Unit IV-Preparation for Inclusive Education (4hrs)

- Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children.
- Educational approaches: Individualized Education Plan.
- Universal design for learning

Unit V- Teacher Preparation and support services (3hrs)

- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- Types of services: approaches, strategies, personnel involved and their specific roles and responsibilities.
- Infrastructural and curricular requirements for inclusive schools, Resource room for providing inclusive education.

Essential Readings

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
2. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R.T Publication.
3. Mitchell, D. (2014) *What really works in Special and Inclusive Education: Using Evidence Based Teaching Strategies*: Routledge
4. NCERT (2006): *Position Paper National Focus Group on Education of Children with special Needs*.

Suggested Reading:

1. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach*: National Publishing house 23 Daryaganj, New Delhi 110002.
2. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
3. The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
4. UNICEF: *World Summit for Children*, (1990)
5. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
6. NCERT (2006). *National Focus Group Report on Education of SCs and Sts*, New Delhi.
7. NCERT (2006) *National Focus Group Report on Gender Issues in Education*, New Delhi.

2

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	AI 1	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	3	-		-	2	3
CO2	1	-	3	3		1	-	3

CO3	1	-	3	-		1	2	-
CO4	-	2	-	-		1	2	3
CO5	-	2	3	-		1	-	3



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Course Code: TTR 405

Credits: 2

Course Name: Psychological Foundations of Education

Course Instructor: Dr. Anu G.S. & Ms. Renu Bhandari

One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.

Course Objectives/ Course Outcomes: On completion of the course, the students will be able to:

CO¹ Understand the Nature, Scope and Methods of Educational Psychology

CO² Differentiate the impact of different schools of Psychology on Education

CO³ Visualize multiple dimensions and stages of different phases of growth and development

CO⁴ Develop the knowledge of the various theories related with the child development

CO⁵ Critically analyse the process of learning.

CO⁶ Apply the knowledge of motivation and creativity in practice

CO⁷ Develop the conceptual overview of various Intelligence Theories & Measurement

CO⁸ Apply the Knowledge of I.Q, E.Q and S.Q in various life situations.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

25. Mid Term Examination: 25%

26. End Term Examination: 50%

27. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Attendance/Participation: 5 marks
- Seminar: 10 marks
- Assignments: 10 marks

Course Contents:

Unit 1 Introduction to Educational Psychology (4hrs)

- Psychology- Educational Psychology- Meaning, Nature & Scope
- Methods of Educational Psychology- Introspection, Experimental, Differential, Clinical
- Schools of Psychology and their impact on Education- Structuralism, Functionalism, Behaviourism, Psychoanalysis, Humanist, Transpersonal and Cognitive psychology

UNIT – II Human Growth and Development (4hrs)

- Growth and Development: Concepts and Principles
- Cognitive and Language Development Theories: Piaget & Vygotsky
- Psychosocial developmental theory: Erikson

UNIT – III Learning and motivation (4hrs)

- Learning - Learning Curves- Plateaus in Learning.
- Theories of learning: Behaviouristic, Gestalt, Field and Cognitive Theories.
- Cognitive and social Constructivism.
- Psychology of motivation and Theory of motivation: Maslow self actualization theory and Attribution theory
- Motivation in learning

UNIT – IV Intelligence (5 hrs)

- Intelligence– Neuroscience of Intelligence -Theories of Intelligence.
- Assessment of Intelligence- Individual Verbal, Individual Performance, Group Verbal and Group Non-verbal intelligence Tests
- Gardner’s Multiple Intelligence Theory & Goleman’s Emotional Intelligence Theory
- Development and Measurement of Emotional Intelligence
- Social Intelligence and Spiritual Intelligence

UNIT V- Creativity (3 hrs)

- Defining creativity
- Nature of Creativity-Stages in Creative Process- theories of creativity
- Identification of Creative Individuals

Essential Reading:

1. Woolfolk, A. et.al. (2012). *Fundamentals of educational psychology*. New Delhi: Pearson Education
2. Hurlock, E.B. (2008). *Developmental psychology* (5th ed.). New Delhi: Tata McGraw Hill
3. Dandapani, S. (2001). *Advanced educational psychology*, (2nd edition), New Delhi, Anmol publications pvt Ltd.

Suggested Reading:

1. Mangal, S.K. (2004). *Advanced educational psychology*. New Delhi: Prentice hall of India Pvt Ltd.
2. Gardner, H. (1983). *Frames of mind: The theory of multiple intelligence*. New York: Basic Books.
3. Baron, R.A. (2001). *Psychology*. New Delhi: Pearson Education Inc.,
4. [Rao, R.K. Paranjpe, C.A](#) and [Dalal, K.A.](#) (2008). *Book of Indian psychology*, Cambridge University Press India Pvt. Limited.
5. Zohar, S. & Marshall, I. (2001). *Spiritual intelligence: The ultimate intelligence*. Bloomsbury Publishing PLC
6. Long, M., Wood, C., Littleton, K., Passenger, T. & Sheehy, K. (2011). *The psychology of education* (2nd ed.). New York : Routledge Taylor & Francis Group.

Course Outcomes	Program me Outcomes 1	Program me Outcomes 2	Program me Outcomes 3	Program me Outcomes 4	Al 1	Program me Specific Outcomes 1	Program me Specific Outcomes 2	Program me Specific Outcomes 3
CO1	1	2	3	-			2	2
CO2	1	2	-	-		1	2	-
CO3	1	2	3	-		-	2	-

CO4	1	2	3	-	-	2	3
CO5	1	2	-	3	1	2	3
CO6	-	2	3	3	-	-	3
CO7	-	2	3	3	-	2	-
CO8	1	2	3	-	1	-	3



School of Education

Central University of Himachal Pradesh

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www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Code: TTR 411

Credits: 4

Course Name: Education of Children with Special Needs

Course Instructor: Dr. Anu G.S. & Ms. Renu Bhandari

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/ Course Outcomes: On completion of the course, the students will be able to:

CO¹ Understand concept, meaning and significance of educating children with special needs.

CO² Develop critical understanding of the recommendations of various commissions and committees.

CO³ Understand the nature of difficulties encountered by children with special needs.

CO⁴ Identify and explore existing resources.

CO⁵ Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Unit I Historical Progression (5hrs)

- Concept: Children with special needs.

- Models of disability.
- Human rights and special education
- Post-modern conception and disability, Derrida's conception of deconstruction and disability, Foucault's work on knowledge and power and disability
- Concept of special education, integrated education and inclusive education.
- Brief account of existing special, integrated and inclusive education services in India.

Unit II National and International Initiatives (10hrs)

- Convention on the Rights of Person with Disabilities.
- The World Conference on Special needs Education, Salamanca Statement and its framework for action on Special Needs Education.
- Current laws and policy perspectives in India supporting Inclusive education for children with diverse needs.

Unit III - Children with special needs (10 hrs)

- Definition and characteristics of children with sensory, intellectual, developmental disabilities, social and emotional problems, and children belonging to other marginal groups (gender, SC/ST & other minority groups).

Unit IV Preparation for Inclusive Education (10hrs)

- Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual and learning disability.
- Overcoming barriers for inclusion.

Unit V Utilizing resources (5hrs)

- Types of services, approaches, strategies, personnel involved and their specific roles and responsibilities.
- Role of technology for meeting diverse needs of learners.

Essential Readings

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
2. Farrell, Michael. 2010. *Debating Special Education*, Routledge New York
3. Farrell, Michael. 2004. *Special Educational Needs: A Resource for Practitioners*, Paul Chapman Publishing.
4. Examples of inclusive education in India, UNICEF 2003
5. NCERT (2006): Position Paper National Focus Group on Education of Children with special Needs.
6. NCERT (2006): Position Paper National Focus Group on Problems of Scheduled Caste and Scheduled Tribe Children.
7. NCERT (2006): Position Paper National Focus Group on Gender Issues in Education.
8. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore.

Suggested Readings

- National curriculum framework, 2005.
- Rehabilitation Council of India Act, 1992
- The Persons with Disabilities Act (PWD Act, 1995) and PWD Act 2016
- The Convention on the Rights of the Person with disabilities.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma P.L. (1990) *Teachers handbook on IED- Helping children with special needs*. N.C.E.R.T Publication

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	AI 1	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	3	-		1	2	3
CO2	1	2	-	3		1	2	3
CO3	1	2	-	3		1	-	3
CO4	-	2	-	3		1	2	-
CO5	1	2	3	-		1	2	3



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PRADESH

www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Code: TTR 458

Credits: 2

Course Name: Mental Health: Issues and Concerns

Course Instructor: Mrs. Renu Bhandari

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/ Course Outcomes: On completion of the course, the students will be able to:

CO¹ Understand the concept of Mental Health and hygiene.

CO² Develop awareness of good mental health.

CO³ Explain the interrelationship among adjustment and mental health.

CO⁴ Understand processes of various psychotherapies.

CO⁵ Develop the understanding of the role of home, society and institution in mental health.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

28. Mid Term Examination: 25

29. End Term Examination: 50

30. Continuous Internal Assessment: 25

- Attendance/Participation: 5 marks
- Seminar: 10 marks
- Assignments: 10 marks

Course Contents:

UNIT I Introduction (3hrs)

- Concept of Mental Health (WHO Perspective) and mental illness
- Factors affecting Mental Health
- Normality and Abnormality.

Unit II Mental Health: Understanding Issues (4 hrs)

- Psychology of deprivation: Consequences on mental wellbeing.
 - Consumerism and materialism
 - Gender based violence
 - Inequality of inclusion in economic 'development': gender, class, caste.

UNIT III Psychological disorders (5 hrs)

- Psychoses: Nature, types, symptoms and causes.
- Neuroses: nature, types, symptoms and causes.
- Adjustment: Causes of Maladjustment, Adjustment Mechanism

UNIT IV Psycho- Therapies (4 hrs)

- Carl Roger's Humanistic Therapy
- Existential Psychotherapy
- Kelly's cognitive Psychotherapy
- Group therapy and family therapy

UNIT V Mental Health: Positive Psychology (4 hrs)

- Happiness and Subjective well-being: Living a pleasurable life
- Complete Mental Health: Emotional, Social and Psychological Well-being
- Maintaining good Mental Health (Through Yoga)
- Role of home, society and institution in maintaining good mental health.
- Promotion of Mental Health through building resilience in the community.

Essential Reading:

1. Caroll, H.A. Mental Hygiene, New York, Prentice Hall, 1979.
2. Rayan W. Carson Mental Health through Education, New Delhi, Common wealth, 1970
3. WHO, Advocacy of Mental Health, 2003
4. Lopez, S. J., Pedrotti, J.T. & Snyder, C. R. (2015). Positive Psychology: The Scientific and Practical Explorations of Human Strengths (3rd Edition). New Delhi: Sage Publications.

Suggested Reading:

1. Brown J.F. The Psychodynamics and Abnormal Behaviour, New York, Mc Graw Hill Book Co. 1940
2. Dollard J and Miller N.E Personality and psychotherapy, Chicago, Aldine, 1970
3. Page, J.P. Abnormal Psychology, New Delhi, Tata Mc Graw Hill Publishers, Indian Edition, 1970
- Pomerants, A. M. (2008). Clinical Psychology: Science, practice and culture, New Delhi: Sage publications

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	-	-		1	2	3
CO2	1	2	-	3		1	-	3
CO3	-	-	3	-		1	2	3
CO4	-	2	3	-		1	-	3
CO5	1	-	3	-		1	2	3



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Course Code: TTR 463

Credits: 4

Course Name: Psychology of Education

Course Instructor: Mrs. Renu Bhandari

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/ Course Outcomes: On completion of the course, the students will be able to:

CO¹ Understand the Nature, Scope and Methods of Educational Psychology

CO² Differentiate the impact of different schools of Psychology on Education

CO³ Develop the knowledge of the various theories related with the child development

CO⁴ Critically analyze the process of learning.

CO⁵ Understand the concept of thinking, reasoning and problem solving.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25%. This 25% will distribute as
 - Attendance/Participation: 20%
 - Seminar: 40%
 - Assignments: 40%

Course Contents

UNIT I Psychology and various paradigms (7 hrs)

- Psychology- Basics
- Educational Psychology: Meaning, Nature & Scope.
- Methods of Educational Psychology: Introspection, Experimental, Observation,

Clinical.

- Schools of Psychology and their impact on Education: Structuralism, Functionalism, Behaviourism
- What is Indian psychology; relevance and scope; historical developments; distinction from western psychology. Science and spirituality as two distinct forms of knowing in Indian Psychology, Indian Methods of studying individual psychology

UNIT II Developmental Process and Individual Differences (9 hrs)

Growth and Development: Concepts and Principles of development

Development of Concept Formation, Logical Reasoning, Problem-Solving and Creative Thinking, Language Development

Developmental issues and Developmental tasks

Individual Differences and How to Deal with Individual Differences

UNIT III Theories of development (8hrs)

Theories- Physical, Social, Emotional and Intellectual-

Cognitive and Language development theory: Jean Piaget and LS Vygotsky

Ecological theory: Bronfenbrenner

Theory of Psycho-social development: Erikson

Theory of Moral development: Kohlberg

UNIT IV Learning (8hrs)

Learning: Nature and Theories-Theories of learning: Classical Conditioning, Trial and Error, Operant Conditioning, Insightful learning- Hull's systematic behaviour theory- Lewin's Field Theory- Tolman's Sign Theory- Gagne's Theory of Learning- Bandura's Social learning theory- Carl Roger's theory of Experiential learning- Transfer of learning and its theories.

UNIT V Thinking, Reasoning and Problem-solving (8 hrs)

Thinking- Theories of Thinking -Types of Thinking -Development of Thinking; Reasoning – Types of Reasoning - Problem Solving- Factors affecting Problem Solving- Strategies for Effective Problem solving

Essential Reading:

1. Woolfolk, A. et.al. (2012). *Fundamentals of educational psychology*. New Delhi: Pearson Education
2. Hurlock, E.B. (2008). *Developmental psychology* (5th ed.). New Delhi: Tata McGraw Hill
3. Mangal, S.K. (2004). *Advanced educational psychology*. New Delhi: Prentice hall of India Pvt Ltd.
4. Santrock, John. W. (2006). *Educational Psychology*, Tata McGraw Hill Publishing Company Limited, New Delhi.
5. Baron, R.A. (2001) *Psychology*, Pearson Education Inc., New Delhi.
6. Indigenous Psychology by Girishwar Misra & Ajit.K. Mohanty

Suggested Reading:

1. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
2. Piaget, J. (1957). *Construction of reality in the child*. London: Routledge & Kegan Paul.
3. Piaget, J. (1958). The growth of logical thinking from childhood to adolescence. *AMC*, 10, 12.
4. Dandapani, S. (2001). *Advanced educational psychology*, (2nd edition), New Delhi, Anmol publications pvt Ltd.
5. Handbook of Indian Psychology by K.Ramakrishna Rao, Anand Paranjpe & Ajit K Dalal

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	3	-			2	2
CO2	1	2	-	3		1	2	-
CO3	1	2	3	-		-	2	-
CO4	1	2	3	-		-	2	3
CO5	1	2	-	3		1	2	3



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Course Code: TTR 452

Credits: 4

Course Name: Culture, Cognition and Education

Course Instructor: Mrs. Renu Bhandari

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/ Course Outcomes: On completion of the course, the students will be able to:

- CO¹ Understand current trends in cognition and culture.
- CO² Know the causes of social behavior and thought.
- CO³ Understand what schemas are and how they influence us.
- CO⁴ Acquire knowledge about heuristics.
- CO⁵ Understand the relationship between affect and cognition.
- CO⁶ Understand intergroup relations in India.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

31. Mid Term Examination: 25%
32. End Term Examination: 50%
33. Continuous Internal Assessment: 25%
 - Attendance/Participation: 10 marks
 - Seminar: 20 marks
 - Assignments: 20 marks

Unit I Introduction (6 hrs)

- Social Psychology
 - ✓ Brief History of Social Psychology
 - ✓ Thought and Language
- Social Psychology on Cutting Edge
 - ✓ Cognition and Behaviour
 - ✓ Social Neuroscience

✓ Social Diversity

Unit II Theoretical perspective (6 hrs)

- Vygotsky socio-cultural perspective
- Cognitive dissonance theory
- Attribution theory

Unit III Social Cognition (8 hrs)

- Schemas
- Heuristics
- Potential Sources of error in social cognition
- Affect and cognition

Unit IV Social Perception (8 hrs)

- Attitude formation
- Attitude and behavior
- Prosocial behavior
- Social Influence

Unit V Cultural Process (12 hrs)

- Intergroup relations in India
 - ✓ Stereotyping
 - ✓ Prejudices
 - ✓ Discrimination
- Culture and Intelligence
- Multicultural Education

Essential Readings

- Baron, R. A., Branscombe, N. R., and Byrne, D. (2008). Social Psychology. (12th ed.). New Delhi : Pearson Education, Indian subcontinent adaptation 2009
- Delamater, J.D., and Myers, D.J., (2007). Social Psychology. (6th edi.), Thomson Wadworth International student edition, USA.

Suggested Readings

- Franzoi, S.L., (2003). Social Psychology. (3rd edi.), New York Mcgraw Hill Co.
- Aronson, E., Wilson, T.D., Akert, R.M., (2007). Social Psychology. (6th edi.), New Jersey: Pearson Education prentice Hall.
- Baumeister, R.F., and Busman, B.J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadworth USA.

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	3	-		-	2	3
CO2	-	2	3	3		1	-	3
CO3	-	2	3	-		1	2	3
CO4	1	2	3	3		-	2	3
CO5	-	2	3	-		1	-	3
CO6	1	2	-	-		1	2	-



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Course title: Indian Education during Pre-independence Period

Credits : 4

Course code: TTR 466

Course Instructor: Dr. Prakrati Bhargava

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective/ outcome

The course will accomplish following objectives:

CO¹To introduce the ideological debates on colonial education in India.

CO²To critically examine the development of colonial education in the early nineteenth century through colonial policy documents.

CO³To understand the impact of swadeshi movement on Indian education.

CO⁴To know the impact of First World War on colonial policy regarding science, technology and industrialization.

CO⁵To understand the new development in Indian education with the ongoing freedom struggle.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

34. Mid Term Examination: 40

35. End Term Examination: 120

36. Continuous Internal Assessment: 40

Course Outline

Unit 1 Themes Concern and Approaches towards Modern Education in Nineteenth Century

Missionary enterprise in education

Anglicist- Orientalist discourse

Medium of instruction

Liberal-utilitarian education

Education and colonialism

Unit 2 Education and State

Bentinck, Macaulay and the introduction of English Education in India
Dalhousie, Charles Wood and the Education Dispatch of 1854
The Hunter Commission

Unit 3 Education and Swadeshi Movement

Swadeshi movement and its impact on education.
Curzon' university reform.
The discourse on national education.

Unit 4 First World War and its aftermath

Indian industrial commission and its impact on science and technology
Calcutta University Commission and its impact on Indian Education System
Communal politics and higher education
Education under diarchy

Unit 5 Education and National Movement

Institutionalization of national schools, Vidyapithas, Azad Schools and JamiaMiliaIslamia
Zakir Husain Committee's Report
The period (1935-50) of big science- M.N. Saha, HomiBhabha and S.S. Bhatnagar contribution to Indian science.

Practical

Book review

Presentation of an article.

Documentary review

Comprehending a historical document

Writing an assignment based on secondary literature

Suggested Readings

- Basu, Aparna. 1974. The Growth of Education and Political Development in India 1898-1920, Delhi.
- Ghosh, S.C. 2001, Birth of a New India, Delhi, Originals.
- Kumar Krishna. 1987. Political Agenda of Education, New Delhi.
- Mukerji S.N. 1974. History of Education in India Modern India, Gandhi Nagar, Acharya Book Depot.
- Mukherjee Haridas & Mukherjee Uma, A Phase of the Swadeshi Movement (National Education 1905-10), Calcutta.
- Nurullah & Naik 1962 A Students' History of Education in India (1800-1961), Bombay, Macmillan and Co. Ltd.
- Raina & Habib, 2004. Domesticating Modern Science A Social History of Science and Culture in Colonial India, New Delhi.

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	1	3	-		1	3	2
CO2	1	3	1	-		1	1	3
CO3	1	2	1	-		3	3	2
CO4	2	1	-	-		2	1	3
CO5	1	2	3	-				1
CO6								



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Course Code: TTR 448

Credits : 4

Course name: Educational Planning and Administration

Course Instructor: Dr. Prakrati Bhargava

Credit Equivalent:

One credit is equivalent to

- 10 hours of lecture/ organized classroom activity/ contact hours
- 5 hours of practical/ tutorial/ teacher led activity
- 15 hours of other workload such as independent individual / group work. Literature survey, library work, data collection, field work, writing of papers, projects, dissertation, thesis etc.

Course Objectives:

The course will accomplish following objective:

CO¹ The course is an attempt to introduce the importance of management processes in effective educational administration.

CO² Educational institutions have emerged as a distinct organizational forms, quiet distinct from purely economic and social organizations. Thus a sound understanding of organizational processes, pracices and change will be imparted.

CO³To understand the process of educational planning and its challenges in present times.

CO⁴The course will look into the underlying theoretical perspective of educational leadership.

CO⁵The course will engage onto the ways of supervision and its various styles in education system.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation procedure

37. Mid Term Examination: 40

38. End Term Examination: 120

39. Continuous Internal Assessment: 40

Course Outline:

Unit 1: Educational Administration and Management

Development of administrative theory: classical, neo classical and modern

School as a open system. Defining educational administration with special reference to India. Education system in Ancient India with special reference to Takshila and Nalanda

Unit 2: Organizational Structure

Features of organization, Models of organization: The Bureaucratic model, the participatory management model, alternative model for organizational structure
Organization culture: creating, maintaining and changing organizational culture

Unit 3 Administrative Processes:

Motivation: Content theory: need hierarchy theory, existence relatedness growth theory, learned needs theory, Content motivation theory

Process theories: self-efficacy theory

Leadership: nature of leadership. Trait theories, behavior theory, contingency theory

Leadership styles, Synergetic leadership theory

Leader member exchange theory, Substitutes for leadership Transformational leadership

Decision making: Nature of decision making, Types of decision, decision model: rational model, the bounded rationality model, road map to decision making the decision tree

Benefits of group decision making, problem with group decision making, Group decision making technique: brainstorming, Nominal group technique, Delphi technique, devil's advocacy, dialectical inquiry

Unit 4 Educational Planning

Approaches to educational planning: Institutional planning: concept and scope

Operational planning in educational organization

Decentralized planning and management

New Education Policy 2020 and educational governance in India

National Institute of Education (NIEPA) and its role in educational planning and administration in India

Unit 5 Educational Supervision

Meaning and scope, Supervision as service activity, supervision as educational leadership, modern supervision, functions of supervision, planning, organizing and implementing supervisory programme

Following activities will be carried out and a report is prepared by the students.

1. Examining the role of BSA in the administration of government schools.
2. Visiting government schools to understand the functioning of school management committee
3. Reading the policy documents for understanding educational planning.
4. Visiting different local schools like government, private and Tibetan for understanding its leadership of principals.

Suggested Readings:

Lunenburg, Fred C. & Ornstein Educational Administration Concept and Practices Sixth Ed.

Ananda W.P. Gurung General Principles of Management for Educational Planner and Administrators, Paris, UNESCO, 1984.

2. Bhagia, H.M. et.al Educational Administration in India and Other Developing Countries, New Delhi, Commonwealth Publication, 1990.

3. Flippo, E.B. Personnel Management, New York, McGraw Hill, (7th edition) 1984.

4. Fred Luthens Organisational Behaviour, Tokyo, McGraw Hill, International

Book Co., 1996.

5. Goel, S.D. Modern Management Techniques, New Delhi, Deep and Deep, 1987.

6. Hostrop, R.W Managing Education for Results, New Delhi, ETC Publication, 1975.

7. Kumar A. Personal Management, Theory and Practice, Guwahati, DVS Publication, 2001.

8. NIEPA Modern Management Techniques in Educational Administration, New Delhi, Asian Inst. of Educational Planning and Administration, 1971.

9. NIEPA Educational Management in India, New Delhi, NIEPA, 1986.

10. Oberoi P Organisation Development, Guwahati, DVS Publication, 2002.

11. Tanner D. &Lawrel T Supervision in Education Problems and Practices, New York, McMillan Pub.Co., 1987.

12. Thomas, J. Sergiovann et.al Educational Governance and Administration, New Delhi, Prentice Hall, 1987.

13. Werral, N People and Decision, London, Longman, 1980.

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	Al 1	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	1	3	-		1	3	2
CO2	1	3	1	-		1	1	3
CO3	1	2	1	2		3	3	2
CO4	2	1	-	-		2	1	3
CO5	1	2	3	-				1
CO6								



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Course Code: TTR 462

Credits : 4

Course name: Sociology of Education

Course Instructor: Dr. Prakrati Bhargava

One credit is equivalent to

- 10 hours of lecture/ organized classroom activity/ contact hours
- 5 hours of practical/ tutorial/ teacher led activity
- 15 hours of other workload such as independent individual / group work. Literature survey, library work, data collection, field work, writing of papers, projects, dissertation, thesis etc.

Course Objectives/ Course Outcome :

The course will develop the understanding of various sociological concepts underlying the sociology of education with the help of theoretical perspective and empirical studies.

- 1) The course will engage in understanding the relationship between school and society. Schools are the complex social organizations which are influenced by, and themselves shapes broader society.
- 2) The course will enable the students to understand the external and internal forces that shape the teaching-learning process in school.
- 3) To critically examine the causes of social inequalities and its relationship with education.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

40. Mid Term Examination: 40

41. End Term Examination: 120

42. Continuous Internal Assessment: 40

Course outline

Unit 1: Introduction to Sociology

- Meaning, nature and scope of sociology . Pioneers in sociology: Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber
- Theories and Concepts in sociology of education-
- Structural functionalist perspective: Emile Durkheim and Talcott Parson
- Marxist perspective (Karl Marx, Bowles and Gintis, Louis Althusser)
- Symbolic interactionism

Unit 2: Education and socialization in Indian society

- Culture-concept and implication to education
- Agents of socialization- family, peer-group, community, institutions of formal education

Unit 3: Theories on social stratification

- Meaning of social stratification
- Factors of social stratification in Indian society : Caste and gender
Caste system and educational opportunities
Gender and educational opportunities
- Social stratification and Education (Kingsley Davis and Wilbert E. Moore, Melvin M. Tumin, Michael Young)
- Social stratification: Marxian perspective and Weberian perspective
- Education and Social Mobility

Unit 4: Education and Social Processes

- Social change- factors and theories of social change
- Theories of social reproduction: Pierre Bourdieu and his concept of capital

Unit 5: Society and challenges to education

- Language policy and medium of instruction in Indian school. Language and educational inequalities in society.
- Social inequalities and educational opportunities in India
- Family and schools: the home environment and social class with reference to Indian society

Practical

- **Poster making on life and work of sociologist**
- **Exploring sociological concept like culture, social mobility, stratification in Indian society through field work**
- **Review of autobiographies of dalit writers**
- **Screening the documentary**
-

Essential Readings:

- Apple, W. Michael, Stephen J. Ball and Luis Amando Gandin. 2010. The Routledge International Handbook of the Sociology of Education. New York: Routledge
- Blackledge, D. & Hunt, Barry. 1985. Sociological Interpretation of Education, London, Croom Helm.
- Haralambos, M. & Heald R.M. 2015 Sociology Theories and Perspectives, New Delhi, OUP.
- Stephen, Ball. 2004. The Routledge Falmer Reader in the Sociology of Education, London and New York, Routledge Falmer.
- Shukla & Kumar. 1985. Sociological Perspective in Education: A Reader, New Delhi: Chanakya Publication.

Suggested Readings:

- Cook, L.A. & Cook, E. 1970. Sociological Approach to Education, New York, McGraw Hill.
- Kamat, A.R. 1985, Education and Social Change, Bombay, Popular Prakashan.
- Shipman, M.D. 1975. The Sociology of the School, Second Edition, London, Longman Orient.

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	1	3	-		1	3	2
CO2	1	3	1	-		1	1	3
CO3	1	2	1	-		3	3	2
CO4	2	1	-	-		2	1	3
CO5	1	2	3	-				1



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www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course title: Indian Constitution and Citizenship

Credits : 2

Course code: TTR460

Course instructor: Dr. Prakrati Bhargava

Semester: Monsoon

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective/Outcome

The course will accomplish following objectives:

CO¹ Acquaint student with the salient features of Indian Constitution.

CO² Articulate link between democracy and issues of citizenship.

CO³ Critically appreciate various forms of democratic government.

CO⁴ Critically examine the rights and duties of citizen in Indian democracy.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

43. Mid Term Examination: 25%

44. End Term Examination: 50%

45. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

Unit 1 Introduction to Indian Democracy

Democracy its form and nature

Indian constitution and democracy

Unit 2 Introduction to Indian Constitution

Salient features

Fundamental Right and Duties

Directive Principle of the State Policy

Unit 3 Citizenship

The concept of citizenship

Indian constitution and citizenship

Unit 4 Indian Democracy and citizenship

Rights and duties in a democratic society

Indian citizen: Issues and concern

Unit 5 The Idea of Freedom in Democracy

Freedom with restriction

Practical

Documentary screening

Poster making

Debate

Essential Reading

Bhargava R. and Acharya A. Political Theory and Introduction

Basu, Durga Das 2008 Introduction to the Constitution of India

Jones Emma and John Gavinta 2002 Concept of Citizenship

Electronic resources

http://www.statsvet.su.se/polopoly_fs/1.129706.1364285702!/menu/standard/file/berglund_civil_society_in_india_oct_2009.pdf

<http://political-science.uchicago.edu/faculty/rudolphs/coffee-house.pdf>

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	1	3	-		1	3	2
CO2	1	3	1	-		1	1	3
CO3	1	2	1	-		3	3	2
CO4	2	1	-	-		2	1	3
CO5	1	2	3	-				1



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www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Name : M.A. Education

Credits : 4

Course Code: TTR 608

Course name: Philosophy of Educational Research

Course Instructor: Prakrati Bhargava

One credit is equivalent to

- 10 hours of lecture/ organized classroom activity/ contact hours
- 5 hours of practical/ tutorial/ teacher led activity
- 15 hours of other workload such as independent individual / group work. Literature survey, library work, data collection, field work, writing of papers, projects, dissertation, thesis etc.

Course Objective/outcome

CO¹To introduce the nature and characteristics of scientific knowledge and research.

CO²To understand the scope and nature of educational research.

CO³To understand the intricacies and complexity of selecting the research problem.

CO To appreciate the role of theory in research.

- To acquaint the students with various forms of qualitative research genres.

Unit 1 Nature of Scientific Knowledge and Research

Science as knowledge derived from facts of experience,

Observation and Experiment as practical intervention

Logical Deduction and Intuitivism

Thomas Kuhn and Normal Science

Unit 2: Educational Research: Nature, Characteristics and Scope

Social and Behavioral fields of inquiry

Procedures in Social Sciences

Interdisciplinary research in social sciences

Trustworthiness and ethics

Unit 3: Research Problem and reviewing the literature

Identification of problem Factors in selection of problem

Initial statement of the problem

Reviewing the literature with the aid of published sources, news papers, unpublished thesis, dissertations, videos, movies etc.

Unit 4: Role of theory in Research

Foundation of Research: Conceptual framework

Research Paradigm

Theoretical Framework: why and how in research

Unit 5: Qualitative Research Genres

Ethnographic Approaches

Phenomenological Approaches

Sociolinguistic Approaches

Critical Genres: Narrative analysis, Action research, Cultural studies, Critical race theory, Feminist theories, Queer theory

Bibliography:

Atkins, Liz and Wallace. 2012. *Susan Qualitative Research in Education* New Delhi, Sage

Chalmers, A.F. 1999. *What is this thing called Science?* Buckingham, Open University Press.

Egbert, Joy and Sanden, Sherry. 2014. *Foundation of Educational Research Understanding Theoretical Components*. London, Routledge.

Good, V. Carter. 2010. *Introduction to Educational Research Methodology of Design in the Behavioural and Social Science*, Second Edition. Delhi, Surjeet Publication.

Marshall, Catherine and Rossman, B. Gretchen. 2011. *Designing Qualitative Research*, Fifth Edition. Sage

Punch, Keith F. 2014. *Introduction to Social Research Quantitative and Qualitative Approaches*. New Delhi, Sage

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	1	3	-		1	3	2
CO2	1	3	1	-		1	1	3
CO3	1	2	1	-		3	3	2
CO4	2	1	-	-		2	1	3
CO5	1	2	3	-				1



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Course Code: TTR 610

Credits: 04

Course Name: Values, Ethics and Education

Course Instructor: Dr. Navneet Sharma

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/Outcomes: on completion of the course, the student will be able to:

CO1 Understand universal and realistic Norms, Values and Ethics.

CO2 Gauge the nature of Cultural, Regional, Religious and Ideological values.

CO3 Analyse Moral Code of Conduct and Utopian Vision.

CO4 Understand Political Economy and its impact on formulation of Values.

CO5 Understand Education as a Human Act and Process.

CO6 Understand the interface Ethics, Society and Education

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

46. Mid Term Examination: 25%

47. End Term Examination: 50%

48. Continuous Internal Assessment: 25% i.e. 25 marks out of 100

- Seminar: 10 marks
- Assignments: 15 marks

Course Contents:

UNIT-I: (08hrs)

Norms, Values and Ethics

- Concepts and Meaning
- Functionality: Individual or Societal
- Mores and Manners
- Customs and the New

UNIT-II (06hrs)

Universalism and Relativism

- Form(s) of Ethical Value(s)

- b. Universalism in Ethics
- c. Relativism in Ethics
- d. Kant and Rorty (Selected Readings)

Unit – III (12hrs)

Ethical Variation(s)

- a. Women Studies and Values
- b. Dalit emancipation and Hindu values
- c. Peace, Justice, Egalitarianism as Ideal(s)
- d. Emerging value(s) (Language, Region, Sexuality and other issues)

UNIT-IV (08hrs)

Education and the World

- a. Ethics in Education
- b. Education and Schooling: The Status Quo
- c. Education and the Change
- d. The danger of Schooling

UNIT-V (06 hrs)

Education and the Utopia

- a. The Quality in Education
- b. Equality and Inequalities in Education
- c. Marginalisation in Education
- d. Postmodern challenge to Ethics and Education

Essential Readings:

Encyclopedia of Ethics. Lawrence C. Becker and Charlotte B. Becker, editors. Second edition in three volumes. New York: Routledge, 2002.

Blackburn, S. (2001). Being good: A short introduction to ethics. Oxford: Oxford University Press.

Perle, Stephen (March 11, 2004). "Morality and Ethics: An Introduction".

Suggested Readings:

Paul, Richard; Elder, Linda (2006). The Miniature Guide to Understanding the Foundations of Ethical Reasoning. United States: Foundation for Critical Thinking Free Press.

Mackie, J. L. (1990). Ethics: Inventing Right and Wrong. London: Penguin.

Rokeach, M. (1973). The Nature of Human Values. New York: The Free Press.

Universalist, relativist, and constructivist approaches to intercultural ethics Richard J. Evanoff <http://dx.doi.org/10.1016/j.ijintrel.2004.08.002>

Blackburn, Simon (2008). "Morality". Oxford Dictionary of Philosophy (Second edition revised ed.)

Wood, Allen (1999). Kant's Ethical Thought. Cambridge University Press

Richard Rorty: education, philosophy, and politics / Michael Peters., 2001

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3

CO1	2	1	3	2		3	2	1
CO2	1	3	2	-		2	1	3
CO3	2	1	1	3		1	3	2
CO4	2	2	-	3		2	1	3
CO5	1	2	3	-				3
CO6								



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Course Code: TTR 461

Credits: 4

Course Name: Philosophy of Education

Course Instructor: Dr. Navneet Sharma

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives & Outcomes: on completion of the course, the student will be able to:

CO1 Understand Education as a human activity.

CO2 Understand epistemic bases of education.

CO3 Understand the influence of philosophical perspective in educational theorization.

CO4 Analyze Education as a process.

CO5 See Education as a human endeavor affected by socio-politico-historical-cultural aspects of the era.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

- Mid Term Examination: 25%
- End Term Examination: 50%
- Continuous Internal Assessment: 25% i.e. 25 marks out of 100
Seminar: 10 marks
Assignments: 15 marks

Course Contents:

UNIT-I: (10hrs)

Philosophy- An Introduction

Nature, Meaning and Functions of Philosophy and their influence upon Education and educational theorization.

UNIT-II (08 hrs)

Education- Its Contents

Meaning, Function and Institutionalization of Education and Philosophy of Education.

Unit – III (08 hrs)

Education- Value and Aims

Human values- social, political, historical, cultural, religious and constitutional values and formulation of Aims of Education.

UNIT-IV (06hrs)

Methods of Knowing

Dialogue and Discovery as pedagogical method.

Reason and Experience as methods of knowing.

Imagination, Memory, Perception, Inference, Analogy, Verbal testimony and other methods.

UNIT-V (08)

Institutionalizing Education

School as an institution, State, Authority, Indoctrination, Democratic Classroom.

Essential Readings:

1. Chambliss, J. (Ed.). (1996). *Philosophy of Education: An Encyclopedia*. London: Garland Publishing Inc.
2. Kumar, K. (1999). *ShikshaaurJnana, India, Granthshilpi*.
3. Peters, R. (Ed.)(1967). *The Concept of Education*. London: Routledge&Kegan Paul.

Suggested Readings:

1. Dewey, J. (2009). *Democracy and Education: An Introduction to the Philosophy of Education*. Delhi: Aakar.
2. Freire, P. (1970). *Pedagogy of the Oppressed*. USA: The Continuum Publishing Company.
3. Hirst, P. (1998). *Liberal Education and the Nature of Knowledge*. In P. Hirst, & P. White (Eds.), *Philosophy of Education: Major Themes in Analytical Philosophy* (pp. 246-266). London: Routledge.
4. Hirst, P. (1998). *Liberal Education*. In P. H. Hirst, & P. White (Eds.), *Philosophy of Education: Major themes in Analytic Tradition*. London: Routledge.
5. Matthews, M. R. (1980). *The Marxist Theory of Schooling: A Study of Epistemology and Education*. Sussex: Harvester Press.
6. Mayer, F. (1976). *A History of Modern Philosophy* (2 ed.). New Delhi: Eurasia Publishing House (P) Ltd.
7. Russell, B. (1946). *History of Western Philosophy*. London: George Allen &Unwin Ltd.
8. Winch, C., &Gingell, J. (1999). *Key Concepts in the Philosophy of Education*. London: Routledge.

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	3	2		2	3	1
CO2	3	2	1	-		1	2	3
CO3	2	1	3	2		3	2	1
CO4	1	2	-	3		2	1	3
CO5	2	1	3	-				2
CO6								



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www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Code: TTR 416

Credits: 2

Course Name: Education for Women Empowerment

Course Instructor: Dr. Navneet Sharma

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/Outcomes: on completion of the course, the student will be able to:

CO1 To critically examine the conceptions of Gender and inequalities emerging from it.

CO2 To understand the difference between Sex, Gender and Sexuality using feminist theoretical frameworks.

CO3 To map stereotyping in the process of education.

CO4 To develop and perceive visualize for intervention for sexuality egalitarian society.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

- Mid Term Examination: 25%
- End Term Examination: 50%
- Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Seminar: 10 marks
 - Assignments: 15 marks

Course Contents:

Unit 1 Sex and Gender:

Hetero-normativity

Sex Roles

Gendering Sex

Unit 2 Gender and Society:

Patriarchy

Gender and Religion

Gender and Caste

Unit 3 Sexuality:

Growing up Male

The LGBT's

Androgyny and Education

Unit 4 Theoretical Perspective:

Feminism and Feminist Theories

Nature, Nurture and Culture

Women and Change

Unit 5 Gender and School:

Social Construction of Gender

Gender Inequality in Schooling

Interventions and Possibilities

Prescribed Texts

Bhasin, Kamala, (1986), what is Patriarchy? Kali for Woman, New Delhi

Chanana, Karuna (1988), Socialization, Education and Woman, Orient Longman, New Delhi.

Sarkar, Tanika and UrvashiButalia, (Eds.)(1999), Women and the Hindu Right: A Collection of Essays, Kali for Women, New Delhi.

Suggested Readings

Kumar, Krishna, (1986), Growing up Male, Seminar, No. 387, Feb, PP 53-55.

Reddy, Gayatri, (2006), With respect to Sex, Yoda Press, New Delhi.

Roy, Rahul, (2007), A little book on Men, Yoda Press, New Delhi.

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	3	2	1	2		1	2	3
CO2	1	2	3	-		3	1	2
CO3	2	3	1	3		2	3	1
CO4	2	1	1	3		2	1	3
CO5	1	2	2	-				3
CO6								



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www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course title: Philosophy of Educational Research

Credits: 4

Course code: TTR 608

Course Instructor: Dr. Navneet Sharma

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objective/Outcomes

The course has been designed with an attempt to accomplish following objectives:

CO1 To introduce the nature and characteristics of scientific knowledge and research.

CO2 To understand the scope and nature of educational research.

CO3 To understand the intricacies and complexity of selecting the research problem.

CO4 To appreciate the role of theory in research.

CO5 To acquaint the students with various forms of qualitative research genres.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

- Mid Term Examination: 25%
- End Term Examination: 50%
- Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 15 marks

Course Outline

Unit 1 Nature of Scientific Knowledge and Research

Science as knowledge derived from facts of experience,

Observation and Experiment as practical intervention

Logical Deduction and Intuitivism

Unit 2: Educational Research: Nature, Characteristics and Scope

Social and Behavioral fields of inquiry

Procedures in Social Sciences

Interdisciplinary research in social sciences

Trustworthiness and ethics

Unit 3: Research Problem and reviewing the literature

Identification of problem Factors in selection of problem

Initial statement of the problem

Reviewing the literature with the aid of published sources, news papers, unpublished thesis, dissertations, videos, movies etc.

Unit 4: Role of theory in Research

Foundation of Research: Conceptual framework

Research Paradigm

Theoretical Framework: why and how in research

Unit 5: Qualitative Research Genres

Ethnographic Approaches

Phenomenological Approaches

Sociolinguistic Approaches

Critical Genres: Narrative analysis, Action research, Cultural studies, Critical race theory, Feminist theories, Queer theory

Bibliography:

Chalmers, A.F. 1999. What is this thing called Science? Buckingham, Open University Press.

Egbert, Joy and Sanden, Sherry. 2014. Foundation of Educational Research Understanding Theoretical Components. London, Routledge.

Good, V. Carter. 2010. Introduction to Educational Research Methodology of Design in the Behavioural and Social Science, Second Edition. Delhi, Surjeet Publication.

Marshall, Catherine and Rossman, B. Gretchen. 2011. Designing Qualitative Research, Fifth Edition. Sage.

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	3	2		3	2	1
CO2	2	3	1	-		2	1	3
CO3	1	2	3	1		1	3	2
CO4	3	1	2	3		2	2	3
CO5	3	2	1	2				1
CO6								



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Course Code: TTR 401

Credits: 2

Course Name: Basics of Education and Philosophy

Course Instructor: Dr. Navneet Sharma

One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/Outcomes: on completion of the course, the student will be able to:

CO1 Understand Education as a human activity.

CO2 Understand epistemic bases of education.

CO3 Understand the influence of philosophical perspective in educational theorization.

CO4 Analyze Education as a process.

CO5 See Education as a human endeavor affected by socio-politico-historical-cultural aspects of the era.

Attendance Requirements:

Students are expected to attend all lectures and practicum work in order to be able to fully benefit from the course.

***Evaluation Criteria:**

49. Mid Term Examination

50. End Term Examination

3. 60 % from Theory

4. 40 % from Practicum

*(Subject to the approval from competent authority)

Course Contents:

UNIT-I

Philosophy- An Introduction

A. Nature, Meaning and Functions of Philosophy.

UNIT-II

Education- Its Contents

A. Meaning, Function and Institutionalization of Education.

B. Philosophy of Education.

Unit – III

Education- Value and Aims

- A. Human values- social, political, historical, cultural, religious
- B. Constitutional values
- C. Formulation of Aims of Education.

UNIT-IV

Methods of Knowing

- A. Dialogue and Discovery as pedagogical method.
- B. Indian Methods of knowing -
Pratyaksh, Anuman, Upman, Sabda, Arthapati, Abhav

UNIT-V

Institutionalizing Education

- A. Prama, Prameya, Pramata, Pramana

Practicum:

- 1. Assignment
- 2. Class Room Presentation
- 3. Book Review
- 4. Documentary Review
- 5. Role play and story telling (Skill)

Essential Readings:

- 4. Chambliss, J. (Ed.). (1996). *Philosophy of Education: An Encyclopedia*. London: Garland Publishing Inc.
- 5. Kumar, K. (1999). *Shiksha aur Gyan, India, Granthshilpi*.
- 6. Peters, R. (Ed.)(1967). *The Concept of Education*. London: Routledge&Kegan Paul.

Suggested Readings:

- 9. Dewey, J. (2009). *Democracy and Education: An Introduction to the Philosophy of Education*. Delhi: Aakar.
- 10. Freire, P. (1970). *Pedagogy of the Oppressed*. USA: The Continuum Publishing Company.
- 11. Hirst, P. (1998). *Liberal Education and the Nature of Knowledge*. In P. Hirst, & P. White (Eds.), *Philosophy of Education: Major Themes in Analytical Philosophy* (pp. 246-266). London: Routledge.
- 12. Hirst, P. (1998). *Liberal Education*. In P. H. Hirst, & P. White (Eds.), *Philosophy of Education: Major themes in Analytic Tradition*. London: Routledge.
- 13. Matthews, M. R. (1980). *The Marxist Theory of Schooling: A Study of Epistemology and Education*. Sussex: Harvester Press.
- 14. Mayer, F. (1976). *A History of Modern Philosophy* (2 ed.). New Delhi: Eurasia Publishing House (P) Ltd.
- 15. Russell, B. (1946). *History of Western Philosophy*. London: George Allen &Unwin Ltd.
- 16. Winch, C., & Gingell, J. (1999). *Key Concepts in the Philosophy of Education*. London: Routledge.

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	2	3	1		3	2	1
CO2	2	3	1	2		1	2	3
CO3	3	2	1	3		2	3	1
CO4	1	1	3	2		3	1	2
CO5	2	3	1	-				3
CO6								



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Course Code: TTR 432

Credits : 04

Course Name: Theories of Knowledge and Education

Course Instructor: Dr. Navneet Sharma

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/Outcomes: on completion of the course, the student will be able to:

CO1 To develop capability and capacity to reflect upon Education - Theory and Praxis philosophically.

CO2 To perceive the Inter – relationship amongst Teaching, Learning, Knowledge and Pedagogy

CO3 To understand how class room processes and contemporary concerns influence educational the orization

CO4 To develop capability and capacity to reflect upon Education

CO5 To Work for “Initiation” and Preparation for “Conversation” of the Learners into the Discourse and Discipline of Education.

Attendance Requirements:

Students are expected to attend all lectures and practicum work in order to be able to fully benefit from the course.

***Evaluation Criteria:**

51. Mid Term Examination

52. End Term Examination

3. 60 % from Theory

4. 40 % from Practicum

*(Subject to the approval from competent authority)

Course Contents

Unit 1 Education and Philosophy of:

- a. Problems, Scope and Logic
- b. Introduction to Philosophy of Education
- c. Schools of Indian Philosophy

Unit 2 Epistemology:

- a. Knowledge – Prama and Pramana
- b. Knowing – Indian methods of knowing.
- c. Discipline and Epistemology

Unit 3 Sociological Functions of Knowledge:

- a. Knowledge, Truth and Education
- b. Gijubhai Badheka, Tagore, Aurbindo and Gandhi
- c. In equalities and Education

Unit 4 Knowledge, Textbooks and Critical Pedagogy:

- a. Reproduction Theory
- b. Nationalism and Communalism
- c. Indian Pedagogy

Unit 5 Education for Goodness and Change:

- a. Purush and Prakrati

Practicum:

1. Assignment
2. Class Room Presentation
3. Book Review
4. Documentary Review
5. Role play and storytelling (Make a Script from Tagore's stories.)

Prescribed Texts

Barrow and Woods, (1988), An Introduction to Philosophy of Education, London, Routledge and Kegan Paul.
 Carr, D. (Ed.)(1998), Education, Knowledge and Truth, London, Routledge and Kegan Paul.
 Carr, D. (Ed.)(1998), Education, Knowledge and Truth, Routledge, London.
 Curren, Randall, (1998), Education Philosophy of, in E. Craig (Ed.) Routledge Encyclopaedia of Philosophy, Routledge, London.
 Dewey, John, (1916), Democracy and Education, New York, MacMillan
 Friere, Paulo, (1970), Pedagogy of the Oppressed, Penguin Books, England
 Kumar and Shukla, (1985), Sociological Perspectives in Education; New Delhi, Chanakya Publications.
 Kumar Krishna, (1992), what is Worth Teaching, New Delhi, Oriental Longman.

Suggested Readings

Blake and et al (Ed.)(2003), The Blackwell Guide to Philosophy of Education, Blackwell, Oxford.
 Hirst and Peters, (1970), The Logic of Education, London, Routledge and Kegan Paul.
 Hirst and White (Ed.)(1998),Philosophy and Education: Major themes in the Analytic Tradition Vol. I
 Kumar and Shukla, (1985), Sociological Perspectives in Education, New Delhi, Chanakya Publications.
 Kumar Krishna, (1992), What is Worth Teaching, New Delhi, Oriental Longman.
 Winch. C. (1998), The Philosophy of Human Learning, Routledge and Kegan Paul, London

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	2	1	3	2		3	2	1
CO2	1	3	2	-		2	1	3
CO3	2	1	1	3		1	3	2
CO4	2	2	-	3		2	1	3
CO5	1	2	3	-				2
CO6								



School of Education

Central University of Himachal Pradesh

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www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Code: TTR482

Credits: 02

Course Name: Human Rights Education #

Course Instructor: Dr. Navneet Sharma

One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/Outcomes: on completion of the course, the student will be able to:

CO1 To critically analyze the concepts and scope of Values and Human Rights.

CO2 To understand the conflicts and the response of Education to multiple stratification(s).

CO3 To map the concept of De – Schooling and Re – Schooling

CO4 To perceive how education can contribute by interventions in evolution of egalitarian society

Attendance Requirements:

Students are expected to attend all lectures and practicum work in order to be able to fully benefit from the course.

***Evaluation Criteria:**

53. Mid Term Examination

54. End Term Examination

3. 60 % from Theory

4. 40 % from Practicum

*(Subject to the approval from competent authority)

Course Contents

Unit 1 Human Rights: Justice, Equality and Democracy

Values and Constitutional Values

Indian Value system

Unit 2 Stratification and Human Rights

Gender and Sexuality

Caste and Class

Language, Religion, Region

Unit 3 Theoretical Perspective

Unequal Education

Functional and Conflict Theories – Dwand (Indian Perspective)

Unit 4 Schooling and De – Schooling

Indoctrination

Danger School and De Schooling

Alternative Indian School system

Unit 5 Critical Theory and Praxis

Education for Change

Transformative for Change

Equity Pedagogy

Practicum:

1. Assignment
2. Class Room Presentation
3. Book Review
4. View three documentaries on Caste, Gender and Religion and write a critical review.
5. A small role plays on an issue pertaining above.

Prescribed Texts

Dewey, John, (1916), Democracy and Education NY, Macmillan

Deshpande, S., (2004), India: A Sociological View, Penguin, New Delhi.

Freeman, M., (2002), Human Rights: An Inter – Disciplinary Approach, Polity Press, Oxford.

Friere, Paulo, (1970), Pedagogy of the Oppressed, Penguin Books, England

Suggested Readings

Ghurye, G.S., (1950), Caste and Class in India, Popular Prakashan, Bombay.

Hargopal, G., (2002), Rights of Dalits: An Inquiry into Human Rights Discourse in India, Indian Journal of Human Rights.

Illich, Ivan, De – Schooling Society <http://www.preservenet.com/theory/Illich/Deschooling/intro.html>

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	1	1	3	2		1	3	2
CO2	1	3	1	-		1	1	3
CO3	1	2	1	3		3	3	2
CO4	2	1	-	3		2	1	3
CO5	1	2	3	-				1
CO6								



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www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Code: TTR 422 (Level 4)

Credits: 04

Course Name: Teacher Education

Course Instructor: Dr. Navneet Sharma

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/Outcomes: On completion of this course, the students will be able to:

CO1 Gain insight into the need and objectives of secondary and senior secondary teacher education,

CO2 Understand the development of secondary and senior secondary teacher education in post-independent India,

CO3 Gain insight into the existing pre-service teacher education programmes and their organizational aspects,

CO4 Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with secondary and senior secondary education,

CO5 Develop understanding of status of secondary and senior secondary teachers and the problems and issues related to professional growth.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Course Content

Unit I

Teaching as a Profession

- Teaching skills and competencies required of secondary and senior secondary school teacher, the need for education and training of teachers; code of ethics.
- Expectations of NCF 2005 from teacher as a professional practitioner; Academic and professional qualification of a secondary and senior secondary school teacher–analysis of status; Teaching as profession, analysis of present status and types of personnel recruited as teachers.
- Expectations of NEP 2020 from teacher as a professional practitioner; Academic and professional qualification of a primary, secondary and senior secondary school teacher–analysis of status; Teaching as profession, analysis of present status and types of personnel recruited as teachers.

Unit II

Pre-service Teacher Education and Teacher Education Curriculum at Elementary level

- Rationale for pre-service teacher education, review of existing practices in different stages– structure and components, weightage, duration, eligibility requirements
- Orientation, objectives, curriculum components, weightages and organizations
- Theoretical inputs in teacher education, foundation courses and teaching methods of different school subjects – content, rationale, objectives and organization
- Rationale and objectives for different inputs in practical and field experiences – developing skills – instructional skills, communication skills, managerial skills, organizational skills and contextual skills (multi grade, large class etc.)
- Organizing learning skills – awareness, observation, practice in simulated and practice in real conditions, internship, laboratory, school attachment
- Supervising student teaching – objectives, tools and techniques
- Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques
- Recommendations of NEP 2020 for pre-service teacher education programmes

Unit III

In-service Teacher Training

- Complementary nature of pre and in-service teacher education – need for in- service training, objectives of in-service training, planning in in-service training, identifying training needs, determining objectives, content and methodology; monitoring, evaluation, reporting and follow-up of in-service training programme
- Different formats – workshops, seminars, institutes, courses and their features; Cascade model of in-service teacher education
- Enhancing effectiveness of in-service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills),
- Recommendations of NEP 2020 for in-service CPD programmes for teachers

Unit IV

Teacher Training Methods and Techniques

- Making training participatory – methods and techniques, delivery of training – modes, methods and techniques; democratisation, lecture-cum discussion, work sessions, skills practice sessions, micro teaching, simulations, role-play, peer teaching, projects, modular and mini course
- Using ET resources in training – Computer, projector, films, studios and videos

Unit V

Resource Institutions for Teachers and Trainers

- Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes
- NCTE – objectives, functions and roles in quality control of teacher education
- Professional associations of teachers/trainers – roles and functions
- Recommendations of NEP 2020 regarding structural changes in teacher education sector

Transactional Mode

Group discussion, Lecture-cum–discussion, Panel discussion, Symposium, Reports, Research Journals, Schools/pre-service TEIs/DIETs visits and sharing of experiences

Sessional work

- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organized by any one of the resource institutions

Essential Readings

- ME (2020): National Education Policy – 2020, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
- **References**
- Dunkin, M.J. (Ed.) (1987): The International Encyclopedia of Teacher and Training Education, Pergamon Press, N.Y.
- Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.
- Kauchak, D.P. & Paul, D. Eggen (1998): Learning and Teaching. Allen & Bacon. Sydney.
- Kundu, C.L (1988): Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- ME (2020) - New Education Policy- 2020, New Delhi.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi.
- MHRD (1966): Report of the Education Commission, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi.
- NCTE, (2004): Teacher Education Curriculum, New Delhi.
- Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.

- Wragg, E.C. (1984): Classroom Teaching Skills, CroomHelm, London.

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	2	1	3	2		3	2	1
CO2	3	1	2	-		1	1	2
CO3	1	2	3	1		2	3	1
CO4	2	3	1	3		2	1	3
CO5	1	2	1	2				2
CO6								



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www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Code: TTR 440

Credits: 2

Course Name: Guidance and Counseling

Course Instructor: Prof. (Dr.) Vishal Sood

(One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives/ Course Outcomes:

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

CO¹ Understand the significance of guidance and counseling in education

CO² Understand the different approaches in counseling and the process of counseling

CO³ Understand the procedures in organizing a sound guidance programme in schools

CO⁴ Develop competencies to deal with children having special needs

CO⁵ Develop the skills and qualities required for a school counselor.

CO⁶ Familiarize the modern practices of Guidance & counselling

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Course Contents:

Unit I- Guidance and Counseling in Education (4 hrs)

Guidance: Aims, Objectives and principles of guidance; Counseling: Aims, Objectives and principles of counseling; Need and significance of guidance services in schools; Types of guidance: Educational, Vocational, Career and Personal guidance.

Unit II- Guidance in schools (3 hrs)

Educational guidance: Need and significance of educational guidance in schools; Process of educational guidance; Vocational guidance & Career guidance in schools; Individual and Group guidance; Tools and techniques used for guidance

Unit III- Counseling in Schools (4 hrs)

Counseling in schools; Types of counseling: Directive Counseling, Non-Directive counseling and Eclectic Counseling; Approaches in counseling: Behaviouristic, Gestalt, Psycho-Analytic and Humanistic; Transactional Analysis; Individual and Group Counseling: Techniques and Methods of counseling

Unit IV-Skills Needed for Providing Guidance & Counseling (5 hrs)

Qualities of guidance worker, Qualities of a counsellor, Skills Needed: Creative and Critical Thinking; Decision making and Problem solving skills; Communication skills; Empathy and Interpersonal Skills; Emotional and stress management skills

Unit V- Trends in Guidance & Counseling (3 hrs)

Role of teacher as a mentor: Coaching Sessions, Action Research practices; Cognitive methods: Neuro-Linguistic Programming (NLP); Promotion of Mental Health and Hygiene.

Essential Readings

- Crowell, B. (1963). *Guidance and Counseling in Group*, New York: Mac Graw Hills.
- Asha, B. (1999). *Guidance and Counseling: Theoretical Perspective*, Vol. 1, New Delhi: Vikas Publishing House.
- Rao, S. N. (2002). *Counselling and Guidance Second Edition* – Tata Mc Graw Hill Publishing Company.

Suggested Readings

- Ball, B. (1984). *Career Counselling Practice*, London: Palmer Press.
- Bernard, H.W. & Fullyness, D.F. (1977). *Principles of Guidance*, New York.
- Cornes, L.S. & Hacheery, H. (1987). *The Professional Counsellor*, New Jersey:Prentice Hall Cliffs Englewood.
- Nayak, A.K. (2004). *Guidance and Counselling*, New Delhi: APH publishingcorporation.
- Peterson, J.A. (1970). *Counselling and Values*. Scranton: International Textbook.
- Tyler, L. (1969). *The work of the counsellor* (3rd ed.). New York: Appleton –Century – Crofts.
- Burgun, T., & Anderson, S. (1975). *The counsellor and the Washington*, D.C:American Personnel and Guidance Association Press.
- Hasan, J. C., Richard, R. S. & Richard, W. W. (1986). *Counselling Theory andprocess* (IV Ed). Boston: Allen and Bacon, Inc.

Course Outcomes	Programme Outcomes 1	Programme Outcomes 2	Programme Outcomes 3	Programme Outcomes 4	All	Programme Specific Outcomes 1	Programme Specific Outcomes 2	Programme Specific Outcomes 3
CO1	-	2	3	-		1	-	3
CO2	1	2	3	3		1	2	3
CO3	1	-	3	-		1	2	3
CO4	-	2	3	-		1	-	3
CO5	-	2	3	3		1	2	3
CO6	1	-	3	-		1	2	3