Academic Programme Guide

Master of Education
(M.Ed.)

Based on

Choice Based Credit System (CBCS) / Elective Course System

CHITKARA UNIVERSITY

w.e.f.

Academic Year 2023-25

Approved by 24th Academic Council vide agenda item 24.4 (A) dated 1st September, 2023

![Chitkara University College of Education logo]

ACKNOWLEDGMENT

INDEX

NOMENCLATURE	MODULES	COURSES	
VALUE ADDED COURSES		International Aspect Activities	196
	ADVANCED EDProfile	Career Trajectory	199
CORE COURSE	ADVANCED EDResearcher	Methodology of Educational Research II	79
		Dissertation Proposal Writing	84
		Dissertation Proposal Presentation	85
ELECTIVE COURSE	ADVANCED EDMentor	Principles and Practices of Guidance and Counselling	128
	ADVANCED EDManager	Educational Management, Planning and Finance	145
	ADVANCED EDEdge	Introduction to Educational Technology	162
SKILL BASED COURSE	ADVANCED EDValue	Public Speaking and Event Management	182
		Special Education	184
	ADVANCED EDTech	Library and Digital Technologies	187
	Semester-III		
NOMENCLATURE	**MODULES**	**COURSES**	
CORE COURSE+ Field Attachment	ADVANCED EDLearner	Field Attachment in Teacher Education and Field Attachment in School	35
	ADVANCED EDResearcher	Dissertation Evaluation and Report Writing	85
	ADVANCED EDTutor	Educational Studies	90
		Measurement, Assessment and Evaluation	95
		Curriculum Studies	100
	ADVANCED EDSocial	History, Politics and Economics of Education	65
VALUE ADDED COURSES	ADVANCED EDGLOBAL	Education for Sustainable Development	194
		International Aspect Activities	196
	ADVANCED EDProfile	Interview Preparation	200
ELECTIVE COURSE	ADVANCED EDManager	Educational Leadership	151
	ADVANCED EDMentor	Organization and Administration of Guidance Services in India	133
	ADVANCED EDEdge	Instructional Technology	162
SKILL BASED COURSES	ADVANCED EDValue	Eduprenuership	184
	ADVANCED EDTech	Developing a MOOC Course	189
	Semester-IV		
NOMENCLATURE	**MODULES**	**COURSES**	
CORE COURSE+ Field Attachment	ADVANCED EDLearner	Field Attachment in Teacher Education and Field Attachment in School	35
	ADVANCED EDResearcher	Dissertation Writing	86
VALUE ADDED COURSES	ADVANCED EDGlobal	Cross Curricular Projects	195
		International Aspect Activities	196
	ADVANCED EDProfile	Placement	200
ELECTIVE COURSE	ADVANCED EDMentor	Measurement for Guidance and Counselling	138
	ADVANCED EDManager	Human Resource Management in Education	155
	ADVANCED EDEdge	ICT in Education	172
SKILL BASED COURSES	ADVANCED EDValue	Leading and Managing Innovation in Education	185
	ADVANCED EDTech	Developing an Online Content	190

1. PREAMBLE

Chitkara University has the commitment to excellence in education as the centre of its philosophical core. The strong academic heritage of the University, and firmness on matters of principle has seen it grow exponentially in a short span of time. The University is constantly engaged in empowering the students and focusing on their overall development.

Chitkara College of Education is in a continuous endeavour to engage in improving the quality of school and college education through development of its Teacher Education Curriculum as per the needs of the stake holders. The M.Ed. programme at Chitkara College of Education focuses not just on deepening the knowledge of αlpha Masters, but also ingraining in them a research oriented outlook. It also caters to the professional development of αlpha Masters through a process of critical scrutiny of theory, reflection on practice and deepened understanding of research.

According to Uys and Douse (2020), in today's scenario,

- Learners need to be active, engaged and committed to personal development, self-directed, information and digitally literate, research-capable, mobile, collaborating, sharing their learning globally.
- Teachers need to be well-prepared and well-led professional educators, delivering, facilitating and assessing digitally delivered learning, at ease with the technology, guiding, supporting and counselling the learners, sharing their learning materials globally.
- Curriculum should be responding to learners' well-informed preferences, attractive, contemporary and proven learning modules (with teachers' guides) at all levels in all subjects, in every relevant language, plus background materials, further reading, in ineffable variety.
- Pedagogy should be geared to supporting learners whether face-to-face or at a distance, far from test-obsessed, encouraging enjoyment and the thrill of exploration and discovery, engendering a lifetime love of learning.

Thus, in order to train αlpha Masters in various professional roles including teacher educators, specialists in foundations of education, curriculum developers and policy makers, Chitkara College of Education emphasizes on honing the following skills in them.

1. Conceptual Skills
2. Technical Skills
3. Global Skills
4. Research Skills
5. Interpersonal Skills

This Sketchbook has been designed keeping in mind the changing and dynamic role that is expected of the αlpha Masters in delicately dealing with the unique, tech savvy αlpha generation and αlpha Teachers. The suggestions given by the National Council for Teacher

Education in the document-'Curriculum Framework: Two Year M.Ed Programme' have been incorporated in the Sketchbook.

A lot of concerted effort has been made by the Academic Body of Chitkara University, Punjab with the inputs from the Research committee, Principals and Academic bodies of Associate Schools. The changes that are taking place in the field of school education at a Global Level due to the impending Fourth Industrial Revolution have also been considered. The unique, hands-on skills that the αlpha Masters require to strike a balance between theory and field exposure, have been kept in the forefront while designing the following twelve Modules:
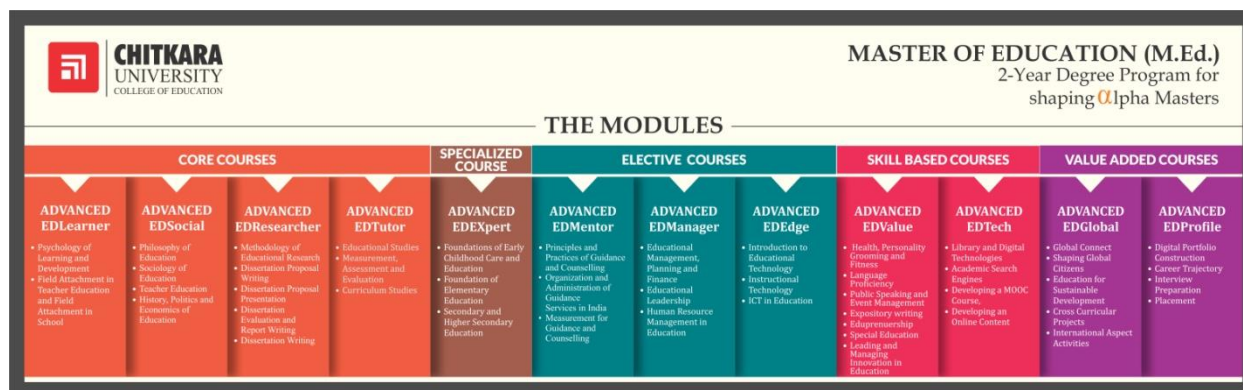
The αlpha Masters will be provided with advanced knowledge in educational foundations, learning theories, multiculturalism, inclusion and critical issues in education. They will be trained in the essential skills, field-based experiences, reflective practice and competencies that employers are looking for, and this in turn will open various avenues to career opportunities. Academics at Chitkara College of Education lay great emphasis on workplace demands while ensuring that the αlpha Masters are prepared for the real world outside.

The characteristics that truly define αlpha Masters are:

➢ Being a driven and motivated academician
➢ Being a researcher with a curious frame of mind
➢ Being a team member who works efficiently in groups
➢ Being a discerning critic and authentic evaluator

The Sketchbook comprises of the modules that cover all the areas for which αlpha Masters are being trained and which will help them deal effectively with the job demands in various arenas like research, curriculum development, policy analysis and educational administration.

It is hoped that 'The Sketchbook' will be quite handy for the αlpha Masters who would be provided with a broad base of knowledge and practical skills to inculcate in them critical comprehension and a keen sense of inquiry.

Altering the DNA of an alpha Master

Shaping the future Generations

2 Year Masters Degree Program (4-Semesters)

The Fourth Industrial Revolution is going to transform the education system. It will require schools to properly prepare learners with the right tools to come up with innovative solutions to the problems facing the society. Rapid technological advancement is also influencing how the higher education sector approaches research and innovation. Big data and new software systems are streamlining the collation and analysis of complex data, allowing academic researchers to significantly cut down on manual work and human error. This revolution can lead to greater inequality if the right skills are not taught to every learner. Altering the DNA of an alpha Master was envisioned keeping in mind these technological advances. Because of the effects of learning technologies, texts and aesthetics, personalized learning experience, new means of assessments, the potentials of globalized learning network, universities must transfer the innovative process from the tools at hand to the learning designs that in turn reflect on human interaction (Stracke, Shanks and Tveiten, 2018).

The education scenario in the present times is characterized by the following:

➢ Increased diversity in students
➢ Latest instructional technology
➢ Increased professionalism
➢ Greater accountability in education
➢ Globalization
➢ More practical training
➢ Online classes

Keeping in mind the above mentioned education scenario, the alpha Masters need to be more aware of the latest technological advances and they should be digitally more competent. They need to act as mentors and inculcate in the students the spirit of **thriving in an atmosphere of controlled challenge** and foster in them the ability to be more resilient and receptive to change. The alpha Masters will become efficient in educating the 21st Century students for a 21st Century world by providing global learning opportunities enhanced through technology, and informed by sound research and innovative teaching. alpha Masters will also value the importance of collaboration and global projects.

The M.Ed. program aims at equipping the alpha Masters with the core competencies and knowledge related to teacher education, pedagogy, research, academic writing and professional communication. It also endeavours to develop in them the ability to critically engage in and reflect on teaching practice as well as research work.

The 2- years M.Ed. program which is divided into 4 semesters provides intensive field engagement (at school and college level) with the modules and intensive training. The intensive training is provided to αlpha Masters in close collaboration with the schools during which they receive coaching and mentorship from Program Curators' of Chitkara College of Education, and in the college by the Academic Team at Chitkara College of Education. The hands-on training is supplemented with expert talks by the professionals across the country so that the αlpha Masters learn various skills and tactics. The M.Ed. program instils in them a deeper engagement with the epistemological bases of the disciplinary areas and trains them in supportive processes like educational administration, educational evaluation, curriculum development, etc.

2. GENERAL INFORMATION

The Academic Program Guide is a comprehensive document detailing course scheme, associated credits per course and the distribution of each course in lecture and practical hours. It also details the eligibility criteria for admission, for award of degree, the assessment and evaluation procedures along with a glimpse of the pedagogical aspects of the programs.

This Guide is to be used in association with the Academic Regulations of the University to make a complete rule set.

The course schemes given in this document are approved by respective Board of Studies and the Academic Council of Chitkara University. Master of Education is a two-year course.

2.1 Programme Outcomes (PO)

The Master of Education Program at Chitkara College of Education has been designed to nurture the Alpha Masters to become facilitators and to create an understanding of using innovative tools and techniques in teaching. The Programme Outcomes of the Teacher Education Program are summarized as below:

PO1: Conduct philosophical and sociological inquiries and apply the acquired knowledge to solve the current problems and issues in the societal context. **(ADVANCED EDSocial)**
PO2: Analyse the relevance of education by reflecting on various educational thoughts and visions. **(ADVANCED EDTutor)**
PO3: Develop insights on educational implications of psychological theories and adopt associated techniques to ensure differentiated teaching practices as per needs of learners. **(ADVANCED EDLearner)**
PO4: Comprehend the established techniques of educational research and conduct inquiries to create and interpret knowledge in the field of education.**(ADVANCED EDResearcher)**
PO5: Design and conduct studies, and analyse and present findings using diverse research tools and methods to create knowledge and awareness in the educational domain **(ADVANCED EDResearcher)**

PO6: Foster consistent ethical behaviour for academic integrity and follow procedure for responsible conduct of research in diversified educational settings and Teacher Education Institutes.**(ADVANCED EDResearcher+ ADVANCED EDExpert)**

PO7: Use the knowledge of guidance and counselling to organise, conduct and administer various guidance services and foster the skills to conduct various psychometric tests among teachers at different levels of education. **(ADVANCED EDMentor)**

PO8: Employ the knowledge of educational administration, management, and leadership in academic planning, organisation, evaluation, decision making, and resource management according to predetermined goals, norms and standards**. (ADVANCED EDManager)**

PO9: Demonstrate appreciable technological skills and adapt to latest innovations in technology seamlessly. **(ADVANCED EDGE)**

PO10: Become entreprenuers and be self confident, have public speaking and personality grooming skill sets for an edupreneuership **(ADVANCED EDValue)**

PO11: Undertake initiatives, personal responsibilities, accountability, and decision making in complex educational settings**. (ADVANCED EDValue)**

PO12: Be intellectually independent for continuous professional development and effective collaborations. **(ADVANCED EDTech)**

PO13: Possess global perspective; seek the knowledge related to values and beliefs of multiple cultures, and respond to emerging issues related to Sustainable Development Goals by applying critical, constructive and creative thought process. **(ADVANCED EDGlobal)**

PO14: Acquire and employ transferable skills necessary for successful employment to cope with various educational issues in complex situations with appropriate consideration for the rules, norms and the social, cultural, and environmental contexts. **(ADVANCED EDProfile)**

3. Eligibility for Admission

(a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/ or in the Master's Degree in Sciences/ Social Sciences/Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

(b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable

4. Programme Duration

The M.Ed. program is a two-year course (Four Semesters). There are University end term examinations at the end of each semester with skill in teaching practical's in the final semester,

which are evaluated by a jury appointed by the University. Since, it is an industry integrated programme, the students will be offered internship in schools in 1st, 2nd, 3rd, and 4th semesters to gain practical knowledge. The students will be called to the campus (for few weeks in every semester) for academic learning in the campus.

Normal duration of the degree program	Maximum time allowed for completion of program
2 years	2 + 1 years

5. Pedagogical Aspects

The structural layout of the program and its courses follows a module system in all the semesters and requires that each course be divided in lecture sessions. The duration of each session given in the column against the course in the course scheme is 50 minutes.

Lecture sessions: Lectures are delivered by incorporating traditional and modern methodology - i.e. chalk board method, supplemented by modern Information Communication Technology (ICT) methods. The students are encouraged to ask questions and involve in group discussion to the extent allowed by the teacher. In some subjects where case study-based methodology is adopted, the lectures are supplemented by discussions on case studies.

Practical Sessions: During practical sessions the students work on prescribed activities like cases/ debates/ group tasks/ Role play and perform what they have learnt in the Lecture sessions.

Assignments/ Sessional Work: During the semester the students work on various assignments allotted to them by faculty / group of faculty members. The assignments are allotted to them either at the start of the semester or at a later stage in the semester. Assignments are designed by the faculty keeping in mind the courses the students have studied so far and are currently studying. Thus, the assignments are made in such a way that the students while working on these assignments apply the concepts learned so far and the deliverables are multi-faceted.

6. PROGRAMME STRUCTURE

6.1 THE MODULE

In the process of revamping the Teacher Education Program for the αlpha Masters the following Modules have been designed:

ADVANCED EDLearner- This module shall acquaint the αlpha MASTERS with the knowledge of individual differences and factors affecting development. It shall help them understand the dealings of the human mind and personality and how this knowledge can be applied with the Generation αlphaT EACHERS, Generation αlpha Learners and Generation-Zlearners. They shall also get practical experience in their field attachment with the teacher education institutes and associate schools and be trained in using various personality and intelligence assessment techniques.They shall develop a practical knowledge of encouraging the extremely important skills of critical thinking and problem solving in students.

ADVANCED EDSocial: The core focus of this module is to sensitize the αlpha MASTERS to the current problems and issues in the social context which would enhance their development at different levels. It also prepares them to contribute productively in the national development of the country. This Module will enable the αlpha MASTERS to understand the historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees and acquaint them with the different aspects of growth of the national system of education.

ADVANCED EDResearch: This module shall acquaint the αlpha MASTERS with various aspects of research and statistics including types and methods of research, tools used for research, identifying research problem and various steps involved in its process and designing a research proposal. They shall also get to conduct the statistical analysis of data by applying the statistics suitable for the problem. The αlpha MASTERS shall also get exposure to unfold the function of the teacher educator as researcher by writing research proposal and working on the dissertation.

ADVANCED EDTutor: The αlpha MASTERS shall get acquainted with the terminologies of Education and Education as a discipline. They shall also be able to get familiarised with emerging issues in education, thoughts of various eminent educationists, concepts and techniques of measurement, assessment and evaluation. They shall develop skills in the construction of tests, learn the applications of advanced statistical techniques in education, understand the concept of curriculum and the foundation and designing for its development along with various models of curriculum development.

ADVANCED EDExpert: The focus of this module is to gain a 'feel' of the status and multiple roles of a teacher and an understanding of the 'school culture' and importance of 'co-curricular activities' at Elementary, Secondary and Higher Secondary Education. This module shall enable the students to know the new trends and innovations and analyse the different Structures of Elementary, Secondary and Higher Secondary Education. This module shall focus on making the αlpha MASTERS self- learners, reflective practitioners, expressive, collaborative professionals and digitally competent along with inculcating the skills of research and evaluation at different levels of education.

ADVANCED EDMentor- This module shall help the αlpha MASTERS become mentors for the Generation αlpha TEACHERS, Generation αlpha Learners and Generation-Z learners by understanding and implementing the various counselling and guidance theories and

techniques in practical situations. They shall get an in-depth understanding of the issues that Generation αlpha TEACHERS, Generation αlpha Learners and Generation-Z learners grapple with. They will become well-versed with the organization of guidance at different levels in the school and learn how to deal with professional issues in counselling and guidance pertaining to the modern times.

ADVANCED EDManager: This module shall enable the αlpha MASTERS to develop managerial skills of planning and finance in educational organisations and sensitize them about the administrative and educational leadership in schools at different levels. αlpha MASTERS shall be able to gain practical exposure of working as an educational administrator at different levels of school education and Teacher Education Institutes. They shall get familiarized with recent trends in Human Resource Management in Education.

ADVANCED EDEdge: The main area of concern of this module is technology and its application in the field of education. This module shall familiarize the αlpha MASTERS with the concept of Educational Technology and its application in teaching and learning process. The αlpha MASTERS shall learn the concept of Instructional design, develop skills in constructing instructional material, understand the scope of ICT and its pedagogic applications, acquire instructional applications of computer system, Internet and web resources.

ADVANCED EDValue: This module shall specifically and extensively focus upon the skills that would add to the profile of αlpha MASTERS which will include emphasizing on health, personality grooming and fitness, refining the language and communicating skills, improving public speaking and acquainting the αlpha MASTERS with event management. This shall also take into consideration expository writing, edupreneurship, special education and the process of leading and managing innovation in education.

ADVANCED EDTech- This module shall aim at making αlpha MASTERS efficient in dealing with and handling well the technology and software in education sector. The αlpha and Z Generations are going to be very well-adjusted to the use of complex technology and this course shall focus on making the αlpha MASTERS extremely confident about their IT skills and technology related abilities. They shall learn how to be well-acquainted with various library and digital technologies and deal aptly with the online content-handling and ICT and imbibe all this knowledge in their students.

ADVANCED EDGlobal: The core of this module is to assimilate the Global connect and adapt to the global citizenship in terms of cultural and linguistic diversity. αlpha MASTERS shall also develop awareness about the plan of action to build a global partnership for sustainable development. This module shall inculcate the skills among αlpha MASTERS to work on cross cultural projects and to imbibe the skills of International Aspect Activities to train the αlpha TEACHERS, αlpha Learners & Generations Z-Learners.

ADVANCED EDProfile- This module shall train the αlpha MASTERS so that they become adept at facing interviews, drafting the perfect Resumes and honing their skills required for

placement. It shall focus on constructing the best e-Portfolios. These shall eventually help them in getting an exposure to the various job requirements in the contemporary world scenario. Also, the αlpha MASTERS shall be imparted practical knowledge about tools, training, administration and talent management, which is crucial to sustaining and advancing an institution.

6.2 DELIVERY

Education needs to be totally restructured with Digitisation as the cohesive force so as to achieve its potential and create previously unimagined synergies (Uys and Douse, 2020). The approach to teaching and the content delivery strategies being utilized are very important components in course design and implementation. Although lectures play a large role in higher education, they have been adapted to be in-line with the movement towards more student-centred, active –learning environments. Thus, they have become interactive, shorter in duration with more frequent breaks, and include direct student involvement.

Education can foster innovation in society at large by developing the right skills to nurture it. These skills, including critical thinking, creativity and imagination, can be fostered through appropriate teaching, and practices (Organization for Economic Cooperation and Development, 2016). Mixed mode courses are beginning to replace or supplement face-to-face time with online elements, although classroom hours continue to be a significant part of any course. Students in these courses are required to participate in online activities as a vital part of their coursework. The mixed mode course model might comprise of online, asynchronous course lectures followed up by in-class discussions or learning seminars. Alternatively, lectures could be carried out in the traditional face-to-face manner but be complemented by online miniseminars or tutorials. Mixed mode e-learning often exists at the programme level and, in such cases, refers to a programme of study that is comprised of both traditional and online courses. There are different modes of delivering the content in the classroom at Chitkara College of Education.

Additionally, team teaching, interdisciplinary instruction and learning communities are more common in both face-to-face and online courses. The above-mentioned technological tools are being used in the classroom to enhance lectures. Keeping the above parameters in mind the following modes of delivery have been incorporated to impart the content to αlpha Masters. It has been kept in mind that the below mentioned modes of delivering the content to αlpha Masters should focus on achieving the right balance. When the αlpha TEACHER is a beginner the ratio of TTT(Teacher Talk Time) vs. STT (Student Talk Time)should be 50-50, and this percentage should progressively change till he/she achieve a 30% TTT vs. 70% STT. In very advanced αlpha TEACHER it could even reach a 10-90.

Presentation Mode

Controlled Practice

Free Practice

Research

Community Work

6.3 THE DELIVERY FRAMEWORK

The module shall take place in three different modes:

6.3.1 Presentation Mode
6.3.2 Controlled Practice
6.3.3 Free Practice
6.3.4 Research
6.3.5 Community Work
6.3.1 *PRESENTATION MODE:* The presentation mode of delivering the content refers to delivering the content to the αlpha Masters. At Chitkara College of Education we deliver the content under presentation mode in the following Face to Face modes:

6.3.1.a) FACULTY MODE: It refers to the delivery of the content in a face-to face mode. This delivery method allows αlpha Masters and faculty to meet in person or as a group for regularly scheduled class sessions in campus.

6.3.1.b) GUEST FACULTY MODE: It refers to the delivery of the content in a face- to– face mode wherein Guest Lectures are organized for the αlpha Masters from the experts in the respective fields. αlpha Masters and Guest faculty meet in a group for the scheduled sessions in campus.

6.3.2 CONTROLLED PRACTICE: This controlled practice is followed in the following two forms:

6.3.2 a) *HYBRID* **OR** *FLEXIBLE* **LEARNING** requiring the redesign of teaching so that students can do the majority of their learning online, coming to campus only for very specific face-to-face teaching, such as lab or hands-on practical work, that cannot be done satisfactorily online

6.3.2 b) *BLENDED LEARNING*, which encompasses a wide variety of designs, including technology-enhanced learning, or technology used as classroom aids; a typical example would be the use of Powerpoint slides.

Since M.Ed. is a praxis based field of study, it attracts working teachers. In this context, Hybrid and Blended modes are of great assistance.

6.3.3 FREE PRACTICE: The third mode of delivering the content to αlpha Masters refers to free practice wherein they are expected to hone their skills by practicing on their own at their own pace, time and convenience. The free practice mode has been further divided into two Scholar's Internship and Enhancing Professional Capacities or Independent Study.

6.3.3 a) SCHOLAR'S INTERNSHIP: Scholar's Internship comes under the free practice mode of delivering the content and under this αlpha Masters may be offered scholarship by the Associate School and this is referred to as Scholar's Internship. Under this mode extended teaching practice can be practiced by αlpha Masters.

6.3.3 b) ENHANCING PROFESSIONAL CAPACITIES/ INDEPENDENT STUDY: This is another form of Free Practice wherein αlpha Masters are expected to enhance their professional capacities in order to groom their skills and this is done independently without any assistance from the Teacher of the Associate School. Under this αlpha Masters can write their independent learning based on some online content which they had referred to during the internship.

6.3.4 RESEARCH: The research forms an integral part of all the modules and the αlpha Masters are expected to ingrain research at a very ground level in which a short survey can be conducted, a comparative analysis can be done, some tools can be developed and all this is done in order to imbibe in them the thirst for knowledge and develop the capacity of problem solving.

6.3.5 COMMUNITY WORK: Engagement in their communities helps αlpha Masters be far ahead of their peers with respect to skills in problem solving, collaboration, time management, communication and leadership. These are all attributes that are vital in the workplace and can only be learned through first-hand experience. Hard skills can be learned in the classroom, but soft skills are developed through working with other people and navigating new situations.

7. ASSESSMENT FRAMEWORK

Assessment refers to finding the true worth of an individual to award him a job or a higher level of course of study. As it is more comprehensive than evaluation and measurement, assessment results in knowing the strengths and weaknesses of a learner. According to Dr. V. Natarajan (1977), the process of assessment includes

a. Analysis of abilities, interests, attitudes etc.
b. Measuring and evaluating these abilities etc.
c. Integrating the result by using holistic approach to include a decision on the personality

Thus, assessment is a more comprehensive term than measurement and evaluation. Measurement is just a quantitative expression and evaluation is providing the value judgement and meaning to that measurement by comparing various other measurements of a group. The series of measurements and evaluations done leads to finding a true worth of an individual to assign him a job or a higher course of study and leads to his complete profile. Assessment is an important part of the teaching and learning process that evolved in the fourth industrial revolution (Magno, 2021). The assessments were altogether changed from the traditional paper pen test to integrating technology into its field. In the fourth industrial revolution, the printed assessment is augmented into online and computerized forms. The drills and exercise are answered by students using learning management systems, Google forms, and other applications designed to input the tasks and items from the teacher and students respond. The answers of students are immediately processed by the application where students instantly get the results of the assessment. The platform also enables teachers to summarize the performance of students and view the individual performance of students. This makes the teacher adept to determine interventions needed for the learners (Magno, 2021). Chitkara College of Education uses the My Anatomy platform to assess the learning of the αlpha Teachers. External examinations are conducted using My Anatomy, and Final Skill – in -teaching using GOOGLE MEET. Training sessions are conducted for the αlpha Masters to make them comfortable in using both the platforms.

8. EVALUATION:

Evaluation means providing a value judgement to the score of the test taker by comparing it with all other measurements of the contemporary groups to derive a meaning. Here one can also compare with the National Average and derive a meaning to the measurement done on the test taker. For instance, a test taker scores 80 out of 100 would have no meaning and would merely be measurement till the time this score is not compared to the scores of the other members of the group and derive a meaning out of it. Thus, the value judgement changes when a test taker gets 80 out of 100 where others get less scores and the judgement would be different if many test- takers get the same 80 out of 100. Hence providing value judgement to the measurement by comparing it with the measurements of other group member and deriving a meaning out of it means evaluation.

Sriven suggests that without judgement of merit, no evaluation can take place, whereas, Evaluation is defined as the process of obtaining and providing information for decision

makers. Thus, evaluation is concerned with 'What Value' instead of just focusing on 'How Much'. The concept of value judgement is implied in Evaluation. For example, a single measurement (like 75%) is compared with contemporary measurements of a group and a value judgement is added to 75% by comparing with all other measurements of the contemporary groups to derive a meaning. Thus, Measurement is just a part of the Evaluation.

9. MEASUREMENT:

Observations that can be expressed quantitatively are measurement. The question 'How Much?' is answered. The traditional method of measuring used to specify marks in terms of 100 percent which had no meaning or relevance. Thus, measurement is merely a quantitative expression of a value or a number and per se does not mean anything at all. For instance, if a student gets 80 out of 100 does not mean anything at all and is purely measurement by nature.

The relationship between measurement and evaluation and assessment is shown in the following figure:
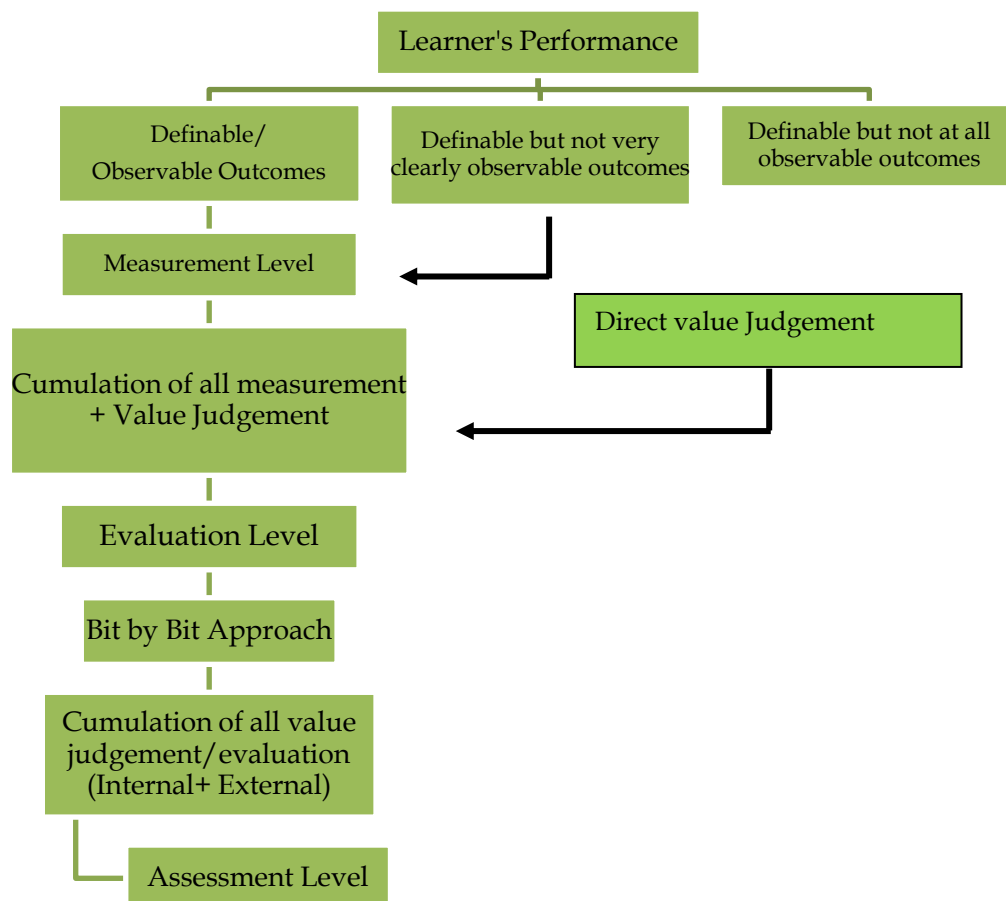
Figure 1.2- Showing Relationship between, Measurement, Assessment and Evaluation

In the above figure the definable and the observable outcomes mean a number in quantity or a quantitative expression. Along with it the learner's performance is definable but not very clearly observable, which means a grade with a range. Both the above boxes taken together constitute 'measurement'. The third box which talks about the definable but not all observable

outcomes covers the qualitative part. Also, as we come down through the flow chart, it sums up assessment as the accumulation of all value judgement/evaluation (Internal+External) to generate a profile.

Assessments form an integral part of a 2-year Master's degree Program at Chitkara College of Education as it helps the programme curators to assess the learning progress of the αlpha Masters which helps to make overall improvement in their learning process.

In the broad shift from teacher-centred methods of instruction to a more learner-centred approach, the main focus of evaluation shifts from primarily measuring αlpha Masters knowledge to measuring outputs such as, what abilities have αlpha Masters actually acquired, what do they actually know, and what are they competent to do?

This shift is in-line with the move to an information-based society where skills such as analysis, creation, and application will be increasingly important. The role of assessment takes on new significance in this model, and relies on a combination of traditional summative evaluations, and newer formative evaluation. Summative assessment primarily refers to evaluation done at the end of a learning unit whose purpose is to report on learning by comparing αlpha Masters' achievement to standard criteria. Formative assignment, on the other hand, generally refers to ongoing feedback designed to monitor and enhance learning during a learning unit.

Assessment then becomes not only a tool for evaluation, but also a tool to reinforce learning. When designed and implemented in a cyclical, recursive manner with outcomes, the cycle is a powerful tool in both αlpha Masters and course evaluation.

10. CAREER OPPORTUNITIES

M.Ed. PROGRAM EQUIPS αLPHA MASTERS WITH BRILLIANT FUTURE PROSPECTS

αlpha Masters are trained in various vital skills and possess an edge that opens brilliant career avenues for them. They can work in the following areas post the course.

1. **As a Teacher:** αlpha Master can work in schools and colleges or can join the corporate sector as a trainer after the acquisition of the skills that he/she acquires during the course.
2. **As an Educational Consultant**: αlpha Masters can work as educational consultants and advise teachers, educators, principals and even schools on educational trends and best practises.
3. **As a Guidance worker:** αlpha Master has the capacity to guide and support the students and provide them with the required guidance with regard to academics, personal, parental and social pressures.
4. **As an Instructional Design and Technology Specialist:** αlpha Masters can work as Instructional design and Technology Specialists as they have a good understanding of the different types of technologies used in education, and can consult on what should be used in each school and classroom based on students' needs and levels.

5. **As a Mentor:** αlpha Master is imbibed with the skills to act as an advocate for students' well-being and be a mentor to them who encourages them in academic as well as personal pursuits.

6. **As a Researcher:** αlpha Master, post the completion of the program is well equipped to identify gaps in the teaching-learning process, find solutions and publish his/her research work.

7. **As a Pedagogue:** αlpha Master gets trained in the methods and practices used to effectively deliver various types of content to learners.

8. **As an Educational Expert:** αlpha Master has the expertise in working with top class educational service providers functioning in the market ranging from online course providers to online content delivery providers.

9. **As an Examiner:** αlpha Master develops an insight into how assessment and evaluation is done and can work as an efficient examiner with educational institutions.

10. **As a Co-ordinator**: αlpha Master is groomed well to undertake the responsibilities of a Coordinator in schools managing the day to day challenges.

11. **As a Curriculum Developer**: αlpha Master can easily take over the role of a curriculum developer as our course teaches the skills of planning, developing, administrating and revising the curriculum.

12. **As an Administrator**: αlpha Masters are incorporated with advanced skills to support and move beyond the classroom into an administrative and managerial role.

13. **As a Principal**: αlpha Masters are imbibed with the requisite skills which would help them take the position of Principals in their careers ahead.

14. **As a Data Manager**: αlpha Master is trained enough to provide accurate data and up-to-the mark interpretation of pupil information.

15. **As an Interview Panelist**: αlpha Master is trained to ask intelligent and apt questions in order to develop a positive rapport with the interviewee.

As an NGO Worker: αlpha Master can work with various non-profit organizations to provide education to children with special needs, and to destitute children, enabling them to maximize their potential.

11. COURSE SCHEME AND CREDITS

Following is the course scheme and credits for the 2-Year M.Ed. Program, batch 2023-2025.

Semester-wise Course Scheme and Credits

Semester-I

	MODULES	COURSES	COURSE CODE	CREDITS	Internal	External	Total
CORE COURSES	ADVANCED EDLearner	Psychology of Learning and Development	MED101	4	40	60	100
		Field Attachment in Teacher Education and Field Attachment in School	MED102	4	100		100
	ADVANCED EDSocial	Philosophy of Education	MED103	4	40	60	100
		Teacher Education I	MED104	4	40	60	100
	ADVANCED EDResearcher	Methodology of Educational Research I	MED105	4	40	60	100
VALUE ADDED COURSES	ADVANCED EDGLOBAL	Global Connect/ International Aspect Activities	MED106	1	25		25
	ADVANCED EDProfile	Digital Portfolio Construction	MED107	1	25		25
SKILL BASED COURSES	ADVANCED EDValue	Health, Personality Grooming and Fitness	MED108	1	25		25
		Language Proficiency	MED109	1	25		25
		Expository writing	MED110	1	25		25

	ADVANCED EDTech	Academic Search Engines	MED111	1	25		25
				26	**410**	**240**	**650**

Semester-II

	MODULES	COURSES	COURSE CODE	CREDITS	Internal	External	Total
SPECIALIZED COURSES	**ADVANCED EDEXpert**	Foundations of Early Childhood Care and Education	MED201	4	40	60	100
		Foundation of Elementary Education	MED202				
		Secondary and Higher Secondary Education	MED203				
CORE COURSE+ Field Attachment	**ADVANCED EDLearner**	Field Attachment in Teacher Education and Field Attachment in School II	MED204	4	100		100
	ADVANCED EDSocial	Sociology of Education	MED205	4	40	60	100
		Teacher Education II	MED206	4	40	60	100
VALUE ADDED COURSES	**ADVANCED EDGLOBAL**	Shaping Global Citizens/ International Aspect Activities	MED207	1	25		25
	ADVANCED EDProfile	Career Trajectory	MED208	1	25		25

	MODULES	COURSES	COURSE CODE	CREDITS	Internal	External	Total
CORE COURSE	**ADVANCED EDResearcher**	Methodology of Educational Research II	MED209	4	40	60	100
		Dissertation Proposal Writing and Presentation	MED210	1	25		25
ELECTIVE COURSE	**ADVANCED EDMentor**	Principles and Practices of Guidance and Counselling	MED211-MED213	4	40	60	100
	ADVANCED EDManager	Educational Management, Planning and Finance					
	ADVANCED EDEdge	Introduction to Educational Technology					
SKILL BASED COURSE	**ADVANCED EDValue**	Public Speaking and Event Management	MED214	1	25		25
		Special Education	MED215	1	25		25
	ADVANCED EDTech	Library and Digital Technologies	MED216	1	25		25
			Total	**30**	**450**	**300**	**750**

Semester-III

	MODULES	COURSES	COURSE CODE	CREDITS	Internal	External	Total
CORE COURSE+ Field Attachment	**ADVANCED EDLearner**	Field Attachment in Teacher Education and Field Attachment in School III	MED301	4	100		100
	ADVANCED EDResearcher	Dissertation Evaluation and Report Writing	MED302	1	25		25

	MODULES	COURSES					
	ADVANCED EDTutor	Educational Studies	MED303	4	40	60	100
		Measurement, Assessment and Evaluation	MED304	4	40	60	100
		Curriculum Studies	MED305	4	40	60	100
	ADVANCED EDSocial	History, Politics and Economics of Education	MED306	4	40	60	100
VALUE ADDED COURSES	ADVANCED EDGLOBAL	Education for Sustainable Development	MED307	1	25		25
	ADVANCED EDProfile	Interview Preparation	MED308	1	25		25
ELECTIVE COURSE	ADVANCED EDManager	Educational Leadership	MED309-MED311	4	40	60	100
	ADVANCED EDMentor	Organization and Administration of Guidance Services in India					
	ADVANCED EDEdge	Instructional Technology					
SKILL BASED COURSES	ADVANCED EDValue	Eduprenuership	MED312	1	25		25
	ADVANCED EDTech	Developing a MOOC Course,	MED313	1	25		25
			Total	29	425	300	725

Semester-IV

	MODULES	COURSES	Semester	CREDITS	Internal	External	Total
CORE COURSE+ Field Attachment	ADVANCED EDLearner	Field Attachment in Teacher Education and Field Attachment in School IV	MED401	4	100		100

	ADVANCED EDResearcher	Dissertation Writing	MED402	1	25		25
VALUE ADDED COURSES	ADVANCED EDGLOBAL	Cross Curricular Projects/ International Aspect Activities	MED403	1	25		25
	ADVANCED EDProfile	Placement	MED404	1	25		25
ELECTIVE COURSE	ADVANCED EDMentor	Measurement for Guidance and Counselling	MED405-MED407	4	40	60	100
	ADVANCED EDManager	Human Resource Management in Education					
	ADVANCED EDEdge	ICT in Education					
SKILL BASED COURSES	ADVANCED EDValue	Leading and Managing Innovation in Education	MED408	1	25		25
	ADVANCED EDTech	Developing an Online Content	MED409	1	25		25
			Total	13	265	60	325

12. ASSESSMENT AND EVALUATION

There are assessments at the end of modules. The internal evaluation will be marked on the basis of the tests, sessional work, class participation, seminar/quiz, workshop the average of these is considered. The policy on the evaluation component of sessional work is decided by the course coordinator and Dean and is announced separately for each course. The end semester examination for skill in teaching examination includes conduct of teaching in the presence of aninternal examiner in first and second semester and external examiner in third and fourth semester.

The medium of examination is English, Hindi and Punjabi. The student can opt for any one from the three.

Assessments form an integral part of a 2-year Master's Degree Program at Chitkara College of Education as it helps the programme curators to assess the learning progress of the Alpha Masters which helps to make overall improvement in their learning process.

13 RULES FOR ATTENDANCE

As detailed in NCTE Regulations 2014 the minimum attendance of student teachers will have to be 80% for all course work and practicum and 90% for school internshipfor the student to be eligible to appear for end semester examination. A special consideration of

10% in this mandatory requirement is possible only in extreme circumstances and at the sole discretion of the Vice Chancellor of the university. There is no weightage for attendance in evaluation criteria.

Students are encouraged to participate in co-curricular activities conducted by prestigious institutions at National/International level. Such students would be eligible for grant of Special Duty Leaves (limited by a cap decided by the Vice Chancellor) to make up for the attendance, in case any class work is missed during this period. This privilege extended to students will not be termed as right and is limited to just the attendance benefit.

14 GRADING SYSTEM

Criteria to Pass Examination: Based on the marks obtained by the student in a particular course as described in tables above, the grade in that course is obtained, in accordance with the table 2.

TABLE – 2: SCHEME OF GRADES (FOR VARIOUS SUBJECTS)

For 25 Marks	For 40 Marks	For 50 Marks	For 75 Marks	For 100 Marks	For 150 Marks	For 200 Marks	Grade	Qualitative Meaning	Grade Points
							Ab	absent	0
							I	Incomplete	0
0-9	0-15	0-19	0-29	0-39	0-59	0-79	F	Fail	0
10	16-17	20-21	30-32	40-44	60-66	80-89	P	Pass	4
11	18-19	22-24	33-37	45-49	67-74	90-99	C	Average	5
12	20-21	25-26	38-40	50-54	75-81	100-109	B	Above Average	6
13-14	22-23	27-29	41-44	55-59	82-89	110-119	B+	Good	7
15-17	24-27	30-34	45-52	60-69	90-104	120-139	A	Very Good	8
18-19	28-31	35-39	53-59	70-79	105-119	140-159	A+	Excellent	9

20-25	32-40	40-50	60-75	80-100	120-150	160-200	O	Outstanding	10

If a student obtains grade P or above, he/she is declared pass in that subject. The grade F is equivalent to being fail in that subject, in which case, the student has to reappear in the supplementary examination of that subject again in September or as fixed by the Examination Department, after payment of prescribed examination fee.

(i) Where a case of unfair means is pending, a 'Grade I' is awarded till the case is finalized

(ii) Where a case of indiscipline is pending, a 'Grade I' is awarded till the case is finalized

(iii) In cases of unfair means and indiscipline where the results for a particular examination are declared null and void, a 'Grade I' is awarded till the case is finalized

(iv) In cases, where the student does not complete his course work because of some reason viz, shortage of attendance / is absent in the end term examination, a 'Grade I' is awarded till the case is finalized

Course Code Scheme

Sample Course Code						
A	M	L	3	2	0	3

First two letters would indicate the academic Unit offering the course

Third letter would indicate the type of Course

First Number = Credits of the course = **Round up (Lecture hours per wk * 1 + Tutorial Hours per wk * 0.5 + Lab hours per wk * 0.5)**

Second Number = Year of Program

Last Two numbers = Sequencing of course

Allotment of first two letters	
ED	Education
Third letter	
L	Course with only theory component
P	Course with only Lab component

T	Training, Dissertation
W	Workshop course
E	Elective
First numeral	
1	1 credit course
2	1.5 or 2 credit course
3	2.5 or 3 credit course
4	3.5 or 4 credit course
5	4.5 or 5 credit course
6	5.5 or 6 credit course

Second Numeral (this number indicates the incremental year of study after 12th class)	
7	6.5 or 7 credit courses
8	7.5 or 8 Credit Course
9	8.5 or 9 or more credit course
0	For courses are after 10th
1	Year 1
2	Year 2
3	Year 3
4	Year 4
5	Year 5
6	Year 6
7	Year 7

Third and Fourth Numerals (Sequencing of Course)	
01	Course Number 1
02	Course Number 2
03	Course Number 3
04	Course Number 4

05	Course Number 5
06	Course Number 6
07	Course Number 7

Calculation of CGPA

The CGPA (calculated on a 10point scale) would be used to describe the overall performance of a student (from the semester of admission till the point of reckoning) in all courses for which LETTER GRADES will be awarded. GPA will indicate the performance of student for any particular semester. Formulas for calculation of GPA and CGPA has been provided as below:

$$GPA_i = \frac{\sum_{j=1}^{n} C_{ij} G_j}{\sum_{j=1}^{n} C_{ij}} \qquad CGPA = \frac{\sum_{i=1}^{N}\left(GPA_i * \sum_{j=1}^{n} C_{ij}\right)}{\sum_{i=1}^{N}\left(\sum_{j=1}^{n} C_{ij}\right)}$$

Where n = number of subjects in the semester; N = number of semesters; GPA_i = GPA for the ith semester; C_{ij} = number of credits for the jth course in ith semester; and G_j = Grade point corresponding to the grade obtained in the jth course.

Table below shows the grade point for every valid grade, that may be awarded to a student pursuing a particular course:

Example to Understand the Calculation of GPA

Suppose a student is registered in four courses 'W', 'X', 'Y' and 'Z' in a particular semester as mentioned below in the Column - I of the table. Column - II in the table below depicts the number of credits, which those courses carried. At the end of the semester, student was awarded with the grades as mentioned in Column – III in the table given below. Column – IV indicates the corresponding grade weight. Column – V and Column – VI indicate essentially the Credit value and Grade Points for every course completed by a student in that particular semester.

Courses in which student registered (Col – I)	Credits (Col–II)	Letter Grade (Col–III)	Grade Value (Col–IV)	Credit Value (Col–V)	Grade Points (Col–VI)
Course W	3	B	6	3 x 6	18
Course X	3	A	8	3 x 8	24
Course Y	3	O	10	3 x 10	30
Course Z	2	O	10	2 x 10	20

Total	11			Total	92

Thus, the total GPA of the student would be =

$$GPA = \frac{Total\ grade\ pts.}{Total\ no.\ of\ credits} = \frac{92}{11} = 8.36$$

Suppose the GPA of the student in two successive semesters is 7.0 and 8.0 with respective course credits being 12 and 11, then the

$$CGPA = \frac{7 \times 12 + 8 \times 11}{12 + 11} = \frac{84 + 88}{23} = 7.48$$

15 PROMOTION AND REGISTRATION

Any bonafide student, who appears for the examination conducted by the University, shall be promoted to the next higher semester and shall carry forward all course(s) / subject(s) in which he/she is declared fail. The student shall have to pass all papers within stipulated maximum duration as prescribed by the University to qualify for the award of degree. Further, any specific condition stipulated for a particular course, by the concerned regulatory body shall be enforced.

All students are eligible to register for next semester irrespective of number of backlogs unless a criterion is specified for any particular course.

A student is not permitted to register in a term if

(i)   He/she has dues outstanding to the University, hostel, or any recognized authority or body of the University, or

(ii) His/her grade sheet in his/her immediately preceding term is withheld, or

(iii) He/she has been specifically debarred or asked to stay away from that term

Late registration may be granted in case a student fails to register on the stipulated date. Students failing to register on the specified day of registration will be allowed to register only after permission from Dean of School and after paying the stipulated late fee. Any student who has not registered will not be allowed to attend classes.

The registration of the student may be cancelled, if at the later stage, it is found that the student is not eligible for registration due to following reasons:

(a) If the registration of a student in a Course is not found to be in accordance with the regulations, his/her registration in that Course will be cancelled and the grade obtained, if any, will be rejected.

(b) The registration of a student in a Course or complete set of Courses in a term can be cancelled by the concerned authority when he is found guilty in cases of unfair means, breach of discipline, etc. or when he/she persistently and deliberately does not pay his dues.

(c) Absence for a period of four or more weeks at a stretch during a term shall result in automatic cancellation of the registration of a student from all the Courses in that term.

A student who is duly registered in a term is considered to be on the rolls of the university. After registration, if he withdraws from the term, or has been given prior permission to temporarily withdraw from the University for the term, or has been asked to stay away by an appropriate authority of the University will be considered to be on the rolls of the University for that term. While such a student retains the nominal advantage of being on the rolls of the University the loss of time from studies and its consequences cannot be helped by the University.

If for any valid reason a student is unable to register in a term, he must seek prior permission of Dean of School to drop the term. If such permission has not been requested or after a request the permission has been denied, his name would be struck off the rolls of the University and he would no longer be a student of the University. His case will be automatically processed and the file will be closed. However, if such a student, after his name has been struck off the rolls of the University, is permitted to come back, his case can be considered at the sole discretion of the competent authority of the University with the provision that all his previous records as a former student are revived under the current academic and administrative structure, regulations and schedule of fees.

16 MIGRATION/CREDIT TRANSFER POLICY

The following procedures will be followed for credit transfer for student under migration, studied in other Universities in India and Abroad:

"The credits earned by the student from the other universities in India or abroad shall be transferred as such. The Degree shall only be awarded to candidate subject to the condition that student earned the minimum no. of credit defined by Academic Regulation/APG of the Programme run by the Chitkara University."

17 ELIGIBILITY TO AWARD THE DEGREE

As per the conditions given in section 8 of Academic Regulations, a GPA of 4 is required to receive degree in the Education Program, the credits to be earned are 116.

A student is deemed to have fulfilled the requirement of graduation for a degree or a higher-level degree when he has:

i.   Cleared all Courses prescribed for the Programme

ii. Cleared the total credit requirements of Thesis, Seminar and Dissertation as applicable

iii. Obtained the minimum CGPA 4.5 for the award of degree (CGPA will be calculated for minimum no. of Credits required for the M.Ed. Programme)

iv. Earned the minimum credits required for the M.Ed. Programme, i.e., 116 Credits

v. Satisfied all requirements of these regulations.

A student is deemed to have become eligible for the degree if, in addition to satisfying the above requirements he has:

(a) Satisfied all rules of evaluation

(b) No case of indiscipline or unfair means is pending against him.

However, in case of a student having outstanding dues against him to be paid to the University, Hostel or any other recognized organ of the University, his degree will be withheld until the said dues are cleared.

Under extreme exceptional circumstances where gross violation of graduation is detected at a later stage the Academic Council may recommend to the Governing Body the recall of a degree already awarded.

18. PROGRAMME OVERVIEW

Module Name: ADVANCED EDLearner

1. **MODULE BIOGRAPHY:**

This module will imbibe in the αlpha Masters a zeal to learn more about the psychological and academic needs of αlpha teachers, αlpha generation and Z generation in the contemporary world. They will also be trained to function as a dedicated and innovative teacher. An αlpha Master is a learner first and evolves into a better teacher by imbibing the learning from her daily experiences in and outside the class.

The module will help αlpha Masters gain practical and theoretical knowledge of the workings of the human mind and the various factors that affect a learner's capacity to learn. The αlpha Masters shall become adept at using their knowledge of emotions, learning, motivation, personality and intelligence to bring about effective changes in the αlpha teachers' performance and behavior. They will also become confident at using various techniques to assess personality and intelligence. It will also provide them with the tools to nurture creativity and problem solving in αlpha Teachers. αlpha Masters will gain immense knowledge about group dynamics and utilize it in the classroom. The αlpha Masters will be equipped with the right knowledge and tools to help them manage their classes well and deal with the αlpha Teachers, αlpha and Z generations effectively.

Field attachment with schools is an integral part of Teacher Education Program under the module ADVANCED EDLearner. It provides αlpha Masters with the opportunity to learn to function as a teacher under an extended internship program. The αlpha Masters are provided with an intensive training in teaching so that by the end of the degree they have a huge repertoire of practical knowledge in teaching and can very aptly and confidently handle the various classroom situations.

2. SUBJECTS TO BE COVERED UNDER THIS MODULE

- Psychology of Learning and Development
- Field Attachment with Schools

3. STATUTORY MAPPING

The module on ADVANCED EDLearner maps itself to the following courses of CURRICULUM FRAMEWORK: TWO-YEAR M.ED. PROGRAMME (As Approved in the NCTE Recognition Norms and Procedures, 2014).

- Course 1: Psychology of Learning and Development: under Common Core- Page No. 4, and under Section 2: 3.2.2. a) Perspective Courses: Psychology of Education, Pg 15.
- Course 2: Field Attachment with School: under Common Core- Page No. 4, and under Section 2: 3.2.2 c) Teacher education component: Pg 18.

4. ETHOS OF THE MODULE

The philosophy of this module is to envision the αlpha Masters as lifelong learners and teachers. αlpha Masters must be able to understand the learner and his needs in the contemporary world and for this they need to be trained to function as an effective teacher. αlpha Masters are not only teachers, but also guides and mentors who need practical experiences in dealing with the αlpha and Z generations, and αlpha teachers so that they can develop into well-rounded personalities.

5. MODULE BANDWIDTH

This module will help the αlpha Master to have an experience of practical training in teaching that will lead to effective employability. This module will help αlpha Master to be specialized in the areas where he/she is in direct contact with the children ranging from age group of 3+ to 16 years, and with αlpha Teachers. The trained αlpha Master will become proficient in handling classes. The absorption areas of employment where αlpha Master might have a scope are as follows:

- Teacher: as he/she understands the learner and his/ her needs very well
- Guidance worker as has the capacity to guide the students and provide them with the required help

- Mentor
- Researcher as in the classroom situation is continuously involved in identifying the problems and finding solutions for them.
- Education enabled service providers

6. MODULE SWOT

6.1 Strength

- αlpha Master gets an opportunity to understand the social, emotional and cognitive development of the Generation- z and Generation- αlpha learners
- αlpha Master learns to plan and execute lessons in a typical formal school setting
- αlpha Master puts theory into practice in real school and college environment
- αlpha Master critically analyzes the gained teaching experiences in actual school environment
- αlpha Master gets a detailed knowledge of the following constructs- personality, emotions, thinking, motivation, intelligence, creativity.
- αlpha Master gains practical knowledge of applying various theories in classrooms.

6.2 Weakness

- αlpha Masters lacks the competency to put their theoretical knowledge to practice
- αlpha Master lacks the ability to address the concerns of students
- The associate school in which he/she is pursuing the internship does not allow the αlpha Master freedom to experiment in the class

6.3 Opportunity

- αlpha Master gets an opportunity to gain detailed knowledge of the following constructs- personality, emotions, thinking, motivation, intelligence, creativity
- αlpha Master gets an opportunity to gain experience from an elongated teaching practice
- αlpha Master gets an opportunity to work under the scholarship mode of internship

6.4 Threat

The schools are not ready to accept the concept of assistant teachers thus limiting the exposure of αlpha Master to the routine working of the school thus hampering her process of learning.

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Semester: 1

Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
Psychology of Learning	MED101	Theory	Hours	Practical	Hours	Theory (External)	Practical	

and Development						(Internal)	
		3 Credits	45	1 Credit	30	60	40
							100

COURSE BIOGRAPHY

This course will help αlpha Masters gain practical and theoretical knowledge of the workings of the human mind and the various factors that affect a learner's capacity to learn. The αlpha Masters shall become adept at using their knowledge of emotions, learning, motivation, personality and intelligence to bring about effective changes in the αlpha teachers' performance and behavior. They will also become confident at using various techniques to assess personality and intelligence. The course will help the αlpha Masters develop skills to deal with adjustment and stress related issues in αlpha Teachers. It will also provide them with the tools to nurture creativity and problem solving in αlpha Teachers. αlpha Masters will gain immense knowledge about group dynamics and utilize it in the classroom. So this course will equip the αlpha Masters with the right knowledge and tools to help them manage their classes well and deal with the αlpha Teachers, αlpha and Z generations effectively.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- understand the concept of Growth and Development.
- evaluate the following constructs- personality, emotions, thinking, motivation, intelligence, creativity.
- gain practical knowledge of applying various theories in classrooms.
- administer, score and interpret Intelligence tests
- analyze and manage their own emotions and those of αlpha teachers.
- address the intellectual and behavioural difficulties faced by students.
- administer, score and interpret Personality tests
- utilize coping strategies to deal with stress.
- encourage critical thinking and problem solving in αlpha Masters.

Theory: Credits- 3 (45 Hours)

UNIT-I

Concept of Personality, Emotions and Learning

1. Growth and Development: Concept and Principles
2. Personality: Concept and Theories: Psychoanalytic (Freud, Jung), Humanistic (Rogers), Trait (Allport), Social-cognitive (Mischel)

3. Emotions- Concept, Theories (James-Lange, Cannon-Bard, Schacter-Singer), Concept of EQ
4. Learning theories: Behaviourist (Pavlov, Skinner), Cognitive (Piaget), Constructivist (Bruner, Vygotsky), Gestalt (Wertheimer, Koffka, Kohler), Drive-reduction (Hull)

UNIT-II

Intelligence and Creativity

1. Intelligence- Concept, Theories (Sternberg, Gardner), Testing (history and types of intelligence tests)
2. Concept of IQ, Intellectual disability in students: Causes, signs and symptoms, therapy
3. Nurturing Creativity in students- Concept and techniques, Metacognition
4. Critical thinking and Problem solving in students- Concept and Techniques

UNIT-III

Social Learning and Group behaviour

1. Social learning- Concept, Importance, Bandura's theory of learning
2. Aggression- Concept, Types, Addressing classroom aggression
3. Behavioural difficulties in children- Concept, Types, Management in classroom, Juvenile delinquency, Creating a conducive learning environment
4. Group dynamics in Instructional settings- Concept, Processes (Structure, Interaction, Cohesiveness, goals, norms), Techniques to study groups (Observation, Sociometry, Questionnaires, Cumulative records)

UNIT-IV

Stress, Motivation and Transformative Learning

1. Stress- Concept, General Adaptation Syndrome (Selye), Lazarus and Folkman's theory
2. Adjustment- Concept, Process, Factors; Coping with Stress: Strategies
3. Motivation- Concept, Theories: Maslow's Hierarchy of Needs, Alderfer's ERG theory, Herzberg's dual factor theory, McClelland's achievement motivation
4. Transformative Learning (Mezirow)- Concept, teaching practices

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. Administration and scoring of an Intelligence test (WAIS/ Jalota Mental Ability Test) on students or on alpha teachers.

or

Administration and scoring of a personality test (MBTI/MMPI/Rorscach's inkblot) on students or alpha teachers.

2. Writing a Case-study on a child with behavioural difficulties.

   or

   Understanding group dynamics of alpha Teachers using different techniques and tools.

ASSESSMENT FRAMEWORK FOR PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face to Face Mode	Social learning- Concept, Importance, Bandura's theory of learning	12 hours
	Aggression- Concept, Types, Addressing classroom aggression	
	Behavioural difficulties in children- Concept, Types, Management in classroom, Juvenile delinquency, Creating a conducive learning environment	
	Group dynamics in Instructional settings- Concept, Processes (Structure, Interaction, Cohesiveness, goals, norms),Techniques to study groups (Observation, Sociometry, Questionnaires, Cumulative records)	
	Intelligence- Concept, Theories (Sternberg, Gardner), Testing (history and types of intelligence tests)	

	Concept of IQ, Intellectual disability in students: Causes, signs and symptoms, therapy	
	Nurturing Creativity in students- Concept and techniques, Metacognition	
	Critical thinking and Problem solving in students- Concept and Techniques	11 Hours
CONTROLLED PRACTICE		
Hybrid	Growth and Development: Concept and Principles	11 Hours
	Personality: Concept and Theories: Psychoanalytic (Freud, Jung), Humanistic (Rogers), Trait (Allport), Social-cognitive (Mischel)	
	Emotions- Concept, Theories (James-Lange, Cannon-Bard, Schacter-Singer), Concept of EQ	
	Learning theories :Behaviourist (Pavlov, Skinner), Cognitive (Piaget), Constructivist (Bruner, Vygotsky), Social Learning (Bandura), Gestalt (Wertheimer, Koffka, Kohler), Drive-reduction (Hull)	
Blended	Stress- Concept, General Adaptation Syndrome (Selye), Lazarus and Folkman's theory	11 Hours
	Adjustment- Concept, Process, Factors; Coping with Stress: Strategies	
	Motivation- Concept, Theories: Maslow's Hierarchy of Needs, Alderfer's ERG theory, Herzberg's dual factor theory, McClelland's achievement motivation	
	Transformative Learning (Mezirow)- Concept, teaching practices	
FREE PRACTICE		
Tasks for the Alpha Masters	Administration and scoring of an Intelligence test (WAIS/Jalota	4 Hours

| | Mental Ability Test) on students or on Alpha teachers.

or

Administration and scoring of a personality test (MBTI/MMPI/Rorscach's inkblot) on students or Alpha teachers | 4 Hours |
|---|---|---|
| **RESEARCH WORK** | | |
| Tasks for the Alpha Masters | Writing a Case-study on a child with behavioural difficulties

or

Visit to/Online research on a Special education center and reporting on its structure and functioning | 8 Hours |

SUGGESTED READINGS:

- Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
- Bigge, M., L. &Hun,t M., P. (1968) : Psychological foundations of education, 2nd Edition, N.Y. Harper & Row.
- Bigge, Morris. L (1971): Learning theories for teachers (2nd Edition). New York: Harper & Row.
- Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
- Damon, W. (1983): Social and Personality Development Infancy Through Adolescence.New York: Norton.
- Dash. M. (1994): Educational Psychology. New Delhi: Deep& Deep Publications.
- Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
- Engler, B. (1991): Personality Theories: An Introduction (3rd Ed.). Boston: Houghton Mifflin Company.
- Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.
- Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.
- Hall, C. S. &Lindzey, G. (1970). Theories of personality (2nd edition). New York: John Wiley & Sons, Inc.
- Hilgard, E.R. &Bower, S.H., (1975). Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.
- Hurlock, E. B. (2004): Developmental Psychology: A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.

- Kundu, C.L. &Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
- Lazarus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
- Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India
- Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
- Mazur, J.E. (1994): Learning and Behaviour. (3rd ed.). Englewood Cliffs. New Jersey; Prentice Hall16
- Rani, A. (2011): Psychology of Learning Behavior. New Delhi, Centrum Press.
- Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.
- Vergas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.

Blueprint of ADVANCED EDLearner: Psychology of Learning and Development

Time: 3 hours   **Max Marks: 60**

Course Name	Internal	External	LA	SA	VSA	MCQ
Psychology of Learning and Development	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA) marks	**3*6= 18 marks**	**Short Answer (SA)**	**4*4= 16**
Very Short Answer (VSA)	**8*2= 16 marks**	**MCQ**	**10*1= 10 marks**

FIELD ATTACHMENT (400 Marks)

COURSE BIOGRAPHY

Field Attachment with the schools is an integral part of Teacher Education Program under the module ADVANCED EDLearner. It provides αlpha Masters with an opportunity to learn to function as a teacher under an extended internship program. The αlpha Masters are provided with an intensive training in teaching so that by the end of the degree they have a huge repertoire of practical knowledge in teaching and can confidently handle the various classroom situations.

COURSE OBJECTIVES

The course will enable the αlpha Masters to: –

- develop conceptual and practical understandings about teaching and learning in school and college environment.
- understand the learner, learning behaviour and learning situations.
- understand and develop meaningful learning sequences appropriate to the different levels of learning.
- mobilize appropriate resources for learning.
- initiate the αlpha Masters towards the practical process of teaching and learning.
- sensitize the αlpha Masters towards the prevailing formal school settings and to observe them meaningfully in order to acclimatize themselves for their future role as educators.
- learn to plan and execute lessons in a typical formal school and college setting.
- work under the guidance of experienced teachers.
- know which types of records are maintained in the school/college and how they are prepared
- develop an insight about co- curricular and extra curricular activities organized in the schools and colleges
- enable the αlpha Masters to critically analyze the gained teaching experiences in actual school and college environment

Tasks for The αlpha Masters during the field attachment

1. Reflections of αlpha Masters diary
2. Anecdotal Record

ASSESSMENT FRAMEWORK OF FIELD ATTACHMENT PER SEMESTER

Reflections of αlpha Masters (Internship diary)	Anecdotal Record	Associate School /College Assessment	School /College Attendance	Total Marks
25	25	30	20	100 Marks

Distribution of marks of attendance in evaluation criteria

20 marks = 90% and above   **15 marks= 80%-90%**   **10 marks=70%-80%**

05 marks = 60%-70%   **00 marks=40%-60%**   **-05 marks=less than 40%**

SUGGESTED READINGS

- Mora, J.C. and Wood, Keith (2014). Practical Knowledge in Teacher Education. Oxfordshire: Routledge.
- Luthans, Fred (1981). Organizational Behaviour. Tokyo: McGraw-Hill International Book Co.
- Robbins, S. P. (2009). Organisational Behaviour. India: Pearson Prentice Hall.
- Bany, M., and Johnson, L. (1964). Classroom Group Behaviour : Group Dynamics in Education. New York: The Macmillan Company.

ADVANCED EDSocial

1. MODULE BIOGRAPHY

The module ADVANCED EDSocial focuses on different philosophical methods in Education, skills of socializing with Generation-Z and Generation- α learners and the historical developments of education in India. It also portrays the progressive journey in the field of education from ancient to modern period and the educational developments taking place in the present scenario. It aims for the development of teaching, learning, communication and writing skills of αlpha Masters and facilitate them in creating theme-based classrooms and to enhance the learning and integrate activities in the class for 21st century learners. With cultural diversity and multilingualism in a developing country like India, αlpha Masters need to understand the diversified needs of Generation- Z and Generation – αlearners.

They are open to the world of digitalization and their minds are being influenced with the digital tools. But at the same time, they should be aware of the developments taking place in the field of Education. Various courses are covered under module ADVANCED EDSocial.

The course of Philosophy of Education inculcates the 21st century skills among the learners such as problem-solving, communication skills, decision-making etc. This requires a clear understanding of the pedagogical approaches in the field of education and ability to correlate education with real life situations. They will also enhance their teaching skills using the disciplinary, multidisciplinary and interdisciplinary approaches in education. With this module, αlpha Masters will also develop the art of socializing which requires a clear understanding of the personality of the Generation- Z and Generation-α learners They are also equipped with digital tools and have easy access to the information and knowledge to be

acquired by them for educational purposes. Moreover, they are easily connected through social media and can easily approach their peer group. As such, they are more tolerant to cultural differences and linguistic diversity and are capable enough to carry multiple roles as a teacher. These characteristics make it all the more necessary for them to be acquainted with techniques of socialization so as to handle the classroom situations &real-life issues. They also need social skills to facilitate their development and in the use of technology wisely and to make them self- reliant to solve their problems.

They also become aware of the different phases of historical developments of education in India from ancient to modern period till the present day and the emerging trends and issues in the education system in India at different levels (elementary, secondary and higher studies). This module will also help them to enhance their teaching skills and reshape the education system as per the National Education Policy 2020 so as to make education more purposeful.

A teacher is said to be a mentor who provides direction to the learners to explore their interests, aptitudes and capabilities. Keeping this in mind, this module enables the αlpha Masters to understand the importance of teacher education. This module throws light on the roles and responsibilities of teacher educator in making prospective teachers and what they are expected to be. Moreover, this module shall enable them to know the functions, roles and outcomes of rules and regulations formulated by various significant bodies specifically for teacher education. Another objective of this module is to make the αlpha Masters understand problems and issues in teacher education.

Teaching is said to be the highly appreciated profession and to maintain the same reputation, it is critical to make the αlpha Masters know the real meaning of teaching as a profession and how to keep on updating and learning new skills. This module also focuses on pre-service teaching and in-service teaching and apprise them about the importance of developing and enhancing these skills.

2. **SUBJECTS TO BE COVERED UNDER THIS MODULE**
   ➢ Philosophy of Education
   ➢ Sociology of Education
   ➢ History, Politics and Economics of Education
   ➢ Teacher Education I & II
3. **STATUTORY MAPPING**

The module on ADVANCED EDSocial maps itself to the following courses in NCTE Curriculum Framework for Teacher Education 2014.

- Perspective Course: Philosophy in Education -Page No. 3-4 under Common Core (Theory and Practicum included); Section 2, Page No. 12, Point 3.2.1; Page No. 15, point 2; Page No. 31, Section 3, point 3.5.1
- Perspective Course:Sociology in Education -Page No. 3-4 under Common Core (Theory and Practicum included); Section 2, Page No. 12, Point 3.2.1; Page No. 16, point 4; Page No. 24, Section 3, point d; Page No. 31 Section 3, point 3.5.1

- Perspective Course: History, Politics & Economics of Education-Page No. 3-4 under Common Core (Theory and Practicum included); Section 2, Page No. 12, Point 3.2.1; Page No. 16, point 4; Page No. 24, Section 3, point d; Page No. 31 Section 3, point 3.5.1
- Course 3: Teacher Education-Page No. 3-4 under Common Core (Theory and Practicum included); Section 2, Page No. 12, Point 3.2.1; Page No. 16, point 4; Page No. 24, Section 3, point d; Page No. 31 Section 3, point 3.5.1
- Perspective Course: Teacher Education I & II Page No. 4under Common Core (Theory and Practicum included), Page 12 Section 2, Point 3.2.1 (c) , 18-23 (c) , 31 Point 3.5.1

4. ETHOS OF THE MODULE

Following ETHOS administers the module ADVANCED EDSocial and guides the αlpha Masters to acquaint themselves with various techniques of teaching.

1. Emerge as αlpha Masters by gaining knowledge about the development stages of Education from ancient to modern times and the changes taking place in the field of education.
2. Be acquainted with the changing trends in the field of Education and can arrange to make Generation- Z and Generation- α learners proficient in developing innovative ideas to make Education more purposeful.
3. Be aware of the concept of human nature and its relation to education.
4. αlpha Masters will value the contributions made by different committees and commissions in shaping the present education system.
5. Demonstrates the connect between education and community and has the capacity to influence the Generation- Z and Generation- α learners.

5. MODULE BANDWIDTH

The module ADVANCED EDSocial will help the αlpha Masters to have a wider umbrella of various expertise which are application oriented and will lead to effective employability. The trained αlpha Masters in this module will help her specialize in various areas related to social responsibilities like social worker, reformer, transformer, change agent, activist etc. The absorption areas of employment where αlpha Master might have a scope are as follows:

- As a Social Worker as he/she does a lot of social work
- As a researcher
- As a Social Science Teacher
- As a Teacher Educator
- As a Policy Maker
- As an Educational Expert
- As an Instructional Expert
- As a member of Corporate Social Responsibility with MNC's
- As a Content developer

- As an NGO worker
- Education Enabled Services Provider Organization

6. MODULE SWOT

6.1 Strength

- Awareness of the stages of development in the field of education
- αlpha Masters will develop art of socialization
- Experience to work for the community and for its upliftment
- αlpha Masters work diligently for preparing the Generation- z and αGenerationfor Community work and Co-curricular activities

6.2 Weakness

- Difficulty in finding enthusiastic αlpha Masters who are sensitive towards the community and its needs
- Difficulty in using technological pedagogies for teaching the 21st century learners and integrating the same for the assessments
- Difficulty in finding trained teachers who are good in integrating Art and Aesthetics in the classroom content delivery
- Not being able to reach a wider community due to time restraints

6.3 Opportunity

- Provide an opportunity to work at the National and then international level for the upliftment of the community and enhancing social skills among αlpha Masters

6.4 Threats

- αlpha Masters being trained might find it more lucrative to work with an NGO rather than adopting teaching as a profession thus resulting in dearth of trained teachers in the school system

PHILOSOPHY OF EDUCATION

Semester: 1

Course Name	Course Code	Total Credits & Hours				Weightage		Total Marks
		Theory	Hours	Practical	Hours	Theory (External) (100)	Practical (Internal) (25)	
Philosophy of Education	MED103	3 Credits	45 Hrs	1 Credit	30 Hrs	60	40	100

COURSE BIOGRAPHY

The course of Philosophy of Education aims to enhance the problem-solving ability, develop communication skills, persuasive powers and writing skills of alpha Masters. The aim of this course is to develop in the alpha Masters capabilities for conceptual analysis and recognize issues from ethical, epistemic, aesthetic and political perspective. This requires a clear understanding of the pedagogical approaches to education. Philosophical concept of education provides training in the construction of clear formulations, making good arguments and using appropriate examples to facilitate clear understanding in the field of education and in real life situations. The Philosophical perspective of education examines the goals, forms, techniques, methods, and meaning of education. Having easy access to information, the 21st century learners will be able to acquire different philosophical methods in Education. They will be able to enhance their teaching skills using the disciplinary, multidisciplinary and interdisciplinary aspects of education and learn about the nature and types of knowledge. These features make it all the more necessary for the alpha Masters to be aware of the concept of human nature and its relation with society and appreciate the contributions made by different schools of philosophy so as to connect education with society.

COURSE OUTCOMES

The course will enable the alpha Masters to:

- comprehend the meaning and concept of philosophical perspectives in education.
- equip students with the basic terms and concepts of the subject of philosophy of education.
- make students aware of the concept of human nature and its relation to education.
- gain knowledge of the contribution of Western philosophy and Indian Philosophy to Education.
- enable to understand the relevance of philosophy with educational theory and practice.
- illustrate education as a process for upliftment of society.

- able to identify the factors constituting upbringing of Generation-Z and α-learners and the best educational practices required for improving their social skills.
- help students appreciate the role of Indian philosophy like Vedanta & Sankhaya in education/schools in India.
- sensitize the students about the concerns of human beings and their contributions in education.

Theory: Credits- 3 (45 Hours)

UNIT- I

Philosophy and Education

a) **Philosophy:** Meaning, Definitions, Concept, Nature and Significance
b) **Scope of Philosophy in Education**: Metaphysics, Epistemology and Axiology
c) **Philosophical methods:** Analysis, Synthesis, Induction, Deduction, Dialectical
d) **Education as a disciplinary, interdisciplinary and multidisciplinary field**

UNIT-II

Educational Philosophy

a) **Educational Philosophy**: Meaning, concept and aims of Educational Philosophy
b) **Role of Philosophy and Curriculum**
c) **Functions of Philosophy**: Speculative, Analytic, Prescriptive
d) **Philosophy and Teaching Methods**

UNIT- III

Contribution of Indian and Western Philosophy in Education

a) **Knowledge**: meaning, nature, types
b) **Vedic Philosophy**: Historical Developments of philosophical thoughts
c) **Impact of prominent schools of Indian philosophies on education**: Vedanta, Sankhaya & Yoga
d) **Indian Philosophy and Value Education** Axiology and Education: Critical appreciation of the contribution made by Upanishads, Bhagavad Gita, Buddhism, Jainism, Christianity, Islam, Sikhism

UNIT-IV

Modern Thinkers and Philosophical approaches to Education

a) **Thoughts of Modern Thinkers**: M.K Gandhi, Vivekananda, Paulo Freire, Wollstonecraft, Nel Noddings, Savitribai Phule, Rabindranath Tagore, Aurobindo, and Jiddu Krishnamurthy

b) **Philosophical Approaches to Education & their educational Implications**: Idealism, Naturalism, Realism, Pragmatism, Humanism, Existentialism

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. Critical Appraisal of Philosophical Thinkers for its Educational Implications
2. Identifying new trends in research in philosophy of education
3. Report Writing of a panel discussion of the event (Webinar) related to educational philosophy

ASSESSMENT FRAMEWORK OF PHILOSOPHY OF EDUCATION

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face-to-Face Mode	➤ **Philosophy:** Meaning, definitions, Concept, Nature and Significance	(4 hrs)
	➤ **Scope of Philosophy in Education**: Metaphysics, Epistemology and Axiology	(3 hrs)
	➤ **Philosophical methods:** Analysis, Synthesis, Induction, Deduction, Dialectical (5 hrs)	(5 hrs)
	➤ **Vedic Philosophy**: Historical Developments of philosophical thoughts	(2 hrs)

	➤ **Philosophical Approaches to Education & their educational Implications**: Idealism, Naturalism, Realism, Pragmatism, Humanism, Existentialism	(5 hrs)
	➤ **Indian Philosophy and Value Education** Axiology and Education: Critical appreciation of the contribution made by Upanishads, Bhagavad Gita, Buddhism, Jainism, Christianity, Islam, Sikhism	(6 hrs)
CONTROLLED PRACTICE		
Hybrid Mode	➤ **Knowledge**: meaning, nature, types	(1.5 hrs)
	➤ **Education as a disciplinary, interdisciplinary and multidisciplinary field**	(3 hrs)
	➤ **Role of Philosophy and Curriculum**	(1.5 hrs)
	➤ **Impact of prominent schools of Indian philosophies on education**: Vedanta, Sankhaya & Yoga	(1.5 hrs)
	➤ **Educational Philosophy:** Meaning, definitions, Concept, Nature and Significance	(1.5 hrs)
Blended Mode	➤ **Thoughts of Modern Thinkers**: M.K Gandhi, Vivekananda, Paulo Freire, Wollstonecraft, Nel Noddings, Savitribai Phule Rabindranath Tagore, Aurobindo, and Jiddu Krishnamurthy	(5 hrs)
	➤ **Functions of Philosophy**: Speculative, Analytic, Prescriptive	(3 hrs)
	➤ **Philosophy and Teaching Methods**	(3 hrs)
RESEARCH WORK		
	➤ Critical Appraisal of Philosophical Thinkers for its Educational Implications	(10 hrs)

Tasks for the αlpha Masters	➤ Identifying new trends in research in philosophy of education	(10 hrs)
COMMUNITY WORK		
Tasks for the αlpha Masters	➤ Report Writing on a panel discussion of the event (Online/Offline Webinar) related to educational philosophy	(10 hrs)

SUGGESTED READINGS

- Amaldass, A. (2001). Introduction to Philosophy. Chennai: Satya Nilayam Publications. Brubacher, J. (1962).
- Modern Philosophies of Education. -------- McGraw-Hill Co.
- Deota, N. P. (2012). An Insight into Educational Philosophy--An Indian Perspective. Germany: Lap Lambert Academic Publishing. ISBN-978-3-659-17077-5.
- Dewey, J. (1963). Democracy and Education. New York: Mac Millan & Co. Kabir, H. (1961). Indian Philosophy of Education. Bombay: Asia Publishing House.
- Rurk Robert R. (1956). The Philosophical Bases of Education. Bosten, Houghton Miffin
- Sharma, R. N. (2000). Textbook of Educational Philosophy. New Delhi: Kanishka Publishers & Distributors.
- Smith, P. G. (Ed.) (1970). Theories of Value and Problems of Education. London: University of Illinois Press. Thakur, A. S. (1977). The Philosophical Foundations of Education. New Delhi: National Publishing House
- Wynee John P (1947). Philosophy of Education. New York. Prentice Hall. Inc.

Blueprint of ADVANCED EDSocial: Philosophy of Education

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Philosophy of Education	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	Short Answer (SA)	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	MCQ	10*1= 10 marks

SOCIOLOGY OF EDUCATION

Semester: 2

Course Name	Course Code	Total Credits & Hours				Weightage		Total Marks
		Theory	Hours	Practical	Hours	Theory (External) (100)	Practical (Internal) (25)	
Sociology of Education	MED2 05	3 Credits	45 Hrs	1 Credit	30 Hrs	60	40	100

COURSE BIOGRAPHY

The course of Sociology of Education to be provided to αlpha Masters need to learn the skills of socializing with Generation- Z and Generation- α learners. This requires a clear understanding of the personality of the α learners of Generation- Z. The 21st century learner is digitally equipped and has easy access to the information and knowledge to be acquired by them for educational purposes or for their self-interests. They are easily connected through social media and can easily approach their peer group. As such, they are more tolerant to cultural differences and are capable enough to carry multi-tasks at the same time which also results in less attention span among them. These characteristics make it all the more necessary for the αlpha Masters to be acquainted with techniques of socialization so as to handle the real-life situations. They need social skills to facilitate their development and in the use of technology wisely and to make them self- reliant to solve their problems.

COURSE OUTCOMES

The course will enable the αlpha Masters to:

- be aware of the meaning and concept of sociological perspectives in education.
- equip them with the basic terms and concepts of the subject of sociology of education.

- analyse the relationship of society, economy, polity/politics, religion, culture and education.
- appreciate the role of Education in cultural change.
- explain the important issues like social stratification and social mobility.
- identify the factors affecting social change.
- illustrate education as a process of social system and socialization.
- identify the factors affecting social organization.
- explain the concept of social organization.
- help students appreciate the role of agencies like family, community, politics and economy in education/schools in India.
- make them sensitive about the ramifications of the constitutional ideal of protective discrimination and social justice for education.
- enable them to understand the impact of education on social change and mobility.
- discuss the issues of national importance such as social stratification and social mobility.
- explain the concept of social organization and factor affecting it.
- illustrate education as a process of social system and socialization.
- critically analyse social issues such as social change, equity and equality of educational opportunities.

Theory: Credits- 3 (45 Hours)

UNIT-I

Educational Sociology

a) **Educational Sociology:** Meaning, definitions, Concept, Nature and Scope
b) **Sociology of Education**: Relationship of Sociology and Education
c) **Social Organization**: Meaning and Concept, Factors influencing Social Organization folkways, mores, institution and values
d) **Social Structure, Social Stratification, Social Mobility and Education**
e) **Social Change**: Meaning, factors affecting social change, Barriers in social change, structural functionalism, Conflict theory
f) Role of Education in social education, School as a site of social change
g) Enculturation and acculturation, Critical appraisal of the role of School, Parents, Peer group and Community
h) **Parent Education**: Concept, need, objectives and practices

UNIT- II

Social Organization and Culture
a) **Socialization**: Meaning and concept of Socialization
b) **Agencies of Socialization**: family, school, society, community

c) **Role of Education in Socialization**: Social purposes of Education, Social and Cultural Change

d) Role of Education in context to Democratic, Secular, Socialistic and humane society

e) Role of Education in Equality of Educational Opportunity and Social Justice

f) **Role of Education in resolving social issues**: Terrorism, Addiction, Corruption, Environmental degradation

g) **Role of Education in multicultural society**: understanding diversities in Contemporary Indian Society such as multilingual and multi-cultural

h) Education for Naturalism and International Understanding

UNIT III

The Changing Nature of Society and Education in 21st Century

a) Impact of Science & Technology on Society and Education

b) **Modernity & Post modernity**: Concepts of Modernity and Post modernity, Role of Education under modernity and post modernity

c) **Globalization**: Meaning and Scope, Challenges before Education

d) Modernization and Social Processes

e) **Learning Society**: Concept, characteristics and Role of Education

f) **Education for Global Citizenship**: Meaning and nature of Global Citizenship, Role of Education in Global Citizenship

UNIT IV

Education for Sustainable Development and Peace

a) **Sustainable Development**: Concept, dimensions and principles

b) **Education for Sustainable Development**: Concept, need, aims, curriculum, teaching learning and role of the teacher, need of an Interdisciplinary approach

c) **Education for Gender Equity**: Need and importance with special reference to India, Role of education in Women Empowerment

d) Addressing education deprivation of SC/ST/OBC/women/ Rural Population

e) **Human Rights Education**: Concept, need, Role of education with reference to Human Rights, Concept of right Based Schools

f) **Education for Peace**: Concept and need of Peace and Peace Education, Role of Education, Role of Education in developing a culture of Peace

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. Visit to an NGO for resolving social issues and prepare a report
2. Critical Appraisal of Social Thinkers for its Educational Implications
3. Emerging Trends in the shift in value system and behaviour of youth/adults

ASSESSMENT FRAMEWORK OF SOCIOLOGY OF EDUCATION

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face-to-Face Mode	➤ Impact of Science & Technology on Society and Education	(1 hr)
	➤ **Sustainable Development**: Concept, dimensions and principles	(1 hr)
	➤ Enculturation and acculturation: Critical appraisal of the role of School, Parents, Peer group and Community	(2 hrs)
	➤ **Education for Peace**: Concept and need of Peace and Peace Education, Role of Education, Role of Education in developing a culture of Peace	(2 hrs)
	➤ **Social Change**: Meaning, factors affecting social change, Barriers in social change	(2 hrs)
	➤ Role of Education in social education, School as a site of social change	(1 hr)
	➤ **Education for Sustainable Development**: Concept, need, aims, curriculum, teaching learning and role of the teacher, need of an Interdisciplinary approach	(2 hrs)
	➤ **Education for Gender Equity**: Need and importance with special reference to India, Role of education in Women Empowerment	(2 hrs)
	➤ Role of Education in context to Democratic, Secular, Socialistic and humane society	(1 hr)

	➢ Role of Education in Equality of Educational Opportunity and Social Justice	(1.5 hrs)
	➢ **Learning Society**: Concept, characteristics and Role of Education	(1 hr)
CONTROLLED PRACTICE		
Hybrid Mode	➢ **Socialization**: Meaning and concept of Socialization)	(1 hr)
	➢ **Agencies of Socialization**: family, school, society, community	(1 hr)
	➢ **Social Structure, Social Stratification, Social Mobilityand Education**	(2 hrs)
	➢ **Human Rights Education**: Concept, need, Role of education with reference to Human Rights, Concept of right Based Schools	(2 hrs)
	➢ **Modernity & Post modernity**: Concepts of Modernity and Post modernity, Role of Education under modernity and post modernity	(2.5 hrs)
	➢ **Role of Education in multicultural society**: understanding diversities in Contemporary Indian Society such as multilingual and multicultural	(2 hrs)
	➢ Education for Naturalism and International Understanding	(1 hr)
	➢ Addressing education deprivation of SC/ST/OBC/women/Rural Population	(1 hr)
	➢ **Globalization**: Meaning and Scope, Challenges before Education	(1 hr)
	➢ Modernization and Social Processes	(1 hr)

Blended Mode	➢ **Education for Global Citizenship**: Meaning and nature of Global Citizenship, Role of Education in Global Citizenship	(1.5 hrs)
	➢ **Role of Education in resolving social issues**: Terrorism, Addiction, Corruption, Environmental degradation	(4hrs)
	➢ Role of Education in Socialization, Social purposes of Education, Social and Cultural Change	(1.5 hrs)
	➢ **Parent Education**: Concept, need, objectives and practices	(1 hr)
	➢ **Social Organization**: Meaning and Concept, Factors influencing Social Organization folkways, mores, institution and values	(2.5 hrs)
	➢ **Educational Sociology:** Meaning, definitions, Concept, Nature and Scope	(2 hrs)
	➢ **Sociology of Education**: Relationship of Sociology and Education	(1.5 hrs)
RESEARCH WORK		
Tasks to be done by αlpha Masters	➢ Identifying trends in research in sociology of education	(10 hrs)
	➢ Critical Appraisal of Social Thinkers for its Educational Implications	(10 hrs)
COMMUNITY WORK		
Tasks to be done by αlpha Masters	➢ Emerging Trends in the shift in value system and behavior of youth/adults	(10 hrs)

SUGGESTED READINGS

- Aikara, Jacob: Education: Sociological Perspective, Jaipur, Rawat Publishers

- Avijit Pathak: Social Implications of Schooling, New Delhi, Aakar Books
- Bernbanum, Gerald (1997): Knowledge and Ideology in Sociology of Education. London: McMillan Press
- Brown, F.J (1961).: Educational Sociology. New York: Prentice Hall Inc.
- Bruner, J.C (1997). The Culture and Education, London: Harvard University Press
- Cook, L.A. and Cool, E.E.A (1960): Sociological Approach to Education. New York: McGraw Hill
- Gore, Desai and Chitnis (Eds.) (1967): Papers in the Sociology of Education in India. New Delhi: NCERT
- Havighurst, Robert et al (1995): Society and Education. Allyen and Bacon, Baston
- Hurn, C.J. (1993). Limits and Possibilities of Schooling: An Introduction to the Sociology of Education. Boston: Allyn and Bacon
- Mathur, S.S. (1966). A sociological approach to Indian education. Agra: Vinod Pustak Mandir
- Pandey, K.P (1983): Perspectives in Social Foundations of Education. Amitash Prakashan, Ghaziabad
- Gore, M.S (1984): Education and Modernization in India, Rawat Publication, Jaipur
- Kamat, A.R (1985): Education and Social Change in India. Samaiya Publishing co., Bombay
- M.H.R.D. Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
- Maslow, A.H. (Ed.) (1959): New Knowledge in Human Values. Harper and Row, New York
- Mannheim, K. and Steward, W.A.C. (1962): An Introduction to Sociology of Education. London: Routledge and Kegam Paul
- Parsons, T (1951): The Social System. New York: Free Press
- Ruhela, S.P. (Ed.) (1969): Social Development of Educability in India. Delhi: Jain Brothers, 1969.
- R.G. Burgess (1986): Sociology, Education and Schools: An Introduction to the Sociology of Education. London B.T. Bastford Ltd.
- Shukla, S. and Kumar, K. (Eds.) (1985): Sociological Perspectives in Education: A Reader. Delhi: Chanakya Publications

Blueprint of ADVANCED EDSocial: Sociology of Education

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Sociology of Education	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	Short Answer (SA)	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	MCQ	10*1= 10 marks

TEACHER EDUCATION- I

Semester: 1

COURSE BIOGRAPHY

A teacher is said to be a guide who directs her/his students onto the paths as per their current interests, aptitudes and attitudes along with keeping in mind the fruitfulness of today's guidance into its future usage. Taking this into account, this course enables the αlpha Masters to know the significance of teacher education and who a comprehensive teacher educator is. Therefore, focusing the light on the roles and responsibilities of teacher educator in making perspective teachers and what they are expected to be. This course will enable the αlpha Masters to know the functions, roles and outcomes of rules and regulations formulated by various significant bodies like NCTE, NCERT, SCERT, DIET, etc. specifically for teacher education. This course also focuses on teaching profession. Not only this, another objective of this course is to make the αlpha Masters understand problems and issues in teacher education.

COURSE OUTCOMES

The αlpha Masters will be able to:

a) comprehend the scope and importance of teacher education.
b) get familiar with the roles and responsibilities of teachers.

c) understand types of teacher education programmes
d) describe the organisation, structure and functions of different agencies of teacher education at various levels.
e) know the changes in teacher education in NCF, NCFTE.
f) discuss teaching as a profession
g) explain models of teacher education
h) describe the selection, appointment of teacher educators, assessment, evaluation and quality enhancement of teacher education.
i) discuss the problems and issues in teacher education

Theory: Credits- 3 (45 Hours)

Unit- I

Basics of Teacher Education

a) Teacher Education- concept, meaning, nature, scope and Importance, objectives at different levels.
b) Teacher Educators- need and importance, their roles and responsibilities. Scope of teacher education in Preparing teachers for Secondary and Higher Education.
c) Types of Teacher Education Programs- B.Ed. (Two Year), B.Ed. Special Education, B.Ed. Integrated (Four Years), Diploma in Elementary Education, M.Ed. New courses in Teacher Education

Unit- II

Organization, Structure and Role of different agencies of Teacher Education

a) The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels
b) Tracing the changes in Teacher Education in light of National Curriculum Framework (NCF), 2005 and national Curriculum Framework for Teacher Education (NCFTE), 2009 w.r.t. concept, nature, objectives, vision and structure of Pre-service teacher education. Teacher education in NEP 2020.
c) Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas.
d) Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching

Unit- III

Teaching Profession

(a) Concept of Profession and Professionalism. teaching as a profession, professional ethics of teachers
(b) Personal and Contextual factors affecting Teacher Development, ICT Integration

(c) Quality Enhancement for Professionalization of Teacher Education, Teacher accountability and performance appraisal of teachers.

(d) Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models.

(e) Selection, appointment of teachers and induction programmes for teachers, Assessment and Evaluation in teacher education programme.

Unit- IV

Problems and Issues in Teacher Education

(a) Admission Criteria
(b) Assessment of Teacher Effectiveness
(c) Competencies of Teacher
(d) Curriculum Concerns in Teacher Education
(e) Establishing Theory Practice Nexus

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. Study best practices of teacher education institutions and present a report.
2. Comparative Study of teacher education system in India and different countries (any two who have higher ranking in teacher education/ education system). Parameters- eligibility, admission criteria and procedure, programme structure, etc.)

ASSESSMENT FRAMEWORK OF TEACHER EDUCATION-I

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face to Face Mode	➤ Teacher Education- concept, meaning, nature, scope and Importance, objectives at different levels. ➤ Teacher Educators- need and importance, their roles and responsibilities. Scope of teacher	10 hrs

	education in Preparing teachers for Secondary and Higher Education. ➢ Types of Teacher Education Programs- B.Ed. (Two Year), B.Ed. Special Education, B.Ed. Integrated (Four Years), Diploma in Elementary Education, M.Ed. New courses in Teacher Education	
CONTROLLED PRACTICE		
Hybrid Mode	➢ The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels ➢ Tracing the changes in Teacher Education in light of National Curriculum Framework (NCF), 2005 and national Curriculum Framework for Teacher Education (NCFTE), 2009 w.r.t. concept, nature, objectives, vision and structure of Pre-service teacher education. Teacher education in NEP 2020. ➢ Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas. ➢ Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching	13 hrs
	➢ Concept of Profession and Professionalism. teaching as a profession, professional ethics of teachers ➢ Personal and Contextual factors affecting Teacher Development, ICT Integration ➢ Quality Enhancement for Professionalization of Teacher Education, Teacher accountability and performance appraisal of teachers. ➢ Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models. ➢ Selection, appointment of teachers and induction programmes for teachers, Assessment and Evaluation in teacher education programme.	12 hrs

Blended Mode	➢ Admission Criteria ➢ Assessment of Teacher Effectiveness ➢ Competencies of Teacher ➢ Curriculum Concerns in Teacher Education ➢ Establishing Theory Practice Nexus	10 hrs
FREE PRACTICE		
Task for the Alpha Master	Study best practices of teacher education institutions and present a report.	15 hrs
RESEARCH WORK		
Task for the αlpha Master	Comparative Study of teacher education system in India and different countries (any two who have higher ranking in teacher education/ education system). Parameters- eligibility, admission criteria and procedure, programme structure, etc.)	15 hrs

SUGGESTED READING

- J. S. Raput & Walia, K. (2002). Teacher Education in India. Sterling Publishers Private Limited: New Delhi.
- Kauts, A. (2013). Quality Concerns in Teacher Education. Patiala: 21st Century Publications
- Bose, K., and Srivastava, R.C. (1973).Theory and Practice. Teacher Education in India.Allahabad: Chug Publication.
- Byrne, H.R. (1961).Primary Teacher Training. London : Oxford University Press.
- Chaurasia, G. (1977).Challenges and innovations in Education. New Delhi: Sterling Publications (Pvt.) Ltd.
- Dave, R.H., and Crofley, A.J. (1978). Life Long Education and the Training of Teachers. Oxford : Hamburg and Perganon Press.
- Epstein, H.T. (1970).A strategy for Education. London : Oxford University Press.
- Hillard, F.H. (1971).Teaching the Teachers. Trends in Teacher Education. London: George Allen and unwin Ltd.
- Jangira, N.K. (1978).An Experiment in Teacher Education and Teacher Effectiveness. Delhi: Frank Brothers and Co.
- John, M.N. (1971).Towards Accountable Teachers, their appraisal and Improvement. New York: Holt, Rine Hart and Winston.
- Kinney, L.B. (1964).Certification in Education. London: Englewood Cliffs.

- Kothari, R. G. and Patel, J, B (2011).In-service Teacher Education: Training programme for Primary Teachers. Germany:VDM Verlag Publisher.
- Lomax, D.E. (1973).The Education of Teachers in Britain. London: Johnwiley and Sons.
- Mangla, S. (2002).Teacher Education- Trends and Strategies. New Delhi: Sage Publishers.
- National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers. New Delhi: Member Secretary, National Council for Teacher Education.
- National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.
- National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.
- National Curriculum Framework for Teacher Education (2006) NCTE
- NCERT (1991) Secondary Teacher Education Curriculum : Guidelines and Syllabus. New Delhi, NCERT.
- NCERT (1991a).Elementary Teacher Education Curriculum – Guidelines and Syllabus. New Delhi, NCERT.
- NCERT. (l979).Teacher Education curriculum – A Framework. New Delhi.
- NCTE (1988).National Curriculum for Teacher Education – A Framework. New Delhi.
- NCTE. (1978).Teacher Education Curriculum. A Framework. New Delhi, NCERT.
- Panigrahi, S. C., and Biswal, A. (2012).Teacher Education. New Delhi: APA Publishing Corporation.
- Pires, E.A. (1959).Better Teacher Education. New Delhi: University Press.
- Rao, D. (2002).Teacher Education in India. New Delhi: Discovery Publishing House.
- Rao, D. (2003).Teachers in a changing world. New Delhi: Discovery Publishing House.
- Rao, R.(2004).Methods of Teacher Training. New Delhi. Discovery Publishing House.
- Report of the Secondary Education Commission (1954)
- Report of the University Education Commission (1947-48)
- Sharma, S. P. (2003). Teacher Education. New Delhi: Kanishka Publishers (Pvt.) Ltd.
- Smith, E.R. (1962).Teacher Education. A Reappraisal. New York : Harper Row Publishers.
- Stinnet, T.M. (1965).The Profession of Teaching. New Delhi: Prentice Hall of India (Pvt.) Ltd.
- Stone, J.C. (1970).Breakthrough in Teacher Education. San Francisco : Jossey Bass Inc.
- UNESCO, (1978).Developing Instructional Models for Teacher Education. Bangkok:Regional office for Education in Asia and Oceania.

Blueprint of ADVANCED EDSocial: Teacher Education-I

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Teacher Education- I	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	Short Answer (SA)	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	MCQ	10*1= 10 marks

TEACHER EDUCATION- II

Semester: 2

COURSE BIOGRAPHY

Teaching is said to be the noble profession and to maintain the same reputation, it is critical to make the alpha Masters know the real meaning of teaching as a profession and how to keep on updating and learning new skills. This course also focuses on pre-service teaching and in-service teaching and apprise the alpha Masters about the importance of each of these. This course also provides an opportunity to reflect upon the recent trends in teacher education, their relevance in school education, etc and professional development.

COURSE OUTCOMES

The alpha Masters will be able to:

- understand the policies and perspectives of teacher education
- describe the pre-service teaching and its components.
- discuss various approaches involved in teacher education
- comprehend in-service teaching
- get familiar with the organisation and modes of in-service teacher education
- describe Continuing Professional Development of In-Service Teachers.

- understand the various agencies and institutions of in-service teacher education
- acquaint with recent trends in teacher education.

Theory: Credits- 3 (45 Hours)

Unit- I

Perspective and Policies of Teacher Education

(a) Concept of Teacher Development
(b) Concept of andragogy and its principles
(c) Teacher Education in Various Policies and Documents (NPE 1986, POA 1992, NCFTE 2009, Recent NCTE report)

Unit- II

Pre- service Teaching

(a) Pre-service training: Objectives and Scope.
(b) Components of Pre-service secondary teacher education: Core and Specialization courses, practicum, internship, co-curricular activities, working with the community and work experience.
(c) Curriculum transaction in Pre-Service secondary teacher education: Teaching methods, lecture-cum-discussion, Group discussion, Brain storming, use of ICT, internship program.
(d) Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning, Participatory, Peer Coaching.

Unit- III

In-service Teaching and Professional Development

(a) In-service teacher education: Meaning, Significance, Objectives, Scope. Thrusts in in-service teacher education. Organization and Modes of In-service Teacher Education (face to face, distance mode, online and mixed mode). Qualities and characteristics of an effective in-service teacher educator.
(b) Programmes of in-service teacher education- SOPT, PMOST.
(c) Designing of in-service teacher education some basic guidelines. Limitations of in-service teacher education
(d) Continuing Professional Development of In-Service Teachers- Concept and importance of Professional Development. Strategies of Professional Development: workshops, seminars, symposium, panel discussions, conferences self-study, extension lectures, refresher courses, research colloquium

(e) Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)

Unit- IV

Recent Trends in Teacher Education

(a) Trends of research in teacher education – review of a few recent research studies in teacher education with reference to design, findings and implications
(b) Continuous and Comprehensive Evaluation/school-based evaluation
(c) Integrated Approach in Teacher Education
(d) Working with the Community
(e) Innovation in Teacher Education

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. To study various annual reports of SCERT/RIE/NCERT/NUEPA to identify different programmes for professional development.
2. Case study on innovative Institutions in teacher education
3. To study the best practices of the NAAC A++/ NAAC A+ Teacher Education institutes.
4. Interviewing of practicing teachers to identify the nature of in-service teacher education received and the felt needs.

ASSESSMENT FRAMEWORK OF TEACHER EDUCATION-II

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face to Face Mode	➢ Pre-service training: Objectives and Scope. ➢ Components of Pre-service secondary teacher education: Core and Specialization courses, practicum, internship, co-curricular activities, working with the community and work experience. ➢ Curriculum transaction in Pre-Service secondary teacher	12 hrs

	education: Teaching methods, lecture-cum-discussion, Group discussion, Brain storming, use of ICT, internship program. ➢ Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning, Participatory, Peer Coaching.	
CONTROLLED PRACTICE		
Hybrid Mode	➢ Concept of Teacher Development ➢ Factors Influencing Teacher Development ➢ Teacher Education in Various Policies and Documents (NPE 1986, POA 1992, NCFTE 2009, Recent NCTE report) ➢ In-service teacher education: Meaning, Significance, Objectives, Scope. Thrusts in in-service teachereducation. Organization and Modes of In-service Teacher Education (face to face, distance mode, online and mixed mode). Qualities and characteristics of an effective in-service teacher educator. ➢ Various programmes of in-service teacher education like SOPT, PMOST. Various agencies of in-service teacher education ➢ Designing of in-service teacher education some basic guidelines. Limitations of in-service teacher education ➢ Continuing Professional Development of In-Service Teachers- Concept and importance of Professional Development. Strategies of Professional Development:	10 hrs

	workshops, seminars, symposium, panel discussions, conferences self-study, extension lectures, refresher courses, research colloquium ➤ Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)	12 hrs
Blended Mode	➤ Trends of research in teacher education – review of a few recent research studies in teacher education with reference to design, findings and implications ➤ Continuous and Comprehensive Evaluation/school-based evaluation ➤ Integrated Approach in TeacherEducation ➤ Working with the Community	11 hrs
FREE PRACTICE		
Task for the αlpha Master	To study various annual reports of SCERT/RIE/NCERT/NUEPA to identify different programmes for professional development.	10 hrs
RESEARCH WORK		
Task for the αlpha Master	To study the best practices of the NAAC A⁺⁺/ NAAC A⁺ Teacher Education institutes. Interviewing of practicing teachers to identify the nature of in-service teacher education received and the felt needs	10 hrs
COMMUNITY WORK		
Task for the αlpha Master	Case study on innovative Institutions in teacher education	10 hrs

SUGGESTED READINGS

- J. S. Raput & Walia, K. (2002). Teacher Education in India. Sterling Publishers Private Limited: New Delhi.
- Kauts, A. (2013). Quality Concerns in Teacher Education. Patiala: 21st Century Publications
- Bose, K., and Srivastava, R.C. (1973).Theory and Practice. Teacher Education in India.Allahabad: Chug Publication.
- Byrne, H.R. (1961).Primary Teacher Training. London : Oxford University Press.
- Chaurasia, G. (1977).Challenges and innovations in Education. New Delhi: Sterling Publications (Pvt.) Ltd.
- Dave, R.H., and Crofley, A.J. (1978). Life Long Education and the Training of Teachers. Oxford : Hamburg and Perganon Press.
- Epstein, H.T. (1970).A strategy for Education. London : Oxford University Press.
- Hillard, F.H. (1971).Teaching the Teachers. Trends in Teacher Education. London: George Allen and unwin Ltd.
- Jangira, N.K. (1978).An Experiment in Teacher Education and Teacher Effectiveness. Delhi : Frank Brothers and Co.
- John, M.N. (1971).Towards Accountable Teachers, their appraisal and Improvement. New York : Holt, Rine Hart and Winston.
- Professional and Humane Teachers. New Delhi: Member Secretary, National Council for Teacher Education.
- National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.
- National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.
- National Curriculum Framework for Teacher Education (2006) NCTE
- NCERT (1991) Secondary Teacher Education Curriculum : Guidelines and Syllabus. New Delhi, NCERT.
- NCERT (1991a).Elementary Teacher Education Curriculum – Guidelines and Syllabus. New Delhi, NCERT.
- NCERT. (l979).Teacher Education curriculum – A Framework. New Delhi.
- NCTE (1988).National Curriculum for Teacher Education – A Framework. New Delhi.
- NCTE. (1978).Teacher Education Curriculum. A Framework. New Delhi, NCERT.
- Panigrahi, S. C., and Biswal, A. (2012).Teacher Education. New Delhi: APA Publishing Corporation.
- Pires, E.A. (1959).Better Teacher Education. New Delhi: University Press.
- Rao, D. (2002).Teacher Education in India. New Delhi: Discovery Publishing House.
- Rao, D. (2003).Teachers in a changing world. New Delhi: Discovery Publishing House.
- Rao, R.(2004).Methods of Teacher Training. New Delhi. Discovery Publishing House.
- Report of the Secondary Education Commission (1954)

- Report of the University Education Commission (1947-48)
- Sharma, S. P. (2003). Teacher Education. New Delhi: Kanishka Publishers (Pvt.) Ltd.
- Smith, E.R. (1962).Teacher Education. A Reappraisal. New York : Harper Row Publishers.
- Stinnet, T.M. (1965).The Profession of Teaching. New Delhi: Prentice Hall of India (Pvt.) Ltd.
- Stone, J.C. (1970).Breakthrough in Teacher Education. San Francisco : Jossey Bass Inc.
- UNESCO, (1978).Developing Instructional Models for Teacher Education. Bangkok:Regional office for Education in Asia and Oceania.

Blueprint of ADVANCED EDSocial: Teacher Education-II

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Teacher Education-II	**40**	**60**	**6(3)**	**4(4)**	**2(8)**	**1(10)**
Total Marks	**40**	**60**	**18**	**16**	**16**	**10**

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	**3*6= 18 marks**	**Short Answer (SA)**	**4*4= 16 marks**
Very Short Answer (VSA)	**8*2= 16 marks**	**MCQ**	**10*1= 10 marks**

HISTORY, POLITICS AND ECONOMICS OF EDUCATION

Semester: 3

Course Name	Course Code	Total Credits & Hours	Weightage	Total Marks

History, Politics and Economics of Education	MED306	Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	
		3 Credits	45 Hrs (3 Hrs per week)	1 Credit	30 Hrs (2 Hrs per week)	60	40	100

COURSE BIOGRAPHY

The course of History, Politics and Economics of Education outlines the main historical developments of education in India and its progressive journey from ancient to modern period and in the present scenario that have led to its current political and social condition. It also reflects the interdisciplinary approach depicting a close relation between history, politics and economics of education.The αlpha Masters become aware of the emerging trends and issues in the education system in India at different levels (elementary, secondary and higher studies). The 21st century learners also get insights of the contributions made by different commissions and committees that led to shaping the education system in India. These characteristics make it all the more necessary for the αlpha Masters to be acquainted with the background of our education system and develop new techniques of teaching and an ability to reshape the education system as per the National Education Policy so as to make education more purposeful. This course also develops an understanding among the αlpha Masters to analyse the role of politics in education and role of education in the economic development of the country. They need social, technological and innovative skills to facilitate their growth and development and to make them self- reliant to solve their problems.

COURSE OUTCOMES

The course will enable the αlpha Masters to:

- explain concept of education during pre and post-independent India
- trace the progress of education in ancient and medieval India – Vedic, Post Vedic and Buddhist Education, Islamic education
- explain the various issues and trends of education
- enable the students to develop knowledge and understanding of the history of education
- enable the students to understand the historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees during pre and post-independent India
- acquaint the students with the different aspects of national growth and development of the education system
- acquaint the students with the educational development at different levels
- acquaint the students with role of politics in education
- acquaint students with role of education in economic development of the country

Theory: Credits- 3 (45 Hours)

UNIT-I

History of Education in Indian Education System

a) **History of Education**: Need and importance
b) **Education in Ancient India**
c) **Education in Medieval India**
d) **Indian Education System during British Period**: Macaulay's Minutes and its Effect, Woods Dispatch, The Education Commission (1882), The University Commission (1902), The Sargent Report (1944)
e) **Education in the post- Independence period**: The University Education Commission (1948), Secondary Education Commission (1952), Indian Education Commission (Kothari Commission) (1964-66), National Education Policy (1986, 1992, 2020), National Commission on Teacher (1999), National Curriculum Framework (2005), RTE Act (2009)

UNIT-II

Trends and Issues in Education

a) Education in India in the 21st century
b) Millennium Development Goals given by UNESCO Highlighting Education
c) Impact of LPG policies on Indian education
d) Issues in Elementary, Secondary and Higher Education

UNIT-III

The Politics of Education

a) **Political Ideology**: Meaning, concept and need of political ideology & its relation with Education
b) Education in Monarchic, Democratic & Communist countries
c) Constitutional provisions for Education
d) Globalization and politics of Education

UNIT-IV

Education for Economic Development

a) **Education & Economic Development**: Role of Education in Economic Development
   Educational Planning: Manpower approach for educational planning
b) **Skill based Education**

c) **Finance for Education**: Financing for Education in India at various levels at elementary, secondary & senior secondary school level

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. Write a review of National Education Policy of 2020
2. Review of related literature to justify the role of political/economic/ historical foundation of education in shaping of education
3. Write a term paper on the educational development post Covid 19

ASSESSMENT FRAMEWORK OF HISTORY, POLITICS AND ECONOMICS OF EDUCATION

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERYFRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face-to-Face Mode	➤ **Indian Education System during British Period**: Macaulay's Minutes and its Effect, Woods Dispatch, The Education Commission (1882), The University Commission (1902), The Sargent Report (1944) (5 hrs)	(5 hrs)
	➤ **Education in the post- Independence period**: The University Education Commission (1948), Secondary Education Commission (1952), Indian Education Commission (Kothari Commission) (1964-66), National Commission on Teacher (1999), National Curriculum Framework (2005), RTE Act (2009), National Education Policy (1986, 1992, 2020), Universalization of elementary education, RTE Act (2009) (9 hrs)	(9 hrs)
	➤ Millennium Development Goal given by UNESCO Highlighting Education (2 hrs)	(2 hrs)

		(2.5 hrs)
	➤ Impact of LPG policies on Indian education (2.5 hrs)	
		(2.5 hrs)
	➤ Issues in Elementary, Secondary and Higher Education (2.5 hrs)	
CONTROLLED PRACTICE		
Hybrid Mode	➤ Education in Monarchic, Democratic & Communist countries (3 hrs)	(3 hrs)
	➤ Education in India in the 21st century (2 hrs)	(2 hrs)
	➤ Constitutional provisions for Education (1.5 hrs)	(1.5 hrs)
	➤ **Finance for Education**: Financing for Education in India at various levels at elementary, secondary & senior secondary school level (2 hrs)	(2 hrs)
	➤ **Education & Economic Development**: Role of Education in Economic Development (2 hrs)	(2 hrs)
	➤ **Educational Planning**: Manpower approach for educational planning (2 hrs)	(2 hrs)
	➤ **Political Ideology**: Meaning, concept and need of political ideology & itsrelation with Education (2.5 hrs)	(2.5 hrs)
Blended Mode	➤ **Skill based Education** (2 hrs)	(2 hrs)
	➤ Globalization and politics of Education (2 hrs)	(2 hrs)
	➤ **History of Education**: Need and importance (1 hr)	(1 hr)
	➤ **Education in Ancient India** (2 hrs)	(2 hrs)
	➤ **Education in Medieval India** (2 hrs)	(2 hrs)

RESEARCH WORK		
Tasks to be done by αlpha Masters	➢ Write a review of National Education Policy of 2020	(10 hrs)
	➢ Review of related literature to justify the role of political/economic/ historical foundation of education in shaping of education	(10 hrs)
COMMUNITY WORK		
Tasks to be done by αlpha Masters	➢ Write a term paper on the educational development post Covid 19	(10 hrs)

SUGGESTED READINGS

- Aggarwal, J.C. (1973): Recent Educational Development - In the World. New Delhi: Arya Book Depot, Vol. 1.
- Blackwell, Fritz (2004), India: A Global Studies Handbook, ABC-CLIO, Inc., ISBN 1- 57607-348-3
- Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.
- Dash, M. (2000), Education in India: Problems and Perspectives, Delhi: Eastern Book Corporation. Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.
- Ghosh S. C. (2007), History of Education in India, New Delhi: Eastern Book Corporation.
- Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
- Govt. of India. (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education.
- Joshi, K.L. (1977): Problems of Higher Education in India. Bombay: Popular Prakashan.
- Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.
- Lall M. (2005) The Challenges for India's Education System. London: Chatham House.
- Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.
- National Education Policy 2020

- Ministry of Education (1978): Report of the Education Commission 1964-64-66. New Delhi: Govt. of India
- Mohanty, J. (1987): Education in India. New Delhi: Deep & Deep Publications.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri AurobindoMarg, New Delhi.
- Rawat, P. L. (1956) History of Indian Education: Ancient to Modern. Delhi: Bharat Publication
- Sharma R (2006) History of Indian Education, Delhi: Shubhi Publishers 28.
- Vashist R. (2005), History of Education in India, New Delhi, Eastern Book Corporation.

Blueprint of ADVANCED EDSocial: History, Politics and Economics of Education

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
History, Politics and Economics of Education	**40**	**60**	**6(3)**	**4(4)**	**2(8)**	**1(10)**
Total Marks	**40**	**60**	**18**	**16**	**16**	**10**

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	**3*6= 18 marks**	**Short Answer (SA)**	**4*4= 16 marks**
Very Short Answer (VSA)	**8*2= 16 marks**	**MCQ**	**10*1= 10 marks**

Module Name: ADVANCED EDResearcher

1. MODULE BIOGRAPHY

The focus of this module is to enable the αlpha Masters to have a deeper knowledge of research methodology. This course encourages the αlpha Masters to be aware of practical educational challenges and the methods to provide relevant solutions with the help of research. The aim of the module is to make the αlpha Masters understand that conducting research improves not just teaching methodology but it also proves helpful in other areas of education like, learning, curriculum and assessment. This module also aims to motivate the αlpha Masters to apply their knowledge to practical situations.

With this module, αlpha Masters will be able to widen their horizons with respect to basics of research which will prove to be foundation of their further understanding for research. This module provides a comprehensive knowledge related to types of research, statical tools and techniques, standardisation of test, quality of good test, etc.

This module enables the αlpha Masters to write dissertation proposal, give presentations, evaluate and write research proposal and gradually write their complete dissertation with the help of application of their knowledge for the field of educational research.

2.   SUBJECTS TO BE COVERED UNDER THIS MODULE

- Methodology of Educational Research- I
- Methodology of Educational Research- II
- Dissertation Proposal Writing
- Dissertation Proposal Presentation
- Dissertation Evaluation and Report Writing
- Dissertation Writing

3.   STATUTORY MAPPING

The module on ADVANCED EDResearcher maps itself to the following courses of CURRICULUM FRAMEWORK: TWO-YEAR M.ED. PROGRAMME (As Approved in the NCTE Recognition Norms and Procedures, 2014)

- Course 1& 2: Methodology of Educational Research- I & II: under Common Core- Page No. 4, Section 1: 2.1. Recommendations of JVC Report and NCFTE 2009, and Review of the Model MEd Syllabus developed by NCTE- Page No. 6, 2.2.1. Nature of Professionalisation in Education- 7, 9, Section 2: 3.2. Structure for the 2-year MEd Programme 3.2.1. Programme Structure- Page No. 11, 12, 3.2.2. Components of the Programme Structure a) Perspective Courses- Page No. 13, 16, 17, 19,
- Course 3, 4, 5 & 6: Dissertation Proposal Writing, Dissertation Proposal Presentation, Dissertation Evaluation and Report Writing, Dissertation Writing: under Research leading to Dissertation, Section 1: 2.1. Recommendations of JVC Report and NCFTE 2009, and Review of the Model MEd Syllabus developed by NCTE- Page No. 6, Section 2: 3.2. Structure for the 2-year MEd Programme 3.2.1. Programme Structure- Page No.- 11, 3.2.3.

Modality of Transacting the above Components- g) Research Dissertation- Page No.- 28-29, h) Relationship between specialisation and internship and dissertation- Page No.- 30.

4. ETHOS OF THE MODULE

The philosophy of this module is to envision the αlpha Master as a lifelong researcher. The αlpha Master has to be the one who is ready to learn new aspects of research and unlearn the things which have become obsolete and should also find the reasons of the same. αlphaMaster must be able to understand the factor(s) of conducting any research and its productivity in any particular field.

5. MODULE BANDWIDTH

This module will help the αlpha Master to have a wider scope of various seminars/conferences/ program, by participating in these, that will lead to effective employability.This module will help αlpha Master to be specialized in the areas where he/she has interest to explore research problems. The absorption areas of employment where αlphaMaster might have a scope are as follows:

- Teacher Educator: as he/she understands the classroom situations very well.
- Researcher as in the classroom situation is continuously involved in identifying the problems and finding solutions for them.
- Data analyst and interpreter.
- Academician
- Education enabled service providers

6. MODULE SWOT

6.1 Strength

- Alpha Master gets an opportunity to understand various aspects of research, beginning from the theoretical to practical.
- Develops the ability to collect and anlayse the data with statistical tools and techniques.
- Develop the capacity to write results in an academically appropriate.
- Develop the ability to carry out research with zeal.
- Gets an opportunity to conduct research from the level of classroom to inter-national level.

6.2 Weakness

- αlphaMaster lacks the competency to put the understanding of research to practice
- αlphaMaster is unable to identify the different research problems around him/ her.

- αlphaMaster lacks the ability to carry of a step-by-step process of research.
- The educational institution does not allow the αlphaMaster enough of freedom to experiment in the class.

6.3 Opportunity

- αlphaMaster gets an opportunity to carry out research with enough autonomy.
- αlphaMaster gets an opportunity to work as assistant teacher under teaching practice.
- αlphaMaster gets an opportunity to work under individuals with scholarly frame of mind.

6.4 Threat

The educational institutions are not ready to give the αlpha Master enough freedom to carry out research or accept or apply the possible solutions of the research conducted. This might lead to a limited area of research for αlpha Master or leading the αlpha Master to change theirareas of research.

METHODOLOGY OF EDUCATIONAL RESEARCH– I

Semester: 1

Module Name	Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
			Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	
ADVANCED EDResearcher	Methodology of Educational Research- I	MED105	3 Credits	45	1 Credit	30	60	40	100

COURSE BIOGRAPHY

For αlpha Masters, knowing and understanding research methodology is of utmost significance. This course enables the αlpha Masters to build a strong foundation with respect to their knowledge of research, types of research and its importance in the field of education. This course will also enhance their knowledge for concepts like variable, hypothesis, sampling. Moreover, this course will provide a brief of statistics including data and graphical representation.

COURSE OUTCOMES

This course will enable the αlpha Mastersto:

- get acquainted with educational research.
- classify types of research.
- identify research problems

- understand the concept of variable and hypothesis.
- differentiate between qualitative and quantitative approaches to research.
- know the basics of fundamentals of statics
- apply statistics in educational and research context.

Theory: **Credits- 3 (45 Hours)**

UNIT- I

Basics of research

a) Educational Research: Meaning, Characteristics, Need and Importance. Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction

b) Meaning and steps of Scientific Method

c) Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive)

d) Classification: Fundamental, Applied and Action Research.

e) Various sources to identify research problem, Criteria to identify research problem.

UNIT- II

Variable, Hypothesis and Sampling

a) Variables- Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)

b) Hypothesis: Concept, Sources, Types (Research, Directional, Non-directional, Null). Characteristics of a good hypothesis. Testing of hypothesis, Type-I and Type–II Errors.

c) Concept of Universe and Sample, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-Probability Sampling). Sampling Error

UNIT- III

Introduction to Statistics

a) Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio)

b) Data and types of data. Quantitative Data Analysis - Descriptive data analysis (Measures of central tendency, variability)

c) Meaning and importance of statistics

d) Graphical representation of data: Histogram, Frequency Polygon, Ogive, pie diagram and box plot

e) Measures of Variability: Range, Average Deviation, Quartile deviation and standard deviation. Percentile

UNIT- IV

Qualitative and Quantitative Research

a) Quantitative Research: experimental, Survey, Developmental, correlational.

b) Qualitative Research: Grounded Theory Designs (Types, characteristics, designs, steps in conducting a GT research, Strengths and Weakness of GT), Historical Research (Meaning, Characteristics, types of validity, Strengths and weakness), Narrative Research Designs (Meaning and key Characteristics, steps in conducting NR design), Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, steps of conducting a CS research, Strengths and weaknesses).

c) Phenomenology (Meaning, Characteristics, Underlying assumptions, steps of conducting Phenomenological research), Ethnography (Meaning, Characteristics, Underlying assumptions, steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses).

d) Mixed Methods: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research.

e) Steps of research in qualitative & quantitative research and importance of steps of research. Steps of Writing a Research Proposal.

Tasks for the αlpha Masters   **Credit-1 (30 Hours)**

Review of related literature (20 studies) on the basis of Boote and Beile format

ASSESSMENT FRAMEWORK OF METHODOLOGY OF EDUCATIONAL RESEARCH-I

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face to Face	➢ Educational Research: Meaning, Characteristics, Need and Importance. Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction	12 hrs

	➢ Meaning and steps of Scientific Method	
	➢ Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive)	
	➢ Classification: Fundamental, Applied and Action Research. Various sources to identify research problem, Criteria to identify research problem.	
	➢ Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio)	
	➢ Data and types of data. Quantitative Data Analysis - Descriptive data analysis (Measures of central tendency, variability)	
	➢ Meaning and importance of statistics	
	➢ Graphical representation of data: Histogram, Frequency Polygon, Ogive, pie diagram and box plot	
	➢ Measures of Variability: Range, Average Deviation, Quartile deviation and standard deviation. Percentile	12 hrs
CONTROLLED PRACTICE		
Hybrid	➢ Quantitative: experimental, Survey, Developmental, correlational, Historical. ➢ Qualitative Research: Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT) - Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design), Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses ➢ Phenomenology: Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of	11hrs

	conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses), and Symbolic Interactionism. ➢ Mixed Methods: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research ➢ Steps of research in qualitative & quantitative research and importance of steps of research. Steps of Writing a Research Proposal	
Blended	➢ Variables- Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator) ➢ Hypothesis: Concept, Sources, Types (Research, Directional, Non-directional, Null). Characteristics of a good hypothesis. Testing of hypothesis, Type-I and Type–II Errors. ➢ Concept of Universe and Sample, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-probability Sampling). Sampling Error	10hrs
RESEARCH WORK		
Task for the αlpha Master	Review of related literature (20 studies) on the basis of Boote and Beile format	30hrs

SUGGESTED READING

- Best, J.W., & Kahn, J.V. (2009). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
- Bogdan, R., & Taylor, S.L. (1975).I ntroduction to qualitative Research Methods. New Delhi: John wiley and sons.
- Creswell, J.W. (2011). Educational Research : Planning, conducting, and Evaluating, Quantitative and Qualitative Research. New Delhi : PHI learning Pvt. Ltd.
- Flick, U. (2012). An Introduction to Qualitative Research. London: Sage Publication.

- Fox, D.J. (1969). The Research Process in Education. New York: Holt Rinchart and winstoninc.
- Gay, L.R., Mills, G.E., and Airasian, P. (2009). Educatinal Research. Competencies for Analysis and Applications. New Jersy: Merrill and Pearson.
- Ghose, B.N. (1969). Scientific Method and social Research. New Delhi: Sterling publisher Pvt. Ltd
- Graziano, M., and Raulin, M. (1980). Research Methods, A process of Inquiry. New York: Harper and Row.
- Keeves, J. P. (Ed.) (1990). Educational Research Methodology and Measurement: An international Handbook. New York: Pargamon Press.
- Kerlinger, F.N. (1967). Foundations of Behavioural Research, Education and Psychological Inquiry. New York: Richard and Winston.
- Lovell, K., and Lawson, K.S. (1970). Understanding Research in Education. London: University of London.
- Mouly, G.T.(1963).The Science of Educational Research. New Delhi: Eurasia Publishing House.
- Natarajan, V. (2021). Made Easy Series Item Response Theory and Application to Testing Complex Concepts Simplified (1st ed.). Notion Press.
- Singh, K. (2001). Methodology and Techniques of social Research. New Delhi: Kanishka publishers.
- Travers, R.M. (1969). Introduction to Educational Research. London: Macmillan Publishing co.
- Tuckman, B.W.(1972).Conducting Fundamental Research. New York: Harcourt Brace Javonovich Inc.
- Van, D.B., and Meyer, W.J. (1962).Understanding Educational Research: An introduction. New York: Mcgraw Hill Book Company.

Blueprint of ADVANCED EDResearcher: Methodology of Educational Research-I

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Methodology of Educational Research-I	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	**3*6= 18 marks**	**Short Answer (SA)**	**4*4= 16 marks**
Very Short Answer (VSA)	**8*2= 16 marks**	**MCQ**	**10*1= 10 marks**

METHODOLOGY OF EDUCATIONAL RESEARCH- II

Semester: 2

Module Name	Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
			Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	
ADVANCED EDResearcher	Methodology of Educational Research- II	MED209	3 Credits	45	1 Credit	30	30 Mid -term Exam 70 End Term Exam	25	125

COURSE BIOGRAPHY

Providing the αlpha Masters with a deeper knowledge of research methodology, this course focuses on enhancing the understanding of the knowledge of tools and techniques to be used in educational research. This course also enables the αlpha Masters to know about correlation and normal probability curve, its characteristics and application. This course also aims at basics of inferential statistics. Also, the αlpha Masters will be able to comprehend types of statistics.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- get acquainted with tools of research.
- classify different techniques of research.
- explain correlation and its types.
- understand the concept of inferential statistics.
- differentiate between terms like level of significance, significance of statistics, degree of freedom, level of confidence.
- understand statistics, interpret data and conduct analysis.

Theory: Credits- 3 (45 Hours)

UNIT- I

Tools of research

a) Tools: Meaning. Characteristics of a good tool. Tools of Research - Validity, Reliability. Standardisation of a Tool

b) Questionnaire, checklist, rating scale, sociometric techniques, standardized tests, Aptitude test, attitude scale (Thurston and Likert's scale), Achievement Test, Inventory

c) Techniques of Research (Observation, Interview and Projective Techniques)

UNIT- II

Normal Probability Curve and Correlation

a) Normal Probability Curve: Concept, Characteristics and Application.
b) Measures of relationship: Rank Order Correlation, Product Moment method of Correlation and significance of correlation.

UNIT- III

Basics of Inferential Statistics

a) Meaning of Inference. Inferential data analysis

b) Levels of Significance. Significance of Statistics (Mean Only), standard error of mean, Significance of difference between means: Large and small, Independent and correlated

c) degree of freedom

d) levels of confidence, concept of confidence interval (fiduciary limits)

UNIT- IV

Types of Statistics

a) Power of a statistical test and effect size, Parametric Techniques, Non- Parametric Techniques, Conditions to be satisfied for using parametric techniques,

b) Use and Interpretation of statistical techniques: Correlation, t-test, z-test, ANOVA, chi-square (Equal Probability and Normal Probability Hypothesis).

c) Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation

Tasks for the αlpha Masters   **Credit-1 (30 Hours)**

Complete any one from the following:

1. Development of an attitude scale/Achievement Test
2. On a given set of data students will prepare frequency distribution, plots various graphs, calculate various measures of central tendency and variability, also compute skewness and kurtosis.

<div align="center">OR</div>

<div align="center">On a given set of data student will compute various parametric and nonparametric statistics.</div>

<div align="center">

ASSESSMENT FRAMEWORK OF INTRODUCTION TO EDUCATIONAL TECHNOLOGY

</div>

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face to Face	➤ Tools: Meaning. Characteristics of a good tool. Tools of Research - Validity, Reliability. Standardisation of a Tool ➤ Questionnaire, checklist, rating scale, sociometric techniques, standardized tests, Aptitude test, attitude scale (Thurston and Likert's scale), Achievement Test, Inventory ➤ Techniques of Research (Observation, Interview and Projective Techniques) ➤ Measures of relationship: Rank Order Correlation, Product Moment method of Correlation and significance of correlation. ➤ Normal Probability Curve: Concept, Characteristics and Application.	12 hrs

		11 hrs
CONTROLLED PRACTICE		
Hybrid	➢ Power of a statistical test and effect size, Parametric Techniques, Non- Parametric Techniques, Conditions to be satisfied for using parametric techniques, ➢ Use and Interpretation of statistical techniques: Correlation, t-test, z-test, ANOVA, chi-square (Equal Probability and Normal Probability Hypothesis) ➢ Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation	12 hrs
Blended	➢ Meaning of Inference. Inferential data analysis ➢ Levels of Significance. Significance of Statistics (Mean Only), standard error of mean, Significance of difference between means: Large and small, Independent and correlated ➢ degree of freedom ➢ levels of confidence, concept of confidence interval (fiduciary limits)	10hrs
FREE PRACTICE		
Task for the αlpha Master	On a given set of data students will prepare frequency distribution, plots various graphs, calculate various measures of central tendency and variability, also compute skewness and kurtosis. OR On a given set of data student will compute various parametric and nonparametric statistics.	30hrs
RESEARCH WORK		
Task for the αlpha Master	Development of an attitude scale/Achievement Test	30hrs

SUGGESTED READING

- Aggarwal, Y.P. (1998). Statistical Methods Concept, Application and Computation. New Delhi: Sterling Publishers (Pvt.) Ltd.
- Agrgrous, G. (2005). Statistics for Research. New Delhi: Sage Publications.
- Best, J. W. and Kahn, J. V. (2009). Research in Education. Delhi: PAI Learning Pvt. Ltd.,
- Creswell, J.W. (2011). Educational Research: Planning, conducting, and Evaluating, Quantitative and Qualitative Research. New Delhi: PHI learning Pvt. Ltd.
- Engelhart, M. D. (1972). Methods of Educational Research. Chicago: Rank Mcnallg Company.
- Flick, U. (2012).An Introduction to Qualitative Research. London: Sage Publication.
- Garrett, H.E. (1966).Introduction to Statistics in Psychology and Education. New York: Longman's Green and Co.
- Gay, L.R., Mills, G. E., and Airasian, P. (2009). Educational Research. Competencies for Analysis and Applications. New Jersy: Merrill and Pearson.
- Good, C. V. (2010). Introduction to Educational Research. New Delhi: Surjet Publications.
- Guthrie, G. (2010). Basic Research Methods- An entry to Social Science Research. New Delhi: Sage Publications.
- Jaccard, J. and Becker, M. A. (1990). Statistics for the Behavioural Sciences. Belmont: Wadsworth Publishing Company.
- Kerlinger, F.N. (1967). Foundations of Behavioural Research, Education and Psychological Inquiry. New York: Richard and Winston.
- Miles, M. B. and Hubarman, A. M. (1994). Qualitative Data Analysis – An Expanded Source Book.2 nd ed., New Delhi: Sage Publications.
- Patton, Michael, Quinn (1990). Qualitative Evaluation and Research Methods. New Delhi: Sage Publications. Page 36 of 77
- Siegel, S. (1956). Nonparameric Statistics for the Behavioural Sciences. London: Mc graw Hill Kogakusha Ltd.
- Tesch, Revota. (1990). Qualitative Research: Analysis Types and Software Tools. London: The Falmer Press.
- Travers, R. M. W. (1969). An introduction to Educational Research. London: Macmillan Publishing Company.
- Weirsma, W. and Jurs S.G. (2009). Research Methods in Education - An Introduction. New Delhi: Pearson Education

Blueprint of ADVANCED EDResearcher: Methodology of Educational Research-II

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ

Methodology of Educational Research-II	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	**3*6= 18 marks**	**Short Answer (SA)**	**4*4= 16 marks**
Very Short Answer (VSA)	**8*2= 16 marks**	**MCQ**	**10*1= 10 marks**

DISSERTATION PROPOSAL WRITING

Semester: 2

Module Name	Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
			Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	
ADVANCED EDResearcher	Dissertation Proposal Writing	MED210	-	-	1 Credit	30	-	15	15

COURSE BIOGRAPHY

Each αlpha Master will take up a research problem under the supervision of a guide and they will be apprised about the steps to be completed in order to write dissertation. The αlpha Masters will be comprehensively made aware of the stpes to find a research problem from a variety of sources. They shall also be equipped with different statistical techniques that they can use when writing proposal for research.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- know the process of conducting research.
- identify a problem for undertaking the research.
- prepare a proposal on a research problem.
- ability to carry out independent and original research.

DISSERTATION PROPOSAL PRESENTATION

Semester: 2

Module Name	Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
			Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	
ADVANCED EDResearcher	Dissertation Proposal Presentation	MED210	-	-	-	-	-	10	10

COURSE BIOGRAPHY

In this course, the αlpha Masters will present their research proposal and will make the required changes, if required, after the suggestions given. The αlpha Masters will get to know the procedure of presentation the know-how of presenting their research proposal before the committee/guide.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- comprehend the process of presenting the research proposal.
- integrate suggestions by the guide to improve the research idea.

DISSERTATION EVALUATION AND REPORT WRITING

Semester: 3

Module Name	Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
			Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	
ADVANCED	Dissertation Evaluation	MED302							25

EDResearche r	and Report Writing		-	-	1 Credit	30	-	25	

COURSE BIOGRAPHY

This course will enable the αlpha Masters to write the related literature review in their own words but describing the researchers' finding. This shall also equip the αlpha Masters with writing a brief yet focused report along with evaluating the same on different and set parameters.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- familiarize with related academic literature in the relevant subject and with the relevant topic.
- incorporate the main issues and research methodologies employed.
- ability to criticise and evaluate the work explained in the literature
- ability to write a concise, focused report of research work with accurate academic language, in a logical order and own words.

DISSERTATION WRITING

Semester: 4

Module Name	Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
			Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	
ADVANCED EDResearcher	Dissertation Writing	MED402	-	-	1 Credit	30	-	25	25

COURSE BIOGRAPHY

The αlpha Masters will write and complete a dissertation on the topic they have selected and presented to their supervisor. The dissertation will include all the steps including introduction, related literature review, methods and procedure, analysis, interpretation and discussion of results and summary and conclusion.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- write a complete dissertation with all the chapters.

Module Name: ADVANCED EDTutor

1. MODULE BIOGRAPHY

This module focuses on making the αlpha Masters the masters of Education, which is an extensive and an inter-disciplinary approach. This module enables the αlpha Masters with a complete understanding of education as a discipline and provides knowledge about various types of educational institutions. The αlpha Masters shall be made aware of national bodies of education in India and various programmes and policies of education in India. This module will also provide a glimpse of the emerging issues in the field of education along with the getting the αlpha Masters familiar with eminent educational thinkers and scenario of education. Thus, enabling the αlpha Masters to widen their thinking horizons, know about the past and present of education and eventually present their productive thoughts for future prospects in education.

This module also aims at providing the αlpha Masters with the fundamental knowledge of the terms Measurement, Assessment and Evaluation. The αlpha Masters shall also be equipped with the understanding of test mainly focusing on the characteristics of a god test, forms of test, the how of constructing a test and the steps involved in making a test standardised. The objective of this module is to make the αlpha Masters learn and gradually apply statistical techniques including ANOVA, correlation and regression, the command of which will prove fruitful in carrying out educational research.

This module shall make αlpha Masters an expert at their understanding about curriculum. Knowledge of Curriculum development is crucial for appropriate selection and organization of learning experiences. αlpha Masters will have an extensive knowledge of different foundations of Curriculum and will get research-oriented knowledge about curriculum planning, transaction and evaluation. αlpha Masters will be able to critically analyse and evaluate curriculum and appraise the various factors affecting curriculum along with appreciating the role of different models of curriculum.

2. SUBJECTS TO BE COVERED UNDER THIS MODULE
- Educational Studies
- Measurement, Assessment and Evaluation
- Curriculum Studies

3. STATUTORY MAPPING

The module on ADVANCED EDTutor maps itself to the following courses of CURRICULUM FRAMEWORK: TWO-YEAR M.ED. PROGRAMME (As Approved in the NCTE Recognition Norms and Procedures, 2014)

- Course 1: Educational Studies: under Common Core- Page No. 4, Specialisation Branches- Page No. 4, Section 2: 3.2. Structure for the 2-year MEd Programme 3.2.1. Programme Structure- Page No. 12, 3.2.2. Components of the Programme Structure a)

Perspective Courses- Page No. 15, 3.5. An Example and General Principles for Developing a Curriculum- Page No. 31.

- Course 2: Assessment and Evaluation: under Specialisation Branches - Page No. 4, Section 1: 2.2.2. Education as a Domain and the Thrusts of the MEd Programme- Page No. 9, Section 2: 3.2. Structure for the 2-year MEd Programme 3.2.1. Programme Structure- Page No- 12, 3.2.2. Components of the Programme Structure a) Perspective Courses- Page No. 15, Suggested Content of the Taught Courses- Page No. 23, (d) Specialisations- Page No. 24- 25, 1. Theme i: Curriculum, Pedagogy and Assessment- Pag No.- 26, 3.2.3. Modality of Transacting the above Components- g) Internship- Page No. 28.

- Course 3: Curriculum Studies: under Common Core - Page No. 4, Section 2: 3.2. Structure for the 2-year MEd Programme 3.2.1. Programme Structure- (a) Perspectives- Page No. 12, 3.2.2. Components of the Programme Structure a) Perspective Courses- Page No. 16, 3.5. An Example and General Principles for Developing a Curriculum- Page No. 31

4. ETHOS OF THE MODULE

The underlying philosophy of this module is to envision the αlpha Master as a great mentor. The teacher educator is expected to know the education as a discipline and an inter-disciplinary subject. EDTutor has been envisioned to shape the αlpha Master with comprehensive knowledge of education in Indian context, proficient in using statistical techniques that makes them good researchers and teacher educators along with exceptional curriculum planners.

5. MODULE BANDWIDTH

This module will help the αlpha Master to have a wider umbrella of various skills that a teacher educator of Generation Z and Generation - α must have. The short-term orientation program which are application oriented and will lead to effective employability skills among the αlpha Master. The trained αlpha Master, in this module, will have opportunities to be an educationist, curriculum setter, evaluator, reviewer. The absorption areas of employment where αlpha TEACHER might have a scope are as follows

- Assessment Leaders
- Subject Matter Expert
- Teacher Educator
- Examiner
- Researcher
- Test constructor

- Curriculum framer

6. MODULE SWOT

6.1 Strengths

- αlpha Masters develop the ability to comprehend the field of education.
- Gets an opportunity to develop the Social Skills of Generation- Z and Generation-αlpha.
- Well aware about the Assessment and Statistical techniques.
- Develops the proficiency to construct the test and the steps of standardising it.
- αlpha Masters will identify the components of curriculum
- αlpha Masters will know the various principles and determinants of curriculum
- αlpha Masters will analyze the various approaches to curriculum
- αlpha Masters will appreciate the role of the philosophical, sociological and psychological bases as the foundations of curriculum
- αlpha Masters will be familiar with different models of curriculum evaluation

6.2 WEAKNESS

- αlphaMasters might lack the understanding of the inter-disciplinary approach of education.
- αlpha Teachers might not themselves be possessing Social skills thus making it difficult for them to transfer the same to Generation- z and Generation- α
- αlpha Teachers do not possess the analytical skills which are basic requisition for any kind of assessment and statistical techniques
- αlpha Masters lacks the competency to put their theoretical knowledge to practice
- αlpha Master lacks the ability to analyze and evaluate curricular aspects

6.3 OPPORTUNITY

- Provides an opportunity to become more creative by thinking outside of the box in terms of assessing the Generation- z and Generation- αlearners.
- αlphaMasters have many opportunities of conduct test on a variety of topics.
- αlphaMasters have comprehensive and qualitative exposure to the field of education.
- αlpha Master gets an opportunity to gain detailed practical knowledge of the following- curriculum development and evaluation
- αlpha Master gets an opportunity to gain practical knowledge of curriculum transaction

6.4 THREAT

- Universities and colleges that offer some courses with more hands-on practice related to education, measurement, assessment and evaluation and curriculum development.

EDUCATIONAL STUDIES

Semester: 3

Module Name	Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
			Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	
ADVANCED EDTutor	Educational Studies	MED303	3 Credits	45	1 Credit	30	60	40	100

COURSE BIOGRAPHY

Education is a comprehensive and an inter-disciplinary subject which Alpha Masters are expected to be Masters of. This course imparts the Alpha Masters with not only the concept of education, its aims, scope but also education as a discipline and its inter- disciplinary approach. This course will help the Alpha Masters understand the institutions, systems and structures of education and flagging the contemporary concerns of education policy and practice. Along with this, it also throws light on emerging issues in education. Alpha Masters also must know the need and objectives of the implementation of programmes and policies like National Policy on Education (1986), Modified Programme of Action (1992), Five Year Plans, RUSA, RMSA, UGC, CBSE, etc.

The written reflections and thoughts of eminent educationists will give a direction to the Alpha Masters to think of the vision they want in current school education. This will come into fruition by their observations of the progress, challenges and hurdles that they come across in developing a learner comprehensively and making an educational institution productive.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

a. to understand education as a term and concept.
b. to comprehend education as a discipline, i.e., field of knowledge.
c. to get acquainted with types of institutions.
d. to know the vision of education in Independent India.
e. to differentiate between the nature, objectives and functions.

f. to explain contemporary concerns of policy practices.
g. to know the emerging issues in education.
h. To comprehend the views on education of Indian and Western thinkers.

Theory: Credits- 3 (45 Hours)

UNIT- I

Education and the Discipline

a) Education: Meaning, Concepts, Aims of Education. Levels of Education. Paradigms of Educational Practice: Behaviorism, Constructivism, Critical Pedagogy
b) Education as a Discipline: Concept, parameters. Interdisciplinary and multi-disciplinary nature of education with respect to different disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology.Concept, meaning, nature and forms of Knowledge.
c) Types of Institutions: Government and non-government (private, public, public private partnership and NGO) with reference to their affiliations and functions.

UNIT- II

National Bodies of Education in India

a) Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
b) Aims of education in India as recommended by Education Commission (1964-66) and National Policy on Education (1986)
c) Nature, objectives and functions: University Grants Commission (UGC), National Council of Educational Research and Training (NCERT), National Council for Teacher Education (NCTE), Central Board of Secondary Education (CBSE), State Council of Educational Research and Training (SCERT) and District Institute of Education and Training (DIET).

UNIT- III

Programmes and Policies of Education in India; Emerging Issues

a) Contemporary Concerns: National Policy on Education (1986), Modified Programme of Action (1992), Five Year Plans, RUSA, RMSA, Saakshar Bharat Mission, SSA, RTE 2009-Objectives and implementation w.r.t. education for marginalized groups, differently abled, gender, Education for Human Resource Development, excellence in quality of Life.
b) Emerging issues in education: Globalization of Education, Community participation in education, Private-Public Partnership in education

UNIT- IV

Educational Thinkers and Scenario of Education

a) Analysis and synthesis of original texts of different Philosophers like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Friere.
b) School Education: Changing Scenario, Issues and Problem
c) The role of educational transformation for national development.

Tasks for the αlpha Masters   **Credit-1 (30 Hours)**

1. Critical review of any book of the authors mentioned in the syllabus
   OR
2. Critical review of Government document (mentioned in the syllabus) to reflect on educational development of a nation or state.
3. Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

ASSESSMENT FRAMEWORK OF EDUCATIONAL STUDIES

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face to Face	➤ Education: Meaning, Concepts, Aims of Education. Levels of Education. Paradigms of Educational Practice: Behaviorism, Constructivism, Critical Pedagogy ➤ Education as a Discipline: Concept, parameters. Interdisciplinary and multi-disciplinary nature of education with respect to different disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology. Concept, meaning, nature and forms of Knowledge. ➤ Types of Institutions: Government and non-government (private, public, public private partnership and NGO) with reference to their affiliations and functions.	15 hrs

	➢ Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society. ➢ Aims of education in India as recommended by Education Commission (1964-66) and National Policy on Education (1986) ➢ Nature, objectives and functions: University Grants Commission (UGC), National Council of Educational Research and Training (NCERT), National Council for Teacher Education (NCTE), Central Board of Secondary Education (CBSE), State Council of Educational Research and Training (SCERT) and District Institute of Education and Training (DIET).	10 hrs
CONTROLLED PRACTICE		
Hybrid	➢ Contemporary Concerns: National Policy on Education (1986), Modified Programme of Action (1992), Five Year Plans, RUSA, RMSA, Saakshar Bharat Mission, SSA, RTE 2009- Objectives and implementation w.r.t. education for marginalized groups, differently abled, gender, Education for Human Resource Development, excellence in quality of Life. ➢ Emerging issues in education: Globalization of Education, Community participation in education, Private-Public Partnership in education	10 hrs
Blended	➢ Analysis and synthesis of original texts of different Philosophers like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Friere ('On Education' by Jiddu Krishnamurti, 'The Education of Man' by Friedrich Froebel, 'Ignited Minds: Unleashing the power within India' by APJ Abdul Kalam, Maria Montessori: The Secret of Childhood ➢ School Education: Changing Scenario, Issues and Problem ➢ The role of educational transformation for national development.	10 hrs
FREE PRACTICE		
Task for the αlpha Master	Critical review of any book of the authors mentioned in the syllabus OR	15 hrs

	Critical review of Government document (mentioned in the syllabus) to reflect on educational development of a nation or state.	
COMMUNITY WORK		
Task for the αlpha Master	Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.	15 hrs

SUGGESTED READING

- Archambault, R.D. Philosophical analysis and Education (1965). Routledge and Kegan Paul, London.
- Bowen, J and Hobson, P.R (1974) Theories of Education, John Wiley and sons, Australia Pvt. Ltd., London.
- Broudy, H.S. (1977).Types of knowledge and purpose of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) schooling and acquisition of knowledge (PP.Hillside, NJ; Erlbaum)
- Deaden. R.F (1968).The Philosophy of An Introduction. Primary Education: Routledge K, New York. Dewey, J (1916).Democracy and Education, New York: The Macmillan.
- Dewey, J. (1915). The school and Society. Chicago: The University of Chicago Press.
- Freire, P (1972). Cultural action for freedom, Penguin education. Australia: Harmonds Worth.
- Freire, P. (1970). Pedagogy of the oppressed. New York: Herder and Herder.
- Hiriyanna, M. (1975). Indian Conception of Values. Mysore: Kavyalaya Publishers. Hospers, J. (1997). An introduction to Philosophical Analysis. London: Routledge.
- Illich, I. (1971). Deschooling Society. New York: Harper& Row.
- Peters, R.S. (ed), (1975). Concept of Education. London: Oxford University Press.
- Peters, R.S. (ed), (1975). Ethics and Education. London: Oxford University Press.
- Scheffler, Israel (1973). Reason and Teaching. London: Routledge & Kegan Paul Ltd
- Silver, Harold, (1983) 'Education as history'. London: Methuen.

Blueprint of ADVANCED EDTutor: Educational Studies

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Educational Studies	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	Short Answer (SA)	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	MCQ	10*1= 10 marks

MEASUREMENT, ASSESSMENT and EVALUATION

Semester: 3

Module Name	Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
			Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	
ADVANCED EDTutor	Measurement, Assessment and Evaluation	MED304	3 Credits	45	1 Credit	30	60	40	100

COURSE BIOGRAPHY

Measurement, assessment and evaluation are one of the major components when discussing education and overall development of learners. This course focuses on the imparting knowledge to the αlpha Masters of assessing the learnings of learners. This course will enable the αlpha Masters to get acquainted with the concepts of measurement, assessment and evaluation along with their importance and types. The αlpha Masters will also get to know the characteristics of a good test, types of tests and the skill of constructing a test. This course will also assist the αlpha Masters in comprehending various statistical tools and techniques and situation to apply these.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

a) develop the understanding of fundamentals of measurement, assessment and evaluation
b) comprehend different scales of measurement.
c) explain characteristics of a good test.
d) acquaint with types of tests
e) develop skills in the construction and standardization of tests.

f) apply different statistical techniques in educational context including correlation and regression.

Theory: Credits- 3 (45 Hours)

UNIT-I

Basics of Measurement, Assessment and Evaluation

a) Educational Testing and Assessment: Concept, Context- Assessment for Learning, assessment of learning and Assessment of Learning. Types- Types of Assessment (Placement, formative, diagnostic, summative)
b) Measurement and Evaluation: Concept, Need, Scope, Difference and Relevance. Types of Evaluation
c) Scales of Measurement: Ordinal, Nominal, Interval, Ratio
d) Relations between objectives and outcomes, Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

UNIT- II

Concept of a Test

a) Characteristics of a Good Test. Validity – Types, Methods and Usability. Reliability– Types, Methods and Usability
b) Types of achievement tests- Essay, short answer, Objective type.
c) Norm referenced and criterion reference tests, projective and objective tests
d) Test Construction. Steps in standardization of achievement tests. Item analysis: Item difficulty, discrimination index. Estimating reliability and validity. Effectiveness of distracters.

UNIT-III

Statistical techniques

a) Analysis of variance (two way) – introduction, computation (by using SPSS) and interpretation.

b) Non parametric tests: Meaning and assumption for non-parametric test

c) Chi square, Mann-Whitney test, Wilcoxon signed rank test, Median Test, Spearman rho

UNIT-IV

Correlation and Regression

a) Correlations: Assumptions and computation of: Biserial, Point Biserial, Tetrachoric and phi- coefficient, Partial and multiple correlation.
b) Regression and prediction: Meaning and Concept of linear regression equation.

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. Development of a Standardised test

ASSESSMENT FRAMEWORK OF MEASUREMENT, ASSESSMENT, EVALUATION

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face to Face	➤ Analysis of variance (two way) ➤ Non parametric tests: Meaning and assumption for non-parametric test ➤ Chi square, Mann-Whitney test, Wilcoxon signed rank test, Median Test, Spearman rho	13 hrs
	➤ Correlations: Assumptions and computation of: Biserial, Point Biserial, Tetrachoric and phi-coefficient, Partial and multiple correlation. ➤ Regression and prediction: Meaning and Concept of linear regression equation.	11 hrs
CONTROLLED PRACTICE		
Hybrid	➤ Characteristics of a Good Test. Validity – Types, Methods and Usability. Reliability– Types, Methods and Usability ➤ Types of achievement tests- Essay, short answer, Objective type. ➤ Norm referenced and criterion reference tests, projective and objective tests ➤ Test Construction. Steps in standardization of achievement tests. Item analysis: Item difficulty, discrimination index. Estimating	11 hrs

	reliability and validity. Effectiveness of distracters.	
Blended	➢ Educational Testing and Assessment: Concept, Context- Assessment for Learning, assessment of learning and Assessment of Learning. Types- Types of Assessment (Placement, formative, diagnostic, summative) ➢ Measurement and Evaluation: Concept, Need, Scope, Difference and Relevance. Types of Evaluation ➢ Scales of Measurement: Ordinal, Nominal, Interval, Ratio ➢ Relations between objectives and outcomes, Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning	10 hrs
RESEARCH WORK		
Task for the αlpha Master	Development of a Standardised test	30 hrs

SUGGESTED READING

- Aiken, L.R. (1985): Psychological Testing and Assessment, Boston : Allyn and Bacon.
- Aggarwal, Y.P.(1989): Statistical Methods Concepts Application & Computation, New Delhi : Sterling
- Anastasi, A(1988): Psychological Testing (6th Ed). New York: The Macmillan Co. 50
- Brown, G.T.L.,Irving, E.S.& Keegan, P.J. (2014): An introduction to Educational Assessment, Measurement and Evaluation: Improving the quality of Teacher Based Assessment (3rd Edition). New Delhi: Dunmore Publishers.
- Cronbach, L.G.(1964) : Essentials of Psychological Testing, New York : Harper.
- Ebel, L.R. and Fristrie, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.
- Freeman, F.S. (1965): Theory & Practice of Psychological Testing, New York: Rinehart & Winston.
- Garrett, H.E. (1973): Statistics in Education and Psychology, Bombay, Vakils Febber and Simons.
- Guilford, S.P. and Fruchtor, B.(1973) : Fundamental Statistics in Psychology and Education 5th Ed. New York: McGraw Hill and Co.
- Guilford, J.P.(1978) : Fundamental Statistics in Psychology and Education, New York: McGraw Hills, 6th Ed.
- Karmel, L.C & Karmel, M.C. (1978) : Measurement and Evaluation in Schools, New York: Macmillan.

- Laak,J.J.F.T, Gokhale, M., Desai, D. (2013): Understanding Psychological Assessment. New Delhi: Sage Publications.
- McDavid,J.C.,Huse, I.& Hawthorn,L.R.L.(2013): Program Evaluation and Performance Measurement. New Delhi: Sage Publishers.
- Mehrens, W.A. & Lehmann, I.J. (1984): Measurement and Evaluation in Education and Psychology, New York: Holt, Rinehart, Winstom 52
- Popham, W.J.(1988) : Educational Evaluation. New Delhi: Prentice Hall.
- Secolsky, C. & Denison,D.B. (2011): Handbook on measurement, Assessment and Evaluation in Higher Education. London: Routledge Press.
- Sidhu, K.S. (2005): New approaches to Measurement and Evaluation. New Delhi: Sterling Publishers.
- Singh, A.K (1986): Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Tata McGraw Hill Publishers.
- Thorndike, R.L. and Hagen E. (1977): Measurement and Evaluation on Psychology and Education. New York: John Wiley and Sons, Inc.
- Thorndike, R.M & Christ,T.M.T (2009): Measurement and Evaluation on Psychology and Education. Second Edition. New Delhi: Pearson Publishers.
- Thorndike, R.M & Christ,T.M.T (2011): Measurement and Evaluation on Psychology and Education. Second Edition. New Delhi: Pearson Publishers.

Blueprint of ADVANCED EDTutor: Measurement, Assessment and Evaluation

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Measurement, Assessment and Evaluation	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	Short Answer (SA)	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	MCQ	10*1= 10 marks

CURRICULUM STUDIES

Semester: 3

Module Name	Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
ADVANCED EDTutor	Curriculum Studies	MED305	Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	100
			3 Credits	45	1 Credit	30	60	40	

COURSE BIOGRAPHY

This course shall make Alpha Masters more adept at their grasp of knowledge about curriculum. It will help them understand the why, what and how of education. Knowledge of Curriculum development is imperative for appropriate selection and organization of learning experiences. Alpha Masters will have an in-depth understanding of the different foundations of Curriculum and will get research-oriented knowledge about curriculum planning, transaction and evaluation. Alpha Masters will be able to critically evaluate curriculum and appraise the various factors affecting curriculum. They will also appreciate the role of different models of curriculum.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- define and identify the components of curriculum
- describe the various principles of curriculum
- explain various determinants of curriculum
- describe and analyze the various approaches to curriculum
- explain and compare various types of curriculum
- appreciate the role of the philosophical, sociological and psychological bases as the foundations of curriculum
- interrelate the key elements in curriculum planning
- know the steps involved in curriculum designing
- be familiar with different models of curriculum evaluation

UNIT-I

Curriculum: Foundations, Principles and Models

a) Definitions, Meaning and Concept of Curriculum
b) Foundations of Curriculum: Philosophical, Sociological, Psychological
c) Principles of Curriculum Planning, Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development
d) Models of curriculum planning: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model
e) Forces that influence Curriculum Construction: social factors, pressure groups, writers and publishers.

UNIT-II

Curriculum Planning and Development

a) Curriculum planning: national level, state level, institutional level
b) Models of curriculum development:Subject centered, Learner centered, problem centered
c) Planned, Enacted and Hidden Curriculum
d) Curriculum Transaction: Instructional systems, Instructional media, Instructional techniques and material
e) Enhancing curriculum transaction

UNIT-III

Curriculum Evaluation

a) Concept of curriculum evaluation
b) Nature and purpose of curriculum evaluation
c) Approaches to curriculum evaluation: Scientific vs Humanistic Approach
d) Curriculum evaluation models: Tyler, CIPP, Stake, Roger, Scriven
e) Role of teacher as curriculum maker

UNIT-IV

Curriculum Improvement, Change, Innovations

a) Understanding the research process in Curriculum improvement
b) Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change
c) Current researches on curriculum development and their implications

d) Innovations in Curriculum development in India

e) Critical appraisal of present curriculum in secondary and senior secondary schools of India

Tasks for αlpha Masters   **Credit- 1 (30 Hours)**

1. Evaluation of an institutional level curriculum for elementary education.
2. An analysis of research on curriculum in Secondary level education in India.
3. A detailed Evaluation of 10th standard Science curriculum in CBSE.

ASSESSMENT FRAMEWORK OF CURRICULUM STUDIES

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face to Face Mode	Understanding the research process in Curriculum improvement Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change Current researches on curriculum development and their implications Innovations in Curriculum development in India Critical appraisal of present curriculum in secondary and senior secondary schools of India Concept of curriculum evaluation Nature and purpose of curriculum evaluation	12 hours

	Approaches to curriculum evaluation: Scientific vs Humanistic Approach	11 Hours
	Curriculum evaluation models: Tyler, CIPP, Stake, Roger, Scriven	
	Role of teacher as curriculum maker	
CONTROLLED PRACTICE		
Hybrid	Curriculum planning: national level, state level, institutional level	11 Hours
	Models of curriculum development: Subject centered, Learner centered, problem centered	
	Planned, Enacted and Hidden Curriculum	
	Curriculum Transaction: Instructional systems , Instructional media, Instructional techniques and material	
	Enhancing curriculum transaction	
Blended	Definitions, Meaning and Concept of Curriculum.	11 Hours
	Foundations of Curriculum: Philosophical, Sociological, Psychological	
	Principles of Curriculum Planning, Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development	
	Models of curriculum planning: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model, Outcome Based Integrative Model , Intervention Model, Forces that influence Curriculum Construction: social	

	factors, pressure groups, writers and publishers.	
FREE PRACTICE		
	Evaluation of an institutional level curriculum for elementary education.	10 Hours
RESEARCH WORK		
	An analysis of research on curriculum in Secondary level education in India	9 Hours
	A detailed Evaluation of 10th standard Science curriculum in CBSE	6 Hours
	A paper on gender influences on curriculum in India.	5 Hours

SUGGESTED READINGS

1. Aggrawal, D. (2007): Curriculum development: Concepts, Methods and Techniques. New Delhi, Book Enclave.

2. Annuing, A. (1995): A National Curriculum for the Early Years, Buckingham, Philadelphia Open University Press.

3. Alexander, W. M., & Saylor, J. G. (1966). Curriculum Planning for modern schools. New York: Holt, Rinhart and Winston Inc.

4. Balrara, M. (1999).Principles of Curriculum Renewal. New Delhi: Kanishka Publishers.

5. Candra, A. (1977). Curriculum Development and Evaluation in education. New Delhi: Sterling Publishers.

6. Davies, I. K. (1976) : Objectives in Curriculum Design, England, Mcgraw Hill Book Company Limited

7. Fogarty, R. (2009): How to Integrate the Curriculum. New Delhi: Sage India Pvt Ltd.

8. Goodson, I. F. (1994): Studying Curriculum, Buckingham, Open University Press.

9. Graves, K. (Editor) (2010): Teachers as Course Developers. New Delhi: Cambridge University Press.

10. Hugh (1976): Designing the Curriculum, London, Open Books.

11. Krug, E.A. (1960): The Secondary School Curriculum, New York, Harper and Row Publishers.

12. Joseph, P.B. et al. (2000): Cultures of Curriculum (studies in Curriculum Theory). New York, Teacher College Press.

13. Lawton, D. (1986): School Curriculum Planning, London, Sydney, Hodder & Stonghton.
14. Lynn, E.H. (1998): Concept-based Curriculum and Instruction, Corwin Press, Inc.
15. Lewy, A. (1991): Studying Curriculum, Buckingham, Open University Press,.
16. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
17. NCTE (2009): National Curriculum Framework of Teacher Education, New Delhi.
18. Oliva, P.F. (1988). Developing the Curriculum, Scott and Foresman and Co.
19. Ornstein, Allen C.A., Curriculum Foundations, Principles and Issues,London, Prentice Hall International Ltd

Blueprint of ADVANCED EDTutor: Curriculum Studies

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Curriculum Studies	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	**Short Answer (SA)**	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	**MCQ**	10*1= 10 marks

Module Name: ADVANCED EDExpert

1. MODULE BIOGRAPHY

This module emphasizes on the multiple roles of a teacher at different stages of School Education and an understanding of the 'school culture'. They will get an opportunity to work as an Associate αlpha Master as per the level of school education (early child care, elementary,

secondary and higher level) wherein they gain a lot of exposure in organizing field visits, interschool events for the students. αlpha Masters are being trained to teach Generation- Z and Generation-α learners who are technologically saturated Generation. They can integrate technology in education at different levels of schooling and connecting education with the real-life situations.

αlpha Masters also need to be well versed with the digital technologies as he/she has to deal with the learners who are tech-savvy and the Generation who need to perform multi-task roles to meet the diversified needs of the learners at different stages. This Generation moves quickly from one task to another task valuing speed more than accuracy.

The module ADVANCED EDExpert covers the specialized courses in education at different levels. The course Foundations of Early Childhood Care and Education shall equip the αlpha Masters with all the knowledge and skills to contribute towards the healthy overall development of children. They will be trained with ways to assess, analyse and evaluate the various theories and perspectives on early childhood care. The αlpha Masters will be able to effectively deal with the issues and concerns faced by children on transition from home to school. They will apply this knowledge to help pre-scholars in their physical, cognitive, social and emotional development.

The objective of the course Foundations of Elementary Education under this module is to make the αlpha Masters well-equipped with the diverse needs of the learners so to that they are able to achieve the over-all development. Moreover, the αlpha Masters will also get an opportunity to make themselves familiar with various programs that have been established to provide a wide variety of provisions to educational institutions. Furthermore, the they will also become aware of recent researches and trends in the area of elementary education.

The course of Secondary and Higher Education under the Module ADVANCED EDExpert focuses on the evolution of secondary and higher secondary education in India and the development stages taking place in the field of education at secondary and higher secondary level. This course also gives them an opportunity to analyse the importance of co-curricular activities in different subjects in accordance with the Global Perspectives of Secondary and Higher Secondary Education. They will also develop an understanding of the different structures of Secondary and Higher Secondary Education. evaluation process in education and the evaluation process to assess the learning outcomes of the 21st century learners.

This module will ultimately help the αlpha Masters to become self- learners, reflective, expressive, life-long learners and collaborative professionals.

2. SUBJECTS TO BE COVERED UNDER THIS MODULE

- Foundations of Early Childhood Care and Education
- Foundations of Elementary Education
- Secondary and Higher Education

3. STATUTORY MAPPING

The module on ADVANCED EDExpert maps itself to the following courses of NCTE2014.

- Specialization Course: Foundations of Early Childhood Care and Education Page No. 3-4 under Specialization branches (Theory and Practicum included); Section 2, Page No. 12, Point 3.2.1 (d); Page No. 31 Section 3, point 3.5.1
- Specialization Course: Foundations of Elementary Education Page No. 3-4 under Common Core (Theory and Practicum included); Section 2, Page No. 12, Point 3.2.1 (d); Page No. 31 Section 3, point 3.5.1
- Course 3: Secondary and Higher Education Page No. Page No. 3-4 under Common Core (Theory and Practicum included); Section 2, Page No. 12, Point 3.2.1 (d); Page No. 31 Section 3, point 3.5.1

4. ETHOS OF THE MODULE

This module is governed by the following ETHOS which act as a light house for the Alpha Masters.

1. Emerge as αlpha Masters by gaining rigorous hands-on experience by performing multiple roles as a teacher at different levels. (Early Childhood, Elementary stage and Secondary & Higher Level)
2. Possess effective communication skills and enable the active participation of the learners in the classroom by integrating different co-curricular activities as per the level of schooling and area of specialization.
3. αlpha Masters will be adaptable to the new trends and innovations in the field of education and imbibe the same skill set in Generation- Z and Generation- αlearners.
4. Demonstrate effective technological skills and emerge as an αlpha Masters who are digitally strong and can adapt to latest innovations in technology with ease.

5. MODULE BANDWIDTH

This module will help the Alpha Master to have a wider umbrella of various expertise which are application oriented and will enhance their employability skills. The trained Alpha Master in this module will help her/him specialize in various areas related to the academic and personal growth as a teacher. The absorption areas of employment where Alpha Master might have a scope are as follows:

- As a subject expert.
- As a researcher.
- As a writer.
- As an educational expert.
- As an instructional expert.
- As a soft skill trainer with MNC's.

- As a content developer.
- As a health education specialist.
- Education enabled services provider organization.

6. MODULE SWOT

6.1 Strengths

- This module provides hands on experience in schools at different levels of schooling.
- Get acquainted with 'innovations in the field education.
- Focus on co-curricular activities for enhancing concentration of the learners.
- Become digitally competent.
- Exposure to become lifelong learners.

6.2 Weakness

- If the αlpha Masters are not provided with proper training in the area of specialization (Early Childhood, Elementary Stage & Secondary and Higher level, he/she will fail to acquire skills to become an αlpha Master
- If αlpha Masters doesn't get well equipped with new trends and innovations
- If Computer or Internet facility not available at home
- If the educator is not aware about the competency level of Alpha Masters
- If the assessment of the module is not done keeping in mind the rubrics

6.3 Opportunity

This module provides a great platform to the αlpha Masters to acquire skills which are required to teach the Generation- Z and Generation- α learners.

- Keeping in mind easy access to the digital content and resources necessary for the 21st century learners, this module also focuses on adapting to new trends and innovations in the field of education, thus making them digitally proficient so it provides them with an opportunity to be better placed with good salary.
- Work in a school focusing on the digital skills and online assessments and evaluation tools and process.
- Opportunity to get hands on experience to teach learners with diversified needs and engage them actively through different activities and learn by living the life of a teacher.
- Opportunity to enhance their teaching skills as an Education Specialist as per the area of specialization, guide students about the emerging trends in the field of education.
- Opportunity to gain expertise in Digital Technologies.

Threats

- The threat to the module lies in case the αlpha Masters do not imbibe these skills although the trainings and workshops are being organized.

- αlpha Master does not utilize the opportunity of Internship properly during her/his Two-Year M.Ed Program..
- αlpha Master is unable to get a school for internship which is either CBSE affiliated or is affiliated to state board.
- αlpha Master does not gets an opportunity to enhance his/ her communication skills as the school where he/she is pursuing her internship does not lay stress on communication skills of the teacher.
- The Internship school does not organize talks or workshops on health issues of the child.
- αlpha Master is unable to get sufficient opportunity to enhance her employability skills as a teacher.

FOUNDATIONS OF EARLY CHILDHOOD CARE AND EDUCATION

Semester: 2

Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
Foundations of Early Childhood Care and Education	MED201	Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	
		3 Credits	45	1 Credit	30	60	40	100

COURSE BIOGRAPHY:

Brain development is most rapid in the early stages of a child's life and the quality of stimulation, support and nurture provided affects the overall development of the child. This course shall equip the Alpha Masters with all the knowledge and skills to contribute towards the healthy all-round development of children. They will be required to assess, analyze and evaluate the various theories and perspectives on early childhood care. The αlpha Masters will be able to effectively deal with the issues and concerns faced by children on transition from home to school. They will be able to apply this knowledge to help pre-scholars in their physical, cognitive, social and emotional development.

COURSE OUTCOMES:

At the end of the course, αlpha Masters will be able to:

- Understand the need and relevance of early childhood care and education.
- Analyze the social and emotional development of children (3-6 years).
- Assess the curriculum, programmes and infrastructure required for early childhood care and education.
- Evaluate the contribution of various theories of early childhood care and education.

- Develop knowledge and skills for research, evaluation and training in early childhood care.
- Understand the policy perspectives on early childhood care and education in India and the world.

Theory: Credits- 3 (45 Hours)

UNIT-1

a) Early Child Care and Education (ECCE): Concept, importance and objectives, Philosophers- Froebel, Gijubhai, Gandhi, Rudolph
b) Developmental characteristics during early childhood – physical, cognitive, language, social, emotional
c) Transition from home to school – issues and concerns
d) Psycho – Social Context of Pre-school Education
e) Theories: Piaget, Montessori, Erikson, Bowlby, Vygotsky, Bandura

UNIT -2

a) School Readiness – physical, cognitive, socio-emotional dimensions
b) Different types of preschool curriculum: Aanganwadi, Montessori, Kindergarten, Balawadi, Progressive
c) Support of workforce in early childhood care and education centres: Teachers, parents and community support
d) General principles to curricular approaches – activity-based play-way, child-centered, theme-based, holistic, joyful, inclusive
e) Experiential learning and Techniques- story-telling, puppetry, musical and rhythmic exercises, free talk, free play, role-play, art and craft activities, indoor and outdoor play, field trips, Arts and Sports integration

UNIT- 3

a) Indian Policies of Early Childhood Care and Education: National Policy for Children (1974), National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action for Children, 1992 and 2005; National Curriculum Framework (2005), NCF (2012), NEP (2020)
b) Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.
c) Need and significance of personnel involved in Early Childhood Care and Education programme
d) Latest areas of research in Early Childhood Care and Development

UNIT -4

a) Diversity: Factors and Implications in Early Childhood Care and Education
b) Roles and Responsibilities of an ECCE teacher
c) Evaluation of ECCE programme, method and Implications

TASKS FOR ALPHA MASTERS   **Credit- 1 (30 Hours)**

1. Prepare two learning and play materials for pre-schoolers.
2. Write a report on a visit to (or online research on) a pre-school/aanganwadi/ICDS center.
3. Exploring one art form to encourage expression and learning in children.

ASSESSMENT FRAMEWORK OF FOUNDATIONS OF EARLY CHILDHOOD CARE AND EDUCATION

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face to Face Mode	Early Child Care and Education (ECCE): Concept, importance and objectives, Philosophers- Froebel, Gijubhai, Gandhi, Rudolph Developmental characteristics during early childhood – physical, cognitive, language, social, emotional Transition from home to school – issues and concerns Psycho – Social Context of Pre-school Education Theories: Piaget, Montessori, Erikson, Bowlby, Vygotsky, Bandura	12 hours

	School Readiness – physical, cognitive, socio-emotional dimensions	
	Different types of preschool curriculum: Aanganwadi, Montessori, Kindergarten, Balawadi, Progressive	
	Support of workforce in early childhood care and education centres: Teachers, parents and community support	
	General principles to curricular approaches – activity-based play-way, child-centered, theme-based, holistic, joyful, inclusive	11 Hours
	Experiential learning and Techniques- story-telling, puppetry, musical and rhythmic exercises, free talk, free play, role-play, art and craft activities, indoor and outdoor play, field trips, Arts and Sports integration	
CONTROLLED PRACTICE		
HybridMode	Diversity: Factors and Implications in Early Childhood Care and Education	11 Hours
	Roles and Responsibilities of an ECCE teacher	
	Evaluation of ECCE programme, method and Implications	
Blended Mode	Diversity: Factors and Implications in Early Childhood Care and Education	11 Hours
	Roles and Responsibilities of an ECCE teacher	
	Evaluation of ECCE programme, method and Implications	
FREE PRACTICE		

	Prepare two learning and play materials for pre-schoolers	10 Hours
RESEARCH WORK		
	Exploring one art form to encourage expression and learning in children.	6 Hours
	Design an assessment sheet for easy and quick assessment of requisite infrastructure of an ECCE Centre.	9 Hours
	Write a report on a visit to (or online research on) a pre-school/aanganwadi/ICDS center.	5 Hours

SUGGESTED READINGS

- 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.
- NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.
- Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2 nd Ed.) National Children's Bureau, London.
- Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio.
- Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.
- Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.
- UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.

Blueprint of ADVANCED EDExpert: Foundations of Early Childhood Care and Education

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Foundations of Early Childhood Care and Education	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	Short Answer (SA)	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	MCQ	10*1= 10 marks

FOUNDATION OF ELEMENTARY EDUCATION

Semester: 2

COURSE BIOGRAPHY

As the brain continues to develop during the elementary stage, it is important that learners are provided with continuous knowledge so as to achieve ethe objective of holistic development. This course shall equip the αlpha Masters with the understanding of the requirements of diverse learners at elementary stage. Moreover, the Alpha Masters will get to acquaint themselves with various programmes that are developed to provide a variety of provisions to educational institutions and learners that focus on elementary education. In addition to this, the Alpha Masters will also get aware of recent researches and trends with respect to elementary education.

COURSE OUTCOMES:

This course will enable alpha Masters to:

- understand the concept and foundations of elementary education.
- comprehend the constitutional provisions and various programmes developed for elementary education.
- discuss the curriculum, pedagogy, assessment, tools and techniques of elementary education.
- get familiarised with the competencies of an elementary teacher.
- know the teacher education programme at elementary level w.r.t NCTE, NEP 2020.
- get acquainted with issue and recent researches in elementary education.

Theory: Credits- 3 (45 Hours)

Unit-I

Elementary Education: Concept and Historical Perspective

a) Elementary Education: Concept, Nature, Characteristic
b) Constitutional Provisions for Elementary Education
c) Programmes UEE (Universalization of Elementary Education)- Lok Jumbesh, OBB (Operation Black Board), MDM (Mid-day Meal Programme), Bihar Education Process, DPEP (District Primary Education Programme)
d) Theories: Piaget, Montessori, Erikson, Bowlby, Vygotsky, Bandura

Unit- II

Curriculum, Pedagogy, Assessment and Teacher

a) Curriculum development at Elementary Education (NCF-2005), NEP 2020
b) Pedagogies employed for Elementary Education
c) Assessment of Learning Outcomes at Elementary Education
d) Commitment and competencies of teachers
e) Innovative tools & techniques for teaching, learning and assessment at elementary level.

Unit-III

Teacher Education Programme at Elementary Level

a) Objectives of Teacher Education Programme at Elementary Level as recommended by the NCTE and as mentioned in NEP 2020.
b) Structure of Teacher Education Programme at Elementary Level as recommended by the NCTE.
c) Professional development of elementary school teachers: Role of SCERTs, DIETs., Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs).

d) Sarva Shiksha Abhiyan

Unit-IV

Perspective, Issues and Researches in Elementary Education
   a) Major Issues and Challenges in Elementary Education and their possible solutions
   b) Recent Researches in Elementary Education
   c) Global perspective of elementary education

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. Each student is required to prepare and present in a seminar/ class a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.
2. Survey of status of teachers of elementary level w.r.t. knowledge of various programmes of elementary education, pedagogical knowledge, awareness of needs to students- Physiological, scholastic and co-scholastic.

ASSESSMENT FRAMEWORK OF FOUNDATION OF ELEMENTARY EDUCATION

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face to Face Mode	➢ Elementary Education: Concept, Nature, Characteristic ➢ Constitutional Provisions for Elementary Education ➢ Programmes UEE (Universalization of Elementary Education)- Lok Jumbesh, OBB (Operation Black Board), MDM (Mid-day Meal Programme), Bihar Education Process, DPEP (District Primary Education Programme) ➢ Theories: Piaget, Montessori, Erikson, Bowlby, Vygotsky, Bandura ➢ Curriculum development at Elementary Education (NCF-2005), NEP 2020	11 hrs

	➢ Pedagogies employed for Elementary Education ➢ Assessment of Learning Outcomes at Elementary Education ➢ Commitment and competencies of teachers ➢ Innovative tools & techniques for teaching, learning and assessment at elementary level.	11 hrs
CONTROLLED PRACTICE		
Hybrid Mode	➢ Objectives of Teacher Education Programme at Elementary Level as recommended by the NCTE and as mentioned in NEP 2020. ➢ Structure of Teacher Education Programme at Elementary Level as recommended by the NCTE. ➢ Professional development of elementary school teachers: Role of SCERTs, DIETs., Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs). ➢ Sarva Shiksha Abhiyan	12 hrs
Blended Mode	➢ Major Issues and Challenges in Elementary Education and their possible solutions ➢ Recent Researches in Elementary Education ➢ Global perspective of elementary education	11 hrs
FREE PRACTICE		
Task for the αlpha Master	Survey of status of teachers of elementary level w.r.t. knowledge of various programmes of elementary education, pedagogical knowledge, awareness of needs to students-Physiological, scholastic and co-scholastic.	15 hrs
RESEARCH WORK		
Task for the αlpha Master	Each student is required to prepare and present in a seminar/ class a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.	15 hrs

SUGGESTED READINGS

- 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. Page 45 of 77
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- MHRD (2001): Convention on the Right of the child. New Delhi.
- 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): Universalisation of Elementary Education. Indian Publishers, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan 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.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance

Blueprint of ADVANCED EDExpert: Foundation of Elementary Education

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Foundations of Elementary Education	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	Short Answer (SA)	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	MCQ	10*1= 10 marks

SECONDARY AND HIGHER SECONDARY EDUCATION

Semester: 2

Course Name	Course Code	Total Credits & Hours				Weightage		Total Marks
		Theory	Hours	Practical	Hours	Theory (External) (100)	Practical (Internal) (25)	
Secondary and Higher Secondary Education	MED203	3 Credits	45 Hrs (3 Hrs per week)	1 Credit	30 Hrs (2 Hrs per week)	60	40	100

COURSE BIOGRAPHY

The course of Secondary and Higher Education under the Module ADVANCED EDExpert focuses on the evolution of secondary and higher secondary education in India and the development stages taking place in the field of education at secondary and higher secondary level. This course also gives them an opportunity to analyze the importance of co-curricular activities in different subjects in accordance with the Global Perspectives of Secondary and Higher Secondary Education. They will also develop an understanding of the different structures of Secondary and Higher Secondary Education. evaluation process in education and the evaluation process to assess the learning of the 21 century learners.

COURSE OUTCOMES

The course will enable the αlpha Masters to:

- gain knowledge of the development of Curriculum in Secondary and Higher Secondary Education.
- analyse the purpose of Co-curricular activities in Secondary and Higher Secondary Education.
- comprehend the Evaluation process at Secondary and Higher Secondary Education.
- be aware of the New Trends and Innovations in Secondary and Higher Secondary Education.
- enable students to understand the Psychological Bases for Secondary and Higher Secondary Education.

- enable students to know and analyze the different Structures of Secondary and Higher Secondary Education.
- enable the students to have an understanding of Global Perspectives of Secondary and Higher Secondary Education in Developing Countries.

Theory: Credits- 3 (45 Hours)

UNIT-I

Curriculum, Co-Curricular, Evaluation & Trends in Secondary and Higher Secondary Education in India

a) **Curriculum Development:** Main Features, components & issues of Curriculum Development of Secondary and Higher Secondary Education in India
b) **Co-curricular Activities**: Objectives, Principles, Types & Management of Co-curricular Activities
c) **Evaluation:** Purpose, Nature, Types, Issues & Problems in evaluation
d) **New Trends & Innovations:** Universalization of Secondary and Higher secondary Education & Challenges, ICT, Innovations in Board Examinations, Continuous and comprehensive evaluation, Open book examination, Online examination, Competency based teaching, Project based learning, Research in Secondary and Higher Secondary Education

UNIT-II
Concept, Aims, Nature, Provisions of Secondary and Higher Secondary Education (

a) **Aims and Objectives**: General Aims and Objectives of Secondary Education and Higher Secondary Education.
b) **Nature and Characteristics**: Nature and Characteristics of Secondary Education and Higher Secondary Education.
c) **Constitutional provisions**: Constitutional provisions for Secondary and Higher Secondary Education (RMSA) & in different states.
d) **Vocational Education**: Vocational Education Equivalent to Secondary and Higher secondary Education

UNIT-III
Psychological Bases for Secondary and Higher Secondary Education

a) **Stages of Development**: Stages of Development with references to Secondary and Higher Secondary Education.
b) **Adolescent**- Compatibility with Secondary and Higher Secondary Education
c) **Problems & Challenges**: Problems, challenges and handling of problems of Adolescent of Secondary and Higher Secondary Education

d) **Guidance and Counseling**: Role of Guidance and Counseling in Secondary and Higher Secondary Education

UNIT-IV

Structure and Global Perspectives of Secondary and Higher 8 Hours Secondary Education

a) **Present Structure and Status:** Present Structure and Status of Secondary and higher secondary Education in different states and the union

b) **Structure and Status**: Structure and Status of Secondary and Higher Secondary Education with different Boards: State Boards, CBSC, ICSE and International Boards- Purpose and Functions

c) **Open schooling System**: Secondary and Higher Secondary Education in Open schooling: National and State Open schools- Objectives and Functioning

d) **Aims, Nature, Purpose**: Secondary and Higher Secondary Education in Developing Countries with reference to Aims, nature, purpose and innovations.

e) Secondary and Higher Secondary Education in England, Scotland, France, Switzerland, USA, Australia, Japan, Russia, China, New Zealand

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. Prepare a report on the educational issues faced by students in their associate school
2. Emerging Trends in the shift in value system and behaviour of youth/adults
3. Review of development of Education in India

ASSESSMENT FRAMEWORK OF SECONDARY AND HIGHER EDUCATION

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
	➢ **Curriculum Development:** Main Features, components & issues of Curriculum Development of	

	Secondary and Higher Secondary Education in India (3 hrs)	(3 hrs)
Face-to-Face Mode	➤ **New Trends & Innovations:** Universalizationof Secondary and Higher secondary Education & Challenges, ICT, Innovations in Board Examinations, Continuous and comprehensive evaluation, Open book examination, Online examination, Competency based teaching, Project based learning, Research in Secondary and Higher Secondary Education (5 hrs)	(5 hrs)
	➤ **Structure and Status**: Structure and Status of Secondary and Higher Secondary Education with different Boards: State Boards, CBSC, ICSE and International Boards- Purpose and Functions (3 hrs)	(3 hrs)
	➤ **Present Structure and Status:** Present Structure and Status of Secondary and higher secondary Education in different states and the union(2 hrs)	(2 hrs)
	➤ **Problems & Challenges**: Problems, challenges and handling of problems of Adolescent of Secondary and Higher Secondary Education (4 hrs)	(4 hrs)
	➤ **Guidance and Counselling**: Role of Guidance and Counselling in Secondary and Higher Secondary Education (2 hrs)	(2 hrs)
CONTROLLED PRACTICE		
	➤ **Co-curricular Activities**: Objectives, Principles, Types & Management of Co-curricular Activities	(2 hrs)
	➤ **Evaluation:** Purpose, Nature, Types, Issues & Problems in evaluation	(2 hrs)

HybridMode	➤ **Aims and Objectives**: General Aims and Objectives of Secondary Education and Higher Secondary Education	(2 hrs)
	➤ **Constitutional provisions**: Constitutional provisions for Secondary and Higher Secondary Education (RMSA) & in different states.	(3 hrs)
	➤ **Nature and Characteristics**: Nature and Characteristics of Secondary Education and Higher Secondary Education.	(2 hrs)
	➤ **Aims, Nature, Purpose**: Secondary and Higher Secondary Education in Developing Countries with reference to Aims, nature, purpose and innovations.	(3 hrs)
Blended Mode	➤ **Vocational Education**: Vocational Education Equivalent to Secondary and Higher secondary Education	(3 hrs)
	➤ **Stages of Development**: Stages of Development with references to Secondary and Higher Secondary Education.	(2 hrs)
	➤ **Adolescent**- Compatibility with Secondary and Higher Secondary Education	(2 hrs)
	➤ **Open schooling System**: Secondary and Higher Secondary Education in Open schooling: National and State Open schools- Objectives and Functioning	(2 hrs)
	➤ Secondary and Higher Secondary Education in England, Scotland, France, Switzerland, USA, Australia, Japan, Russia, China, New Zealand	(3 hrs)
RESEARCH WORK		
		(10 hrs)

Task to be done by αlpha Masters	➤ Emerging Trends in the shift in value system and behaviour of youth/adults	(10 hrs)
	➤ Review of development of Education in India	
COMMUNITY WORK		
Task to be done by αlpha Masters	➤ Prepare a report on the educational issues faced by students in their associate school	(10 hrs)

SUGGESTED READINGS

- Agrawal. S. P., & Agrawal, J. C. (1994): Third Historical Survey of Educational Development in India. New Delhi: Concept Publications.
- AitekarA.S : "Education in Ancient India"
- Mudeliar A.L.: "Education in India
- Mukerjee S.N: "Education in India - Today and tomorrow"
- MukerjeeS.N. : "Education in India in Twentieth century"
- Mukerjee S.N: "Education in Modern India"
- Nurulla& Naik: "History of Education in India during British rule"
- Mookerji, R. K. (1969): Ancient Indian Education. New Delhi.
- Report of the University Education Commission: (Radha krishana Commission, Vol-I, 1949)
- Report of the Indian University commission, (1902)
- Hughes, J. M. (1962): Education in America, New York, Harper and Row Publishers.
- Kumar, S. (2005): Ancient Educational Philosophy. New Delhi, Anmonl Publications.
- Nigam, B. K. (1993): History and Problems of Indian Education, New Delhi
- Kanishka Pruthi, R. K. (2005): Education in ancient India. New Delhi, Sonali Publications.
- Sharma, R. S. (2006): Comprehensive history of Modern Education. New Delhi, Cybertech Publications.
- Singh, V. (2005): Development of Education in India. New Delhi, Akansha Publication House.
- Vaidya, (2005): Educational Reforms, New Delhi, Deep and Deep Publications.
- Craner, I.F. & Brown. G.S; Contemporary Education: A Comparative Study of National System. Harcourt Brace & Company, New York, 1965.
- Edward, A. Krug: The Secondary School Curriculum, Harper and Row Publishers, New York, 1960.
- Mangla, Sheela (2000): Teacher Education: Trends & Strategies, Radha Publishing, New Delhi. Ministry of Education 1964-66,
- Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi. NCERT (1987)

- Denis Lawten. School Curriculum Planning Hodder and Stoughton. London, 1986.
- Kinney, L.B. (1964). Certification in Education. London: Englewood Cliffs.
- Kothari, R. G. and Patel, J, B (2011).In-service Teacher Education: Training programme for Primary Teachers. Germany:VDM Verlag Publisher.
- Lomax, D.E. (1973).The Education of Teachers in Britain. London: Johnwiley and Sons.
- Mangla, S. (2002).Teacher Education- Trends and Strategies. New Delhi: Sage Publishers.
- National Curriculum Framework for Teacher Education: Towards Preparing
- Craner, I.F. & Brown. G.S.; Contemporary Education: A Comparative Study of National System. Harcourt Brace & Company, New York, 1965.
- Dunkin, J. Michcal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
- Edward, A. Krug. The Secondary School Curriculum, Harper and Row Publishers, New York, 1960. Husen, Torsten & Postlethwaite (Eds.) (1994
- Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
- NCERT (1987) In service Training Package for Secondary Teachers MHRD, New Delhi.

Blueprint of ADVANCED EDExpert: Secondary and Higher Education

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Secondary and Higher Education	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	Short Answer (SA)	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	MCQ	10*1= 10 marks

Module Name: ADVANCED EDMentor

1. **MODULE BIOGRAPHY:**

This module shall help αlpha MASTERS become successful mentors for the Generation αlpha TEACHERS, Generation αlpha Learners and Generation-Z Learners by enabling them to understand and implement the various counselling and guidance theories and techniques in practical situations. With the advent of technology, the experiences of the pandemic and many other unique situations in the 21st century, the αlpha Masters will be equipped with knowledge of various guidance and counseling principles which will help them deal with the peculiar issues and problems that the αlpha and Z generations are facing. The knowledge of counseling and guidance skills will help the αlpha Masters effectively help the αlpha teachers function well at work and in various social settings. They will become well-versed with the organization of guidance at different levels in the school and learn how to deal with professional issues in counselling and guidance pertaining to the modern times. It is vital that the αlpha Masters understand and appreciate the need and relevance of guidance and counseling in the modern scenario. αlpha Masters with be equipped with the knowledge of developing, administering and supervising effective guidance and counseling services. They will be able to critically evaluate the various issues in Guidance and counseling services, and get a practical know-how of addressing these issues. They will also receive essential knowledge of training and qualifications required for working as certified counselors and guidance workers. The Alpha Masters will get vital information on Curricular placement, Co-curricular placement, Training placement, and Job placement which will eventually assist them in their counseling-related career pursuits. αlpha Masters will gain practical knowledge of administering, scoring and interpreting various tests of Intelligence, Personality, Aptitude and Achievement. They will get a comprehensive understanding of the various assessment techniques in guidance and counseling, and have a good grasp of the characteristics of good psychological tests, namely, reliability, validity and norms. They will be able to critically evaluate the need of psychological measurement in guidance and counseling.

2. **SUBJECTS TO BE COVERED UNDER THIS MODULE**
   - Principles and Practices of Guidance & Counselling
   - Organization and Administration of Guidance Services in India
   - Measurement of Guidance and Counselling

3. **ETHOS OF THE MODULE**

The philosophy underlying this module is to envision the αlpha master not just as an efficient teacher but also an effective mentor. The αlpha master must provide constructive mentoring and counselling to the αlpha Teachers, Generation- Z and Generation- α Learners. The αlpha Masters understand and appreciate the need and relevance of guidance and counseling in the modern scenario. With this vision in mind the module on ADVANCED EDMentor shall foster the following attributes in the αlpha Masters:

1. The αlpha Master shall be equipped with knowledge of various guidance and counseling principles which will help them deal with the peculiar issues and problems that the αlpha and Z generations are facing.

2. The αlpha Master shall receive practical knowledge of developing, administering and supervising effective guidance and counseling services.
3. They will get a comprehensive understanding of the various assessment techniques in guidance and counseling.

4. MODULE BANDWIDTH

This module will help the αlpha Master have a large repertoire of expertise which is application oriented and will lead to effective employability. The trained αlpha Master in this module will specialize in various areas related to Guidance and Counselling. The absorption areas of employment where αlpha Master might have a scope are as follows:

- As a Guidance Worker
- As a Mentor
- As a Co-ordinator
- As an Administrator
- As an NGO Worker

5. MODULE SWOT

5.1 Strength

- αlpha Master will develop the skills of mentoring, guidance and counselling.
- αlpha Master will gain confidence about their test administration and scoring skills.
- αlpha Master will learn how to develop and supervise effective guidance and counselling programmes.

5.2 Weakness

- If the αlpha Master lacks effective social skills, it would hamper the process of mentorship.
- The Associate schools lack proper guidance and counseling infrastructure, it would limit the exposure of αlpha Masters towards this area.

5.3 Opportunity

- Provides an opportunity to the αlpha Masters to pursue short term diploma courses in mentorship thus taking full-fledged profession in opening a Guidance, Counselling and assessment Centre

5.4 Threats

Other universities in the vicinity offering specialized programmes in Guidance and Counselling thus restricting the avenues of jobs for αlpha Masters

PRINCIPLES AND PRACTICES OF GUIDANCE AND COUNSELLING

Semester: 2

Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
Principles and Practices of Guidance and Counselling	MED211	Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	
		3 Credits	45	1 Credit	30	60	40	100

Course Biography:

This course will help the αlpha Masters understand and appreciate the need and relevance of guidance and counseling in the modern scenario. With the advent of technology, the experiences of the pandemic and many other unique situations in the 21st century, the αlpha Masters will be equipped with knowledge of various guidance and counseling principles which will help them deal with the peculiar issues and problems that the αlpha and Z generations are facing. The knowledge of counseling and guidance skills will help the αlpha Masters effectively help the αlpha teachers function well at work and in various social settings.

Course Outcomes:

This course will enable the αlpha Masters to:

- appreciate the need for Guidance and Counselling in the modern society
- understand the nature, basic principles and underlying assumptions in guidance
- evaluate the factors influencing Educational and Vocational development
- recognize the various types of Guidance
- get an insight into the various approaches of Counselling
- understand the theoretical approaches to guidance and counselling
- imbibe the skills required by guidance workers and counsellors

UNIT-I

Concept of Guidance and Counselling

a) Guidance- Concept, Principles, Aims and Objectives, Need and Scope
b) Counselling- Definition, Types, Scope
c) Difference between Guidance and Counselling
d) Areas of Guidance and Counselling: personal, educational, vocational, health, social

UNIT-II

Approaches and Perspectives of Counselling

a) Approaches to Counselling: Psychodynamic, Interpersonal, Client-centered (Rogers), Existential, Cognitive-behavioural, Mindfulness-based, Rational-emotive (Ellis), Systemic, Narrative, Creative

b) Perspectives on vocational development: Holland's Theory of Career Choice, Super's theory of Occupational development, Roe's Career theory

UNIT-III

Group Guidance

a) Group Guidance: Meaning, Objectives, Advantages and Limitations of Group Guidance

b) Group Guidance Techniques: Class Talk, Career Talk, Orientation Talk, Group Discussion, Career Conference, Career Corner, Bulletin Board, Role Playing

UNIT-IV

Trends in Counselling and Guidance

a) Recent trends in Guidance and Counselling.
b) Qualities and skills of a Good Counsellor
c) Traits of a Good Guidance Professional

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. Give a presentation and talk on Career at school.
2. Prepare a Case Study on Vocational guidance of a student.
3. Writing a paper on Guidance services provided by a school.

ASSESSMENT FRAMEWORK OF PRINCIPLES AND PRACTICES OF GUIDANCE AND COUNSELLING

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		

Face to Face Mode	Group Guidance: Meaning, Objectives, Advantages and Limitations of Group Guidance	12 hours
	Group Guidance Techniques: Class Talk, Career Talk, Orientation Talk, Group Discussion, Career Conference, Career Corner, Bulletin Board, Role Playing	
	Approaches to Counselling: Psychodynamic, Interpersonal, Client-centered (Rogers), Existential, Cognitive-behavioural, Mindfulness-based, Rational-emotive (Ellis), Systemic, Narrative, Creative	11 Hours
	Perspectives on vocational development: Holland's Theory of Career Choice, Super's theory of Occupational development, Roe's Career theory	
CONTROLLED PRACTICE		
Hybrid Mode	Recent trends in Guidance and Counselling.	11 Hours
	Qualities and skills of a Good Counsellor	
	Traits of a Good Guidance Professional	
Blended Mode	Guidance- Concept, Principles, Aims and Objectives, Need and Scope	11 Hours
	Counselling- Definition, Types, Scope	
	Difference between Guidance and Counselling	
	Areas of Guidance and Counselling: personal, educational, vocational, health, social.	
FREE PRACTICE		
Task for the Alpha Masters	Give a presentation and talk on Career at school	10 Hours

RESEARCH WORK		
Tasks for the Alpha Masters	Prepare a Case Study on Vocational guidance of a student	9 Hours
Tasks for the Alpha Masters	Writing a paper on Guidance services provided by a school	5 Hours

SUGGESTED READINGS:

- Arbucle, D.S. (1965). Counselling: Philosophy, theory and practice. Boston: Allyn and Bacon.
- Bantole, M.D. (1984). Guidance and Counselling. Bombay: Sheth and Sheth Publications.
- Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counselling, Vol.I: A practical approach. New Delhi: Vikas
- Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counselling, Vol.II: A practical approach. New Delhi: Vikas
- Burnard, P. (2005). Counselling skills training: a sourcebook of activities for trainers. London: Viva Books Private Ltd.
- Chaturvedi, R. (2007). Guidance and Counselling Skills. New Delhi: Crescent Publishing Corporation.
- Corey, G. (1986). Theory and practice of counselling and psychotherapy, 3rd Ed. Belment: Calif- Brooks Cole.
- Cormier, L. & Hackney, H. (1987). The professional counsellor. Englewood Cliffes, New Jersey: Prentice Hall.
- Drummond, R.J. (1998). Appraisal procedures for counsellors and helping professional. Columbus, OH: Merrill.
- Dryden, W. & Filethaman C. (1994). Developing Counsellor Training. London: Sage
- Gardner, H. (1999). Multiple Intelligence: Intelligence, Understanding and Mind. NY: National Professional Resources.
- Gibson, R.L. & Mitchell, M.H. (2008). Introduction to counselling and Guidance (7th edition). New Delhi: Pearson education. Inc.
- Gelsco, C.J. & Fretz, B.R. (1995). Counselling Psychology. Banglore: Prisin Book.
- George, R.L. & Critiani, T.S. (1990) Counselling theory and Practice. New Jersey: Prentice Hall.
- Gladding, S.T. (2014). Counseling: a comprehensive Profession (7th ed.). USA: Pearson Education, Inc 18.
- Mohan, S. & Sibia, A. (1998) Handbook of Personality measurement in India. New Delhi: NCERT
- Myers, G.E. (1998). Principles and Techniques of Vocational Guidance. London: Mcgraw Hills Company.

- Oliver, W. & Randall, W.E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication
- Petterson, G.H. (1962). Counselling and Guidance in Schools. London: Mcgraw Hill Book Company.
- Pietrofesa, J.J., Bernstein, B. & Stanforn. S. (1980) Guidance: An Introduction. Chicago: Rand McNally.
- Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill
- Saraswat, R.K. & Gaur.J.S. (1994). Manual for Guidance counsellors. New Delhi: NCERT.
- Shertzer, B. & Stone, S.G. (1980). Fundamentals of Guidance. Boston, USA: Houghton Mifflin Co.
- Shertzer, B. & Stone, S.G. (1968). Fundamentals of Counselling. Boston, USA: Houghton Mifflin Co.
- Tolbert, E.L. (1978). An introduction to guidance. Toronto: Little Brown and Company.
- Tudor, K. (1999). Group Counselling. London: Sage Publications.

Blueprint of ADVANCED EDMentor: Principles and Practices of Guidance and Counselling

Time: 3 hours   **Max Marks: 60**

Course Name	Internal	External	LA	SA	VSA	MCQ
Principles and Practices of Guidance and Counselling	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	**Short Answer (SA)**	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	**MCQ**	10*1= 10 marks

ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES IN INDIA

Semester: 3

Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
Organization and Administration of Guidance Services in India	MED310	Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	
		3 Credits	45	1 Credit	30	60	40	100

Course Biography:

This course will equip the αlpha Masters with knowledge of developing, administering and supervising effective guidance and counseling services. They will be able to critically evaluate the various issues in Guidance and counseling services, and get a practical know-how of addressing these issues. They will also receive essential knowledge of training and qualifications required for working as certified counselors and guidance workers. The αlpha Masters will get vital information on Curricular placement, Co-curricular placement, Training placement, and Job placement which will eventually assist them in their counseling-related career pursuits.

Course Outcomes:

This course will enable the αlpha Masters to:

- Understand the way Guidance services are organized in educational institutions
- Scrutinize the working of guidance services in India
- Evaluate how guidance and counselling services are administered
- Understand the role of personnel in guidance and counselling
- Get an idea about the various issues in guidance and counselling

UNIT-I

Administration and Role of Personnel

a) Employment settings for Guidance and Counselling: Program development, administration and supervision of Guidance services
b) Role of personnel in guidance programs
c) Professional issues in Guidance and counselling
d) Training and qualifications required for counsellors and guidance workers

UNIT-II

Guidance Services

a) Guidance services: Orientation/Induction Service, Individual Inventory service, Information Service, Counseling Service, Placement Service
b) Curricular placement, Co-curricular placement, Training placement, and Job placement
c) Follow-up Guidance services for school leavers, Pupils in school

UNIT-III

Guidance Programmes

a) Setting up of a Guidance Unit in the School: Personnel, Infrastructure, Need and objectives
b) Monitoring and Evaluation of a Comprehensive Guidance Programme in educational settings
c) Networking with Community agencies

UNIT-IV

Policies, Emerging areas and Ethics

a) Emerging areas of Guidance and Counselling in schools in India and Globally
b) Important Government policies on Guidance to School Students
c) Ethical issues in Guidance and Counselling

Tasks For αlpha Masters:

1. To study the guidance services in any one educational institution.
2. To prepare a plan for organizing an educational Guidance Programme.

   or

   To prepare a plan for organizing a Personal Guidance Programme.

ASSESSMENT FRAMEWORK OF ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES IN INDIA

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration

PRESENTATION MODE		
Face to Face Mode	Employment settings for Guidance and Counselling: Program development, administration and supervision of Guidance services Role of personnel in guidance programs Professional issues in Guidance and counselling Training and qualifications required for counsellors and guidance workers	12 hours
	Guidance services: Orientation/Induction Service, Individual Inventory service, Information Service, Counseling service, Placement Service Curricular placement, Co-curricular placement, Training placement, and Job placement Follow-up Guidance services for school leavers, Pupils in school	11 Hours
CONTROLLED PRACTICE		
Hybrid Mode	Setting up of a Guidance Unit in the School: Personnel, Infrastructure, Need and objectives Monitoring and Evaluation of a Comprehensive Guidance Programme in educational settings Networking with Community agencies	11 Hours
Blended Mode	Emerging areas of Guidance and Counselling in schools in India and Globally Important Government policies on Guidance to School Students Ethical issues in Guidance and Counselling	11 Hours
FREE PRACTICE		

Tasks for the Alpha Masters	To prepare a plan for organizing an educational Guidance Programme.	6 Hours
	or	
	To prepare a plan for organizing a Personal Guidance Programme.	6 Hours
RESEARCH WORK		
Task for the Alpha Masters	To study the guidance services in any one educational institution	10 Hours

SUGGESTED READINGS:

- Anastasi, A. (1968).Psychological Testing. New York: Mac-Millan.
- Arbucle, D.S. (1965). Counselling: Philosophy, theory and practice. Boston: Allyn and Bacon.
- Bantole, M.D. (1984). Guidance and Counselling. Bombay: Sheth and Sheth Publications.
- Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counselling, Vol.I: A practical approach. New Delhi: Vikas
- Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counselling, Vol.II: A practical approach. New Delhi: Vikas
- Burnard, P. (2005). Counselling skills training: a sourcebook of activities for trainers. London: Viva Books Private Ltd.
- Chaturvedi, R. (2007). Guidance and Counselling Skills. New Delhi: Crescent Publishing Corporation.
- Corey, G. (1986). Theory and practice of counselling and psychotherapy, 3rd Ed. Belment: Calif- Brooks Cole.
- Cormier, L. & Hackney, H. (1987). The professional counsellor. Englewood Cliffes, New Jersey: Prentice Hall.
- Drummond, R.J. (1998). Appraisal procedures for counsellors and helping professional. Columbus, OH: Merrill.
- Dryden, W. & Filethaman C. (1994). Developing Counsellor Training. London: Sage
- Gardner, H. (1999). Multiple Intelligence: Intelligence, Understanding and Mind. NY: National Professional Resources.
- Gibson, R.L. & Mitchell, M.H. (2008). Introduction to counselling and Guidance (7th edition). New Delhi: Pearson education. Inc.
- George, R.L. & Critiani, T.S. (1990) Counselling theory and Practice. New Jersey: Prentice Hall.
- Gladding, S.T. (2014).Counselling: a comprehensive Profession (7th ed.). USA: Pearson Education, Inc 18.
- Mohan, S. & Sibia, A. (1998) Handbook of Personality measurement in India. New Delhi: NCERT

- Myers, G.E.(1998). Principles and Techniques of Vocational Guidance. London: Mcgraw Hills Company.
- Oliver, W. & Randall, W.E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication
- Petterson, G.H. (1962). Counselling and Guidance in Schools. London: Mcgraw Hill Book Company.
- Pietrofesa, J.J., Bernstein, B. & Stanforn. S. (1980) Guidance: An Introduction. Chicago: Rand McNally.
- Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill
- Saraswat, R.K. & Gaur.J.S. (1994). Manual for Guidance counsellors. New Delhi: NCERT.
- Shertzer, B. & Stone, S.G. (1980). Fundamentals of Guidance. Boston, USA: Houghton Mifflin Co.
- Shertzer, B. & Stone, S.G. (1968). Fundamentals of Counselling. Boston, USA: Houghton Mifflin Co.
- Tolbert, E.L. (1978). An introduction to guidance. Toronto: Little Brown and Company.

Blueprint of ADVANCED EDMentor: Organization and Administration of guidance Services in India

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Organization and Administration of guidance Services in India	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)   3*6= 18 marks   Short Answer (SA)   4*4= 16 marks

MEASUREMENT FOR GUIDANCE AND COUNSELLING

Semester: 4

Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
Measurement for Guidance and Counselling	MED405	Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	
		3 Credits	45	1 Credit	30	60	40	100

Course Biography:

This course will help the αlpha Masters get practical knowledge of administering, scoring and interpreting various tests of Intelligence, Personality, Aptitude and Achievement. They will get a comprehensive understanding of the various assessment techniques in guidance and counseling, and have a good grasp of the characteristics of good psychological tests, namely, reliability, validity and norms. They will be able to critically evaluate the need of psychological measurement in guidance and counseling.

Course Outcomes:

This course will enable the αlpha Masters to:

- Understand the different types of assessment techniques in Guidance and Counselling
- Get practical experience of administering and interpreting different tests and scales
- Analyze the importance of scientific measurement of various psychological constructs
- Scrutinize the issues with, and limitations of assessment techniques

UNIT-I

Psychological Measurement

a) Testing and measurement in Guidance and Counselling: Concept, difference and types
b) Meaning, nature and scope of psychological measurement.
c) Difference between psychological measurement and physical measurement.
d) Need of Psychological Measurement for Guidance and Counselling

UNIT-II

Psychological testing: Types and Characteristics

a) Characteristics of good psychological tests- Reliability, validity, Norms, Ease of Administration
b) Types of Psychological tests: individual and group tests; standardized and teacher made tests; verbal and non-verbal test; speed and power tests.
c) Quantitative testing techniques: Vocational aptitude tests, Interest inventories, Personality tests, Intelligence tests
d) Qualitative testing techniques: Interviews, Case studies, Sociometry

UNIT-III

Test Administration and Scoring

a) Procedure of test administration
b) Scoring and analysis of test result
c) Interpreting the test result in the light of Guidance and Counselling
d) Reporting the test results to students, teachers and parents.

UNIT-IV

Testing of Various Constructs

a) Intelligence testing : IQ and EQ
b) Aptitude testing
c) Interest testing
d) Achievement testing
e) Personality testing

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. Administration and Scoring of an Interest Inventory.
2. Administration and Scoring of DAT.

ASSESSMENT FRAMEWORK OF MEASUREMENT OF GUIDANCE AND COUNSELLING

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration

PRESENTATION MODE		
Face to Face Mode	Procedure of test administration Scoring and analysis of test result Interpreting the test result in the light of Guidance and Counselling Reporting the test results to students, teachers and parents.	12 hours
	Intelligence testing: IQ and EQ Aptitude testing Interest testing Achievement testing Personality testing	11 Hours
CONTROLLED PRACTICE		
Hybrid Mode	Characteristics of good psychological tests- Reliability, validity, Norms, Ease of Administration Types of Psychological tests: individual and group tests; standardized and teacher made tests; verbal and non-verbal test; speed and power tests. Quantitative testing techniques: Vocational aptitude tests, Interest inventories, Personality tests, Intelligence tests Qualitative testing techniques: Interviews, Case studies, Sociometry	11 Hours
Blended Mode	Testing and measurement in Guidance and Counselling: Concept, difference and types Meaning, nature and scope of psychological measurement. Difference between psychological measurement and physical measurement.	11 Hours

	Need of Psychological Measurement for Guidance and Counselling.	
FREE PRACTICE		
Tasks for the Alpha Masters	Administration and Scoring of an Interest Inventory	7 Hours
	Administration and Scoring of DAT.	7 Hours

SUGGESTED READINGS:

- Anastasi, A.(1968).Psychological Testing. New York: Mac-Millan.
- Arbucle, D.S. (1965). Counselling: Philosophy, theory and practice. Boston: Allyn and Bacon.
- Bantole, M.D. (1984). Guidance and Counselling. Bombay: Sheth and Sheth Publications.
- Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counselling, Vol.I: A practical approach. New Delhi: Vikas
- Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counselling, Vol.II: A practical approach. New Delhi: Vikas
- Burnard, P. (2005). Counselling skills training: a sourcebook of activities for trainers. London: Viva Books Private Ltd.
- Chaturvedi, R. (2007). Guidance and Counselling Skills. New Delhi: Crescent Publishing Corporation.
- Corey, G. (1986). Theory and practice of counselling and psychotherapy, 3rd Ed. Belment: Calif- Brooks Cole.
- Cormier, L. & Hackney, H. (1987). The professional counsellor. Englewood Cliffes, New Jersey: Prentice Hall.
- Drummond, R.J. (1998). Appraisal procedures for counsellors and helping professional. Columbus, OH: Merrill.
- Dryden, W. & Filethaman C. (1994). Developing Counsellor Training. London: Sage
- Gardner, H. (1999). Multiple Intelligence: Intelligence, Understanding and Mind. NY: National Professional Resources.
- Gibson, R.L. & Mitchell, M.H. (2008). Introduction to counselling and Guidance (7th edition). New Delhi: Pearson education. Inc.
- Gelsco, C.J. & Fretz, B.R. (1995). Counselling Psychology. Banglore: Prisin Book.
- George, R.L. & Critiani, T.S. (1990) Counselling theory and Practice. New Jersey: Prentice Hall.
- Gladding, S.T. (2014).Counselling: a comprehensive Profession (7th ed.). USA: Pearson Education, Inc 18.

- Mohan, S. & Sibia, A. (1998) Handbook of Personality measurement in India. New Delhi: NCERT
- Myers, G.E.(1998). Principles and Techniques of Vocational Guidance. London: Mcgraw Hills Company.
- Oliver, W. & Randall, W.E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication
- Petterson, G.H. (1962). Counselling and Guidance in Schools. London: Mcgraw Hill Book Company.
- Pietrofesa, J.J., Bernstein, B. & Stanforn. S. (1980) Guidance: An Introduction. Chicago: Rand McNally.
- Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill
- Saraswat, R.K. & Gaur.J.S. (1994). Manual for Guidance counsellors. New Delhi: NCERT.
- Shertzer, B. & Stone, S.G. (1980). Fundamentals of Guidance. Boston, USA: Houghton Mifflin Co.
- Shertzer, B. & Stone, S.G. (1968). Fundamentals of Counselling. Boston, USA: Houghton Mifflin Co.
- Tolbert, E.L. (1978). An introduction to guidance. Toronto: Little Brown and Company.
- Tudor, K. (1999). Group Counselling. London: Sage Publications

Blueprint of ADVANCED EDMentor: Measurement for Guidance and Counselling

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Measurement for Guidance and Counselling	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	**Short Answer (SA)**	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	**MCQ**	10*1= 10 marks

Module name: ADVANCED EDManager

1. COURSE BIOGRAPHY

This module on ADVANCED EDManager has been incorporated keeping in mind 21st century educator's role in taking initiatives and managing various activities being conducted in the school at different levels from time to time. It also aims to incorporate managerial skills among the αlpha Masters who can inspire the Generation-Z and Generation - α learners.

This module outlines the framework which includes supervision, planning of human, financial and physical resources, strategies to be used and implementation of the structures required to execute an education system successfully. Generation- Z and Generation - α learners are influenced by the leaders who inspire and engage the learners actively in different curriculum-oriented activities to enrich their learning. The leadership qualities are being appreciated by them and they are motivated to communicate effectively, connect relationally, manage practically and lead directionally and strategically. The αlpha Masters need to be skilled in imbibing the above-mentioned qualities. They should not just demonstrate IQ but EQ as well which means they are able to connect with the Generation- Z and Generation - α learners by not only sharing knowledge and information but also able to understand their emotions, learning styles and connections. This Generation Z and Generation - α learners possess the view that growth or decline depends upon leadership. The sole responsibility lies with the leader to create a conducive environment and encourage team participation. Competency of the leader is adjudged at the highest by these learners. Thus, an αlpha Master who is objective and goal driven shall be able to inspire and motivate 21st century learners. He/she needs to have a broader vision, adaptable to new ideas and innovations, empathetic towards the learners, cooperative in dealing with the individuals at the grass root level and able to motivate the learners for the team work for which they need to be skilled in providing immediate and constructive feedback to their learners which helps in motivating them.

After the completion of this module the αlpha Masters shall be able to unfold the function of teacher as a manager, leader and coordinator and shall be able to perform various duties like conducting parent teacher meeting, conducting various co-curricular activities in school at different levels, develop the skill of record keeping and learn how to deal with human resource.

2. COURSES TO BE COVERED UNDER THIS MODULE
- Educational Management, Planning and Finance
- Educational Leadership
- Human Resource Management in Education

3. STATUTORY MAPPING

The module on ADVANCED EDManager maps itself to the following courses in NCTE Curriculum Framework for Teacher Education 2014.

- Specialisation Course: Educational Management, Planning and Finance – Pg3-4under Common Core (Theory and Practicum included);Page 25, Point B (iii); Page No. 27, Point 2 Theme ii; Page No. 31, Point 3.5.1
- Specialisation Course: Educational Leadership- Page No.12, (d); Page 25, Point B (iii); Page No. 31, Point 3.5.1
- Specialisation Course: Human Resource Management in Education: Page No. 31, Point 3.5.1

4. ETHOS OF THE MODULE

The underlying philosophy of this module is to envision the αlpha Master as a great leader, manager, decision-maker, planner and coordinator. The teacher has multiple roles to perform and has to manage a good show as far as her duties are concerned and is accountable to all other stakeholders of the school i.e. Students, Parents, School Management Committee, the Principal and the administration, the governing bodies and the outer communities. Hence, module ADVANCED EDManager has been envisioned to shape the αlpha Masters with good managerial skills that comforts her job and helps her display a great show.

5. MODULE BANDWIDTH

This module will help the αlpha Master to have a wider umbrella of various Management short term-oriented programs which are application oriented and will lead to inculcating effective employability skills. This module will help αlpha Master todevelop expertise in various areas related to school operations and managerial skills needed as a successful manager. The absorption areas of employment where αlpha Master might have a scope are as follows:

- Teacher as he/she does a lot of Managerial work
- Co-ordinators: as are involved in managing school challenges etc.
- Curriculum Developers: Planning, Designing, Organization, Management and Implementation of Curriculum
- Administrator: to carry day-to-day activities of management
- Principal
- Decision-maker
- Data Manager
- As Human Resource Personnel: as for recruiting new teachers
- Education Enabled Services Provider Organization

6.   MODULE SWOT

6.1 Strength

- αlpha Masters develop good managerial skills
- Development of leadership skills.
- Sufficient exposure to handle the administrative roles of the school.
- Sound knowledge of school administration.

- Sound knowledge of school management.
- Awareness of school resources and its usage.
- Trained to provide feedback and reflections.

6.2 Weakness

- Difficulty in finding qualified managers and leaders to train the αlpha Masters in the field of education.
- Lack of exposure to αlpha Masters in the associate schools as they might not follow the system of training leaders in their respective school and the authority might lie with the principal of the school.

6.3 Opportunity

- Provides an opportunity to the αlpha Masters to be employed directly as co-ordinators or assistant co-ordinators.
- To ensure leadership excellence, many opportunities are provided in terms of developing managerial skills among the αlpha Masters.

6.4 Threats

- The associate schools might not be progressive enough to recruit the αlpha Masters at the managerial position initially.

EDUCATIONAL MANAGEMENT, PLANNING & FINANCE

Semester: 2

Course Name	Course Code	Total Credits & Hours				Weightage		Total Marks
Educational Management, Planning and Finance	MED212	Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	
		3 Credits	45 Hrs (3 Hrs per week)	1 Credit	30 Hrs (2 Hrs per week)	60	40	100

COURSE OUTCOMES

The course will enable the αlpha Masters to:

- develop in the αlpha Master's a broad understanding of the educational management.
- construct knowledge of the principles and theories of educational management.
- acquaint them with the management structure in education.
- give them knowledge of theories of administration.

- make them aware of the latest research in educational management.
- enable them to understand the issues of management.
- acquaint them with the need of Education Finance.
- acquaint them with the financing of education at centre and state and institutional levels.
- acquaint them with the problems of educational development in relation the financial resources.

UNIT-I

Education Management & Administration   (11 hours)

a) **Educational Management**: Meaning, Concept, Nature, Scope
b) **Theories of Administration:**
   - Scientific Management: F.W Taylor
   - Bureaucratic Model: Max Weber
   - Human Relations and Human Resources Model: Elton Mayo
   - Political and Decision-making model
   - Contingency Model

UNIT-II

Recent Trends in Educational Management

a) Globalization and internationalization and their impact on educational policies, Planning, Financing and Management
b) **Decentralized Planning and Management**: Problems and Issues
c) Quality Assurance in Educational Management, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE]
d) **Indian and International Quality Assurance Agencies:** Objectives, Functions, Roles and Initiatives National Assessment Accreditation Council [NAAC], Performance Indicators.
e) Institutional Autonomy and Accountability

UNIT-III

Educational Planning

➢ **Educational Planning**: The concept, nature and importance of educational planning
➢ **Administration and organization of planning Administrative Machinery**:
   - National level
   - State level
   - District level
   - Block level

- Institutional level

UNIT-IV

Change Management & Educational Finance

➢ Need of financing Education.
➢ **Role of financing agencies** – Centre, State, Local bodies & Voluntary agencies & Problems of Educational development in relation to financial resources
➢ **Change Management**: Meaning, Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change (Just-in-Time, Poka yoke)
➢ **Cost of Quality**: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. Students will do the critical analysis of different administrative theories and draw their implication in education (India).
2. Review of research in Educational Management
3. A Term paper on Grant in Aid Policy in India.

ASSESSMENT FRAMEWORK OF EDUCATIONAL MANAGEMENT, PLANNING & FINANCE

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration (HRS)
PRESENTATION MODE		
	➢ **Theories of Administration**: (8 hrs) • Scientific Management: F.W Taylor • Bureaucratic Model: Max Weber • Human Relations and Human Resources Model: Elton Mayo	

Face-to-Face Mode	• Political and Decision-making model, • Contingency Model	(8 hrs)
	➢ Quality Assurance in Educational Management, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE] (6 hrs)	(6 hrs)
	➢ Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives National Assessment Accreditation Council [NAAC], Performance Indicators. (4 hrs)	(4 hrs)
	➢ **Change Management**: Meaning, Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change (Just-in-Time, Poka yoke) (6 hrs)	(6 hrs)
	➢ **Cost of Quality**: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis (4 hrs)	(4 hrs)
CONTROLLED PRACTICE		
HybridMode	➢ **Educational Management:** Meaning & Concept (1 hr)	(1 hr)
	➢ **Nature & Scope:** Nature & Scope of Educational Management(2 hrs)	(2 hrs)
	➢ **Educational Planning**: The concept, nature and importance of educational planning. (2 hrs) ➢ Globalization and internationalization and their impact on educational policies, Planning, Financing and Management (3 hrs)	(2 hrs) (3 hrs)
Blended Mode	➢ **Decentralized Planning and Management**: Problems and Issues (1 hr)	(1 hr)
	➢ Institutional Autonomy and Accountability (1 hr)	(1 hr)
	➢ **Administration and organization of planning Administrative Machinery** (4 hrs) • National level • State level • District level • Block level • Institutional level	(4 hrs) (1 hr)

	➢ Need of financing Education. (1hr) ➢ **Role of financing agencies** – Centre, State, Local bodies & Voluntary agencies & Problems of Educational development in relation to financial resources (2 hrs)	(2 hrs)
RESEARCH WORK		
Tasks to be done by αlpha Masters	➢ Review of research in Educational Management (10 hrs) ➢ A term paper on 'Grant in aid Policy in India' (10 hrs)	(10 hrs) (10 hrs)
COMMUNITY WORK		
Task to be done by αlpha Masters	➢ Students will do the critical analysis of different administrative theories and draw their implication in education (India). (10 hrs)	(10 hrs)

SUGGESTED READINGS

- Beaby, C.E. (1967) Planning and Educational Administration. UNESCO.
- Burgess, T.R and et.al. (1968) Manpower and Education Development in India (1961-86), Edinburgh: Oliver and Boyd.
- Callahan, R.C. (1962) Education and the Cell of Efficiency. Chicago: Chicago University Press.
- Campbell, R. F. and Russel, T. G. (1967). Administrative Behaviour in Education. New York: Harper and Row.
- Charters, W. and et.al. (1965). Perspectives on Educational Administration and the Behavioural Sciences. Centre for the Advanced Study of Educational Administration. Oregon: University of Oregon.
- Coldaree, A. P. and Getzel, J. W. (1955) The Use of Theory in Educational Administration. Stanford University: University Press.
- Deota, N.P, Effective Leadership Qualities, Lap Lambert Academic Publishing –2012,
- Fletcher, B.A. (1963) Planning of Education. New York: Institute of Education. Griffiths, V.L. (1962) Educational Planning. London: Oxford University Press.
- Halpin,A. W.(1966). Theory and Research in Administration. London: MacMillan.
- Harry,J. H.(1973) Educational Planning, Programming, Budgeting : A System Approach. New Jersey: Prentice Hall Inc • Introduction to Educational Planning. (1968) Asian Institute of Planning and Administration. New Delhi.

- John, R.L.and Morphat. (1964) Financing the public school. New Jersey: Englewood Cliffs. Page 63 of 77
- Knight,E.W.(1967). Reading in Educational Administration. New York: Henry Holl and Co. • Lane, Corwin and Mohanan (1967) Foundation of Educational Administration. New York: Henry Holl and Co.
- Mathur, S.S. (1969) Educational Administration – Principles and Practices. Jallander: Krishna Press. • Mckerinan ,K.R.(1973) Realistic Educational Planning.UNESCO. • Mishra, A. (1967) The Financing of India. Bombay: Asia Publishing House.
- Musgrave, R.A. (1959) Theory of Public Finance, A Study of Public Economy. New York: McGraw Hill.
- Mukherji, S.N. (1970) Administration of Educational Planning and Finance, (Theory and Practices) Baroda: Acharya Book Depot .
- Singh, Anjula (2011): Educational Management, Planning and Finance, IGNOU, Gullybaba Publishing, 2011
- Ahuja, Kumar Amrish (2007): Educational Management, Planning and Finance, Jain Book Agency, New Delhi
- Esther Cameron and Mike Green: Making Sense of Change Management
- Melanie Franklin: Agile Change Management: A Practical Framework for Successful Change Planning and Implementation
- Rasha Abdelsalem (2022): Leading change Management **Blueprint of ADVANCED**

EDManager: Educational management: Planning and Finance

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Educational Management: Planning and Finance	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)   3*6= 18 marks   Short Answer (SA)   4*4= 16 marks

EDUCATIONAL LEADERSHIP

Semester: 3

Course Name	Course Code	Total Credits & Hours				Weightage		Total Marks
Educational Leadership	MED309	Theory	Hours	Practical	Hours	Theory (External) (100)	Practical (Internal) (25)	
		3 Credits	45 Hrs (3 Hrs per week)	1 Credit	30 Hrs (2 Hrs per week)	60	40	100

COURSE OUTCOMES

The course will enable the αlpha Masters to:

- explain the concept of leadership in education.
- tell the significance of the leadership behaviour in education.
- comprehend various models of leadership and approaches to leadership and their implications in education.
- gain knowledge of the concept of quality and evaluation of quality in education.
- explain and appreciate conflict as an inescapable phenomenon that needs to be managed productively.
- describe the nature, implication and ways of managing conflict in educational organizations.
- tell the concept & importance of motivation in educational organization.
- differentiate and interpret motivational theories and their implications in educational organizations.

UNIT-I

Leadership in Educational Administration

a) **Educational Leadership:** Meaning, definition, types of leadership
b) **Leading vs. Managing**
c) **Approaches to Leadership (**Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic & Charismatic)
d) **Models of Leadership** (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

UNIT-II

Quality in Educational Leadership

a) **Concept of Quality & Quality in Education:** Indian and International perspective
b) **Evolution of Quality**: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma
c) **Quality Gurus:** Walter Shewart, Edward Deming, C.K Pralhad

UNIT-III

Managing Conflict

a) **Conflict**: Meaning, concept, process & Resolution techniques
b) Transition in conflict thought
c) Functional v/s dysfunctional conflict

UNIT-IV

Educational Leadership and Motivation

a) **Motivation**: meaning, concept, process, types & theories
b) Strategies of motivating educational personnel
c) **Women and educational leadership**: role, status, need, importance & position of women in educational leadership

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. Research Paper Study to understand how power is used for sexual harassment in work place
2. Report Writing on 'Visit to different school and by interacting with principals and supervisors find out the various conflict faced by them in institution and the ways they resolve them
3. Seminar

ASSESSMENT FRAMEWORK OF EDUCATIONAL LEADERSHIP

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration (HRS)
PRESENTATION MODE		
Face-to-Face Mode	➢ **Models of Leadership** (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory) (6 hrs) ➢ **Conflict:** Meaning, concept, process & Resolution techniques (4 hrs) ➢ **Evolution of Quality**: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma (4 hrs)	(6 hrs) (4 hrs) (4 hrs)
CONTROLLED PRACTICE		
	➢ **Approaches to Leadership (**Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic & Charismatic) (6 hrs) ➢ **Educational Leadership:** Meaning, definition, types of leadership(4 hrs)	(6 hrs) (4 hrs)

Hybrid Mode	➢ **Concept of Quality & Quality in Education:** Indian and International perspective (2 hrs)	(2 hrs)
	➢ **Transition in conflict thought**(2 hrs)	(2 hrs)
	➢ **Quality Gurus**: Walter Shewart, Edward Deming, C.K Pralhad (2 hrs)	
Blended Mode	➢ **Strategies of motivating educational personnel** (2 hrs)	(2 hrs)
	➢ **Motivation:** meaning, concept, process, types & theories (5 hrs)	(5 hrs)
	➢ **Women and educational leadership:** role, status, need, importance & position of women in educational leadership (5 hrs)	(5 hrs)
	➢ **Leading vs. Managing** (1 hr)	(1 hr)
	➢ **Functional v/s dysfunctional conflict** (2 hrs)	(2 hrs)
RESEARCH WORK		
Tasks to be done by αlpha Masters	➢ Study of Research Paper to understand how power is used for sexual harassment in work place (10 hrs)	(10 hrs)
	➢ Seminar	(10 hrs)
COMMUNITY WORK		
Task to be done by αlpha Masters	➢ Report Writing on 'Visit to different schools and by interacting with principals and supervisors to find out various conflict faced by them in institution and the ways they resolve them ((10 hrs))	(10 hrs)

SUGGESTED READINGS

- Choudhary R (2011): Case studies of women Administrators in higher education system of India.
- Germany: Lambert Academic publishing Craigs
- M.W(1995): Dynamics of Leadership. Bombay: Jaico Publishing House, Bombay
- Helen M Guntur (2001): Leader and leadership in education. New Delhi, Sage publishing pvt. Ltd.
- Hersey.P & Blanchard.K (1986): Management of Organisational Behaviour: Utilizing Human Resources. New Delhi, Prentice Hall of India Pvt Ltd.
- Luthans, Fred (1981): Organizational behaviour, Tokyo: McGraw-Hill International Book Co. Sandra Gupton (1996) Highly successful women administrators. California, Corwin press, Inc, sage publication company.
- Stephen P. Robbins (2009): Organisational Behaviour, India: Pearson Prentice Hal
- William G Cunningham & Paula. A. Cordeiro: Educational Leadership, A Problem based Approach, 2004
- B.M. Naik: Education and Leadership: Role of Indian Universities and Colleges in Nurturing Future Leaders, 2019
- Beckner, W. (2004) Ethics for educational leaders. Boston: Allyn & Bacon.
- Duncan Waite, Ira Bogotch (2017): The Wiley International Handbook of Educational Leadership
- **Deborah M. Netolicky (2021):** Future Alternatives for Educational Leadership-Diversity, Inclusion, Equity and Democracy
- Harry Tomlinson: Educational Leadership, Personal Growth for Professional Development, Sage Publications, 2004
- Duignan, P. & Burford, C. (2002) 'Preparing educational leaders for the paradoxes and dilemmas of contemporary schooling'. Paper presented at the British Educational Research Association Annual Conference, UK: Exeter.

Blueprint of ADVANCED EDManager: Educational Leadership

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Educational Leadership	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	3*6= 18 marks	Short Answer (SA)	4*4= 16 marks
Very Short Answer (VSA)	8*2= 16 marks	MCQ	10*1= 10 marks

HUMAN RESOURCE MANAGEMENT IN EDUCATION

Semester: 4

Course Name	Course Code	Total Credits & Hours				Weightage		Total Marks
Human Resource Management in Education	MED406	Theory	Hours	Practical	Hours	Theory (External) (100)	Practical (Internal) (25)	
		3 Credits	45 Hrs (3 Hrs per week)	1 Credit	30 Hrs (2 Hrs per week)	60	40	100

COURSE OUTCOMES

The course will enable the αlpha Masters to:

- be aware of the meaning, concept and processes involved in Human Resource management in education.
- understand the skills required by HR Professionals in the process of recruitment and selection of human resource in education in education.
- comprehend the concept of training and development for human resource in education.
- comprehend the various types of training and development programs available for continuous development of human resource in education.
- understand the processes of performance management and performance appraisal within an educational organization.
- gain knowledge of the concept and processes of supervision within educational organization.

UNIT-I

Human Resource Management

a) **Human Resource Management:** Meaning, definition, nature, functions & objectives
b) **Skills required by HR Professionals in the selection & recruitment of Human Resource**

UNIT-II

Selection & Recruitment of Human Resource

a) **Selection:** Meaning, concept, process, barriers in effective selection of human resource
b) **Recruitment:** Meaning, sources, factors, issues and procedure

UNIT-III

Training, Development & Supervision of Human Resource

a) **Training**: Meaning, nature, concept, process, methods of training (on the job & off the job) of human resource
b) **Development**: Meaning, sources, factors, issues and procedure
c) Factors involved in training & development of human resource (skills, education, development, ethics, attitudinal change, decision making & problem solving)
d) Supervision: meaning, nature, functions, issues, challenges

UNIT-IV

Performance Management and Appraisal

a) **Performance Management:** meaning, concept, process, need & importance
b) **Performance Appraisal:** meaning, concept, process, need, importance and methods

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. A Survey to understand the recruitment, selection and training of human resource in the educational institutions
2. Research Paper Study to understand how recruitment, selection and training of human resource in the educational institutions
3. Planning of training and development programs for school teachers at different levels (Elementary/Secondary/ Senior Secondary)

ASSESSMENT FRAMEWORK OF HUMAN RESOURCE MANAGEMENT IN EDUCATION

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration (HRS)
PRESENTATION MODE		
Face-to-Face Mode	➢ **Human Resource Management:** Meaning, definition, nature, functions & objectives (5 hrs)	(5 hrs)
	➢ **Selection:** Meaning, concept, process, barriers in effective selection of human resource (5 hrs)	(5 hrs)
	➢ **Performance Appraisal:** meaning, concept, process, need,importance and methods (6 hrs)	(6 hrs)
CONTROLLED PRACTICE		
Hybrid Mode	➢ **Development:** Meaning, sources, factors, issues and procedure(3 hrs)	(3 hrs)
	➢ **Supervision**: meaning, nature, functions, issues, challenges (3 hrs)	(3 hrs)
	➢ **Skills required by HR Professionals in the selection & recruitment of Human Resource** (3 hrs)	(3 hrs)
	➢ Factors involved in training & development of human resource (skills, education, development, ethics, attitudinal (6 hrs)	(6 hrs)
Blended Mode	➢ **Performance Management:** meaning, concept, process, need&importance (3 hrs)	(3 hrs)
	➢ **Recruitment:** Meaning, sources, factors, issues and procedure(3 hrs)	(3 hrs)
	➢ **Training:** Meaning, nature, concept, process, methods of training (on the job & off the job) of human resource (8 hrs)	(8 hrs)
RESEARCH WORK		
Research Work	➢ Research Paper Study to understand how recruitment, selection and training of human resource in the educational institutions(10 hrs)	(10 hrs)
	➢ Planning of training and development programs for school teachers at different	

	levels (Elementary/Secondary/ Senior Secondary) (10 hrs)	(10 hrs)
COMMUNITY WORK		
Community Work	➤ A Survey to understand the recruitment, selection and training of human resource in the educational institutions(10 hrs)	(10 hrs)

SUGGESTED READINGS

- Choudhary R (2011): Case studies of women Administrators in higher education system of India.
- Government of India (1985). The Challenge of Education. New Delhi, Ministry of Human Resource Development (Mimeo). 10 12.
- Government of India (1986). National Policy on Education 1986. New Delhi: Ministry of Human Resource Development.
- Government of India (1992). National Policy on Education 1986 (Revised). New Delhi: Ministry of Human Resource Development
- David, A.D. and Stephen, P. R. (1997) Personnel/Human Resource Management. New Delhi: Prentice Hall of India.
- Dessler, G. (2005) Human Resource Management. New Delhi: Pearson Prentice Hall.
- Edwin, F. (1984) Personnel Management. New Delhi: Mac Graw Hill. Page 77 of 77
- K Aswathappa (2011) Human Resource Management: Text and cases. New Delhi: Tata McGraw Hill Education provate limited
- Kohli, AS and Deb,T. 2008. Performance Management. New Delhi: Oxford University Press.
- Pattnayak, B. (2005) Human Resource Management. New Delhi: Prentice Hall of India (Pvt.) Ltd.
- Rao, T.V. (1999). Appraising and Developing Managerial Performance. New Delhi: Excel Books.
- Saiyadain, M. (2003) Human Resource Management. New Delhi: Tata Mac. Graw Hill Publishing Co. Ltd.
- Singh, N.K. (1999) Human Resource Management. New Delhi: Excel Books

Blueprint of ADVANCED EDManager: Human Resource Management in Education

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Human Resource Management in Education	40	60	6(3)	4(4)	2(8)	1(10)

Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)   3*6= 18 marks   **Short Answer (SA)**   4*4= 16 marks

Very Short Answer (VSA)   8*2= 16 marks   **MCQ**   10*1= 10 marks

Module Name: ADVANCED EDEdge

1. MODULE BIOGRAPHY

The main aim of this module is to make the αlpha Masters technologically advanced so as to handle any technical problem/query with ease. This module will provide a strong foundation to the technological knowledge of the αlpha Masters that is being applied in education. As 21st century αlpha Masters, this module will apprise them about various types of educational technology, various technological approaches, which will certainly provide an edge to them. Along with this, they ought to know the basics of teaching, types of teaching models, their application and advantages and micro teaching and its various skills. Moreover, this module expects them to know about various agencies, policies and trends and future of educational technology.

An αlpha Master needs to know the practical as well as theoretical aspects of designing an instructional material which this module provides. In addition to this, αlpha Masters will know types of teaching-learning material, Computer Aided Instruction and communication and media. Thus, making them proficient in technology.

Furthermore, this module will make the αlpha Masters learn about ICT and its usage in education, Application of Computer in Education, e-learning along with enhancing their learning of and working with different operating system.

2. SUBJECTS TO BE COVERED UNDER THIS MODULE

- Introduction to Educational Technology
- Instructional Technology
- ICT in Education

3. STATUTORY MAPPING

The module on ADVANCED EDEdge maps itself to the following courses of CURRICULUM FRAMEWORK: TWO-YEAR M.ED. PROGRAMME (As Approved in the NCTE Recognition Norms and Procedures, 2014)

- Course 1: Introduction to Educational Technology: under Common Core- Page No. 4, Specialisation Branches- Page No. 4, Section 2: 3.2. Structure for the 2-year MEd Programme 3.2.1. Programme Structure- (d) Specialisations- Page No. 12, Section 2: 3.2.2. Components of the Programme Structure a) Perspective Courses- Page No. 16, b) Tool Courses- Page No. 18, (d) Specialisations- Page No. 25
- Course 3: ICT in Education: under Common Core- Page No. 4, Section 2: 3.2. Structure for the 2-year MEd Programme 3.2.1. Programme Structure- Page No. 12, Section2: 3.2.2. Components of the Programme Structure a) Perspective Courses- Page No. 16, b) Tool Courses- Page No. 18, (d) Specialisations- Page No. 25, Section2: 3.2.3. Modality of Transacting the above Components- Page No. 27.

4. ETHOS OF THE MODULE

This module is governed by the following ETHOS which act as a light house for the αlpha Masters.

5. Emerge as αlpha Masters by gaining rigorous hands-on experience by understanding the technical-know used in the field of education.
6. Possess the skills for developing instructional design and material.
7. Alpha Masters will skill of effective communication and imbibe the same skill set in αlpha Masters, Generation- Z and Generation- α-learners
8. Demonstrate effective technological skills and emerge as an αlpha Masters who are digitally strong and can adapt to latest innovations in technology with ease.

5. MODULE BANDWIDTH

This module will help the αlpha Master to have a wide range of skills and expertise which are application and employability-oriented. The trained αlpha Master will specialise in areas related to various operational skills like Instructional Design Developer, ICT Specialist in

educational field and orator.The absorption areas of employment where αlphaMaster might have a scope are as follows:

- Teacher as he/she does a lot of Instructional work as a subject expert.
- As a researcher.
- As an educational expert.
- As an instructional expert.
- As an instructional design developer.
- Education enabled services provider organization.

6. MODULE SWOT

6.1 Strengths

- This module provides hands on experience w.r.t to technology.
- Get Acquainted with a variety of terminologies use in higher educational institutes.
- Focus on mind games for enhancing concentration of the learners.
- Become digitally and technologically competent.
- Exposure to become lifelong learners.

6.2 Weakness

- If the αlpha Masters are not provided with proper trainings in these areas,he/she will fail to acquire skills to become an αlpha Master.
- If αlpha Masters doesn't get well equipped Computer Laboratory.
- If Computer or Internet facility not available at home.
- If the ICT educator is not aware about the competency level of αlphaMasters.
- If the assessment of the module is not done keeping in mind the rubrics.

6.3 Opportunity

This module provides a great platform to the αlpha Masters to acquire skills which are required to teach αlpha Teachers, the Generation- Z and Generation- α learners.

- Most of the educational institutes are technologically upgraded with reference to the digital content and resources today since the training provided in this module is to make them digitally proficient so it provides them with an opportunity to be better placed with good salary.
- Work in an educational institution focussing on Good Communication Skills.
- Opportunity to get hands on experience with Teaching Practise and learn by living the life of a teacher educator.
- Opportunity to know the basics of technology and ICT, guide αlpha Teachers about internet safety, models of communication, e-learning, e-inclusion, etc.

- Opportunity to gain expertise in Digital Technologies.

6.4 Threats

- The threat to the module lies in case the αlphaMasters do not imbibe these skills although the trainings and workshops are being organised.
- αlpha Master does not pursues her internship.
- αlphaTeacher is unable to get an educational institution for internship which is not affiliated to boards or universities.
- αlphaTeacher does not gets an opportunity to enhance his/ her digital and technological skills as the institution where he/she is pursuing her internship does not lays stress on technicalskills of the teacher educator.

INTRODUCTION TO EDUCATIONAL TECHNOLOGY

Semester: 2

Module Name	Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
			Theory	Hours	Practical	Hours	Theory (External)	Practical (Internal)	
ADVANCED EDEdge	Introduction to Educational Technology	MED213	3 Credits	45	1 Credit	30	60	40	100

COURSE BIOGRAPHY

Technology has become a significant part of education field. No work gets completed without its assistance. Thus, it becomes crucial for a teacher to know the concept of education technology, it's types and various approaches. This course provides a platform to the αlpha Masters to become the masters of education technology and to familiar themselves with its application for teaching, learning and evaluation. Along with this, αlpha Masters will get to know about the teaching, various models of teaching and microteaching as well. This course will also assist the αlpha Masters in knowing the application of technology in education along with various other techniques. The αlpha Masters will be able to comprehend not only major agencies, policies but also the trends and future of educational technology.

COURSE OUTCOMES

This course will enable theαlpha Masters to:

- develop the concept of Educational Technology.
- comprehend various types of educational technology.

- apprise about the educational technology for teaching, learning and evaluation.
- understand the concept of teaching.
- empower themselves with models of teaching.
- employ various teacher training techniques.
- know the application of educational technology.
- explain major agencies, policies and trends and future of educational technology

Theory: Credits- 3 (45 Hours)

UNIT-I

Concept of Educational Technology

a) Educational Technology: Concept, Nature and scope.

b) Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology

c) Types of Educational Technology. Approach in Education- Hardware Approach, Software Approach, Systems Approach, Computer and Internet Technology

d) Educational Technology for Teaching, Learning and Evaluation

UNIT- II

Teaching, Teaching Models and Microteaching

a) Teaching: Concept, variables, phases and levels of teaching.

b) Models of Teaching: Basic teaching model, Concept Attainment model and Advance Organizer Model. Flanders Interaction Analysis

c) Teacher Training Techniques: Microteaching and various Teaching skills- Skill of Probing Questioning, Skill of Silence and Non-verbal Cues, Skill of Reinforcement, Skill of Increasing Pupil Participation, Skill of Achieving Closure, Skill of Recognizing Attending Behaviour.

UNIT-III

Application of Educational Technology and techniques

a) Applications of Educational Technology in formal, non-formal (Open and Distance Learning), informal and inclusive education systems

b) Empowering teachers for Educational Technology

c) Convergence of Technology (Consortium, emerging technologies)

d) Adaptive and Assistive Technologies- Multimedia Approach and Instructional Strategy: Meaning and designing, Adaptive and assistive Technologies for CWSN (Children with Special Needs)

UNIT-IV

Major Agencies, Policies and Trends and Future of Educational Technology

a) National Policies and Programs for Promotion of Educational Technology
b) Agencies of Educational Technology: CIET, SIET, EMRC, IGNOU, EDUSAT, CEC.
c) Recent trends in Educational Technology.
d) International Scenario with futuristic Perspective

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. School visits to prepare reports on technology use for education purposes.
2. Visits to B. Ed. Institutions / colleges to understand integration of technology in teaching learning process and assistive and adaptive technologies for children with special needs
3. Development of strategic planner sheet for use of multimedia in class room.

ASSESSMENT FRAMEWORK OF INTRODUCTION TO EDUCATIONAL TECHNOLOGY

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face to Face	➢ Teaching: Concept, variables, phases and levels of teaching. ➢ Models of Teaching: Basic teaching model, Concept Attainment model and Advance Organizer Model. Flanders Interaction Analysis ➢ Teacher Training Techniques: Microteaching and various Teaching skills- Skill of Probing Questioning, Skill of Silence and Non-verbal Cues, Skill of Reinforcement, Skill of Increasing Pupil Participation, Skill	15 hrs

	of Achieving Closure, Skill of Recognizing Attending Behaviour.	
CONTROLLED PRACTICE		
Hybrid	➢ Applications of Educational Technology in formal, non-formal (Open and Distance Learning), informal and inclusive education systems	10hrs
	➢ Empowering teachers for Educational Technology	
	➢ Convergence of Technology (Consortium, emerging technologies)	
	➢ Adaptive and Assistive Technologies- Multimedia Approach and Instructional Strategy: Meaning and designing, Adaptive and assistive Technologies for CWSN (Children with Special Needs)	
	➢ National Policies and Programs for Promotion of Educational Technology	
	➢ Agencies of Educational Technology: CIET, SIET, EMRC, IGNOU, EDUSAT, CEC.	
	➢ Recent trends in Educational Technology.	10 hrs
	➢ International Scenario with futuristic Perspective	
Blended	➢ Educational Technology: Concept, Nature and scope.	10hrs
	➢ Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology	

	➤ Types of Educational Technology. Approach in Education- Hardware Approach, Software Approach, Systems Approach, Computer and Internet Technology ➤ Educational Technology for Teaching, Learning and Evaluation	
FREE PRACTICE		
Task for the αlpha Master	Development of strategic planner sheet for use of multimedia in class room.	10 hrs
RESEARCH WORK		
Task for the αlpha Master	Visits to B. Ed. Institutions / colleges to understand integration of technology in teaching learning process and assistive and adaptive technologies for children with special needs	10 hrs
COMMUNITY WORK		
Task for the αlpha Master	School visits to prepare reports on technology use for education purposes.	10 hrs

SUGGESTED READING

- Agrawal, J.C. (1996).Essentials of Educational Technology –Teaching Learning Innovations in Education. New Delhi: Vikas Publishing House.
- Alberto, P.A. &Tontman, A.C. (1986).Applied Behaviour Analysis for Teachers. London: Merrill Publishing Co.
- Bhushan, S. (1986).Educational Technology. Agra: Vinod Pustak Mandir.
- Das, R.C. (1992). Educational Technology: A Basic Text. New Delhi: Sterling.
- Dececco.J.P. (1964).Educational Technology. New York: HRW.
- Kulkarni, S.S. (1986).Introduction to Educational Technology. New Delhi: Oxford and IBH.
- Joshi, A., &Passi, B.K. (1998) Controlled Learning. Agra: National Psychological Corporation. Mohanty, J. (1984). Educational Broadcasting. New Delhi: Sterling Publishers.
- Passi, B. K., Goel, D. R. and Jaiswal, K. (1992). Educational Television. Agra: National Psychological Corporation.
- Rao.V. (1991).Educational Technology. Delhi: Himalayan Publishing House.
- Sharma, R. A. (1986). Educational Technology. Meerut: International Publishing House.
- Wilson, B. (1987).The Systematic Designs of Training Courses. U. S. A: Parthenon Publishing

Blueprint of ADVANCED EDEdge: Introduction to Educational Technology

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Introduction to Educational Technology	**40**	**60**	**6(3)**	**4(4)**	**2(8)**	**1(10)**
Total Marks	**40**	**60**	**18**	**16**	**16**	**10**

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	**3*6= 18 marks**	**Short Answer (SA)**	**4*4= 16 marks**
Very Short Answer (VSA)	**8*2= 16 marks**	**MCQ**	**10*1= 10 marks**

INSTRUCTIONAL TECHNOLOGY

Semester: 3

Module Name	Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
			Theory	**Hours**	**Practical**	**Hours**	**Theory (External)**	**Practical (Internal)**	
ADVANCED EDEdge	**Instructional Technology**	**MED311**	**3 Credits**	**45**	**1 Credit**	**30**	**60**	**40**	**100**

COURSE BIOGRAPHY

Being the αlpha Masters and that too in the very demanding century, the 21st century, it is imperative to be updated with instructional technology as well. This course will assist the αlpha Masters in developing their concept of instructional design and their various types. Moreover, the αlpha Masters will also get to know the background and theoretical base of developing instructional material, the latter being of utmost significance in a teaching-learning process. Furthermore, this course will focus on computer aided instructions and

communication and media which have entered the education arena long back and but have not been explored much. Understanding the same will prove to be fruitful for the prospective alpha Masters.

COURSE OUTCOMES

This course will enable the alpha Masters to:

- develop the concept of Designing Instructional Material.
- comprehend models and taxonomy of instructional design.
- apprise about the Theoretical basis of Developing Instructional Materials
- understand types of teaching-learning material.
- empower themselves with computer-aided instructions.
- employ various modes of communication and types of media.

Theory: Credits- 3 (45 Hours)

UNIT- I

Concept of Designing Instructional Material

a) Educational Technology (ET) as a Discipline: Instructional Technology
b) Concept of Instructional Design
c) Models and Taxonomy of Instructional Design
d) Various Instructional Designs

UNIT- II

Theoretical basis of Developing Instructional Materials

a) Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky),

b) Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non-formal groups)

c) Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's)

d) Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design

e) Teaching-learning Material- Types of Teaching Learning Materials. Steps of Instructional Material Development. Evaluating Instructional Material. Self-learning materials. Audio Video Script writing. Interactive Multimedia Materials

UNIT-III

Computer Aided Instruction

a) Computer Assisted Instruction- Concept and Principals of CAI, CAL, CMI
b) Programmed Instruction: Concept, theoretical rationale, principle and styles of programmed instruction.
c) Development of a linear programme.
d) Print and electronic media in education: concept, Characteristics, selection of media. EDUSAT. Media in Distance Education, MOOCS

UNIT-IV

Communication and Media

a) Communication: Concept, meaning, nature, process, principles and barriers of communication
b) Effective communication, Models of Communication
c) Networking- concept, types and educational uses
d) Media, mass media and multimedia
e) Mass media- Educational TV and Radio, Social Networking sites and web Resources.

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. Develop instructional material in any subject.
2. Design two activities on communication process.

ASSESSMENT FRAMEWORK OF INSTRUCTIONAL TECHNOLOGY

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face to Face	➢ Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), ➢ Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non-formal groups)	13 hrs

	➢ Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's) ➢ Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design ➢ Teaching-learning Material- Types of Teaching Learning Materials. Steps of Instructional Material Development. Evaluating Instructional Material. Self-learning materials. Audio Video Script writing. Interactive Multimedia Materials	
CONTROLLED PRACTICE		
Hybrid	➢ Educational Technology (ET) as a Discipline: Instructional Technology ➢ Concept of Instructional Design ➢ Models and Taxonomy of Instructional Design ➢ Various Instructional Designs	10 hrs
	➢ Computer Assisted Instruction- Concept and Principals of CAI, CAL, CMI ➢ Programmed Instruction: Concept, theoretical rationale, principle and styles of programmed instruction. ➢ Development of a linear programme. ➢ Print and electronic media in education: concept, Characteristics, selection of media. EDUSAT. Media in Distance Education, MOOCS	12 hrs
Blended	➢ Communication: Concept, meaning, nature, process, principles and barriers of communication ➢ Effective communication, Models of Communication ➢ Networking- concept, types and educational uses ➢ Media, mass media and multimedia ➢ Mass media- Educational TV and Radio, Social Networking sites and web Resources.	10 hrs
FREE PRACTICE		
Task for the αlpha Master	Design instructional material in any subject.	12hrs

172

RESEARCH WORK		
Task for the αlpha Master	Design two activities on communication process	13 hrs

SUGGESTED READING

- Awad, E. M. (1987). System Analysis and Design. New Delhi: Galgotia Publication (Pvt.) Ltd.
- Brown, J. W., Lewis, R. B. (1977). Instructional Technology: Media and Methods. New York: Mcraw Hill Book Company.
- Demareo, T. (1978). Structured Analysis and System Design. New York: Yurdon Press.
- Eliason, A. L. (1987). System Development- Analysis, Design and Implementation. Boston: Little Brown and Company.
- Hawryszkiewyez, I. (1998). Introduction to systems Analysis and Design (4th Ed.). New Delhi: Prentice hall of India (Pvt.) Ltd.
- Lee and Lee, (1982). Introducing System Analysis and Design, Combined Volume Set. New Delhi: Galgotia Publication (Pvt.) Ltd.
- Parkin, A. (1980). System Analysis. Cambridge: Mass Wintrop Publishers.
- Sahoo, P. K. (1994). Open Learning system. New Delhi: Uppal Publishing House.
- Sampath, K. et al. (1981). Introduction to Educational Technology. New Delhi:

Blueprint of ADVANCED EDEdge: Instructional technology

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
Instructional Technology	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)   3*6= 18 marks   Short Answer (SA)   4*4= 16 marks

ICT IN EDUCATION

Semester: 4

Module Name	Course Name	Course Code	Total Credits and Hours				Weightage		Total Marks
			Theory	**Hours**	**Practical**	**Hours**	**Theory (External)**	**Practical (Internal)**	
ADVANCED EDEdge	**ICT in Education**	**MED407**	**3 Credits**	**45**	**1 Credit**	**30**	**60**	**40**	**100**

COURSE BIOGRAPHY

Education filed has seen a major shift from traditional classes to ICT Enable classes. However, it's takes a little while to build ICT enabled teachers. This course develops the understanding of an αlpha Master with respect to ICT and its usage in education keeping in mind the imperativeness of computers and technology being the front runners in any educational institution. Also, this course aims at making the αlpha Masters aware about e-learning and encouraging them to explore the emerging trends in e-learning. Along with this, this course provides a platform to the αlpha Masters to become proficient in working with operating system and using different internet applications.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- understand the concept of ICT
- comprehend the advantages of ICT.
- know the application of computers in education.
- get aware about various Open Education Resources
- employ ICT in various aspects like evaluation, administration, etc.
- acquire concept of e-learning.
- explore emerging trends in e-learning.
- handle working with operation system.

Theory: Credits- 3 (45 Hours)

UNIT- I

Concept of ICT

a) Educational Technology (ET) as a Discipline: Information and Communication Technology (ICT)

b) Information and Communication Technology (ICT): concept, need, advantages and barriers to expansion of Information and Communication Technology.

UNIT- II

Application of Computer in Education

a) Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM

b) Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application),

c) Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development

UNIT-III

e-learning

a) Concept of e-learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

b) Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

c) Emerging Trends in e learning: Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum)

d) E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning.

UNIT-IV

Working with Operating System and Internet Application

a) Word Processing, Presentations, Data Computation- Operating through Different Menus and Ribbon. Data Base: Creating-Modifying-Retrieving tables of Information

b) Uses of Smartphone and Tablet, and their applications. UBUNTU, LINUX, ANDROID: Basic features- Interface, Application (Apps), Security and Privacy

c) Modular Object-Oriented Dynamic Learning (MOODLE). National Mission on Education through ICT (NMEICT)— Sakshat Portal

d) Surfing through WWW. Online Conferencing, Webinar. Creation & Use of e-mail, Use of Online Dictionaries, Translator, Google transliteration, working with Plagiarism Software, Use of Cloud Computing

e) Web Publishing: HTML, Creating own website (local host), Downloading/Uploading and Installing Educational software. Handling Multimedia: Creating, editing and broadcasting videos; Recording, editing and using Audios, Inserting Text in the videos

Tasks For Alpha Masters: **Credit- 1 (30 Hours)**

1. Creation of Digital Lessons (two) on any topic.
2. Creation of one Audio-visual material.
3. Formatting of the Documents with given specifications/ instructions.
4. Publishing Own Website in the Local Host

ASSESSMENT FRAMEWORK OF INTRODUCTION TO EDUCATIONAL TECHNOLOGY

Internal Marks	External Marks	Total Marks
40	60	100

DELIVERY FRAMEWORK

Mode of Transaction	Topic	Duration
PRESENTATION MODE		
Face to Face	➢ Word Processing, Presentations, Data Computation- Operating through Different Menus and Ribbon. Data Base: Creating-Modifying-Retrieving tables of Information ➢ Uses of Smartphone and Tablet, and their applications. UBUNTU, LINUX, ANDROID: Basic features- Interface, Application (Apps), Security and Privacy ➢ Modular Object-Oriented Dynamic Learning (MOODLE). National Mission on Education through ICT (NMEICT) — Sakshat Portal ➢ Surfing through WWW. Online Conferencing, Webinar. Creation & Use of	15hrs

	e-mail, Use of Online Dictionaries, Translator, Google transliteration, working with Plagiarism Software, Use of Cloud Computing ➢ Web Publishing: HTML, Creating own website (local host), Downloading/Uploading and Installing Educational software. Handling Multimedia: Creating, editing and broadcasting videos; Recording, editing and using Audios, Inserting Text in the videos	
CONTROLLED PRACTICE		
Hybrid	➢ Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM ➢ Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application), ➢ Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development	10hrs
Blended	➢ Educational Technology (ET) as a Discipline: Information and Communication Technology (ICT) ➢ Information and Communication Technology (ICT): concept, need, advantages and barriers to expansion of Information and	10hrs

	Communication Technology. ➤ Concept of e-learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning) ➤ Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research ➤ Emerging Trends in e learning: Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum) ➤ E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning.	10hrs
FREE PRACTICE		
Task for the αlpha Master	1. Creation of one Audio-visual material 2. Formatting of the Documents with given specifications/ instructions.	10 hrs
RESEARCH WORK		
Task for the αlpha Master	1. Creation of Digital Lessons (two) on any topic 2. Publishing Own Website in the Local Host	10 hrs

SUGGESTED READING

- Flynn, M. and Rutkosky, N. (2000). Advanced Microsoft Office 2000. Delhi: New Delhi Publications.

- Harvest, D. (1992). Excel 4 for Windows – Instant Reference. Singapore: Tech Publications PTE Ltd.
- Hillman, D. (1998). Multimedia Technology and Applications. New York: Delmar Publishers.
- Matthews, M. (1995). Windows 95 Power Tools. New York: Random House Electronic Publishing.
- Minasi, Mark, Christiansen, Eric &Shapar, Kristina (1998). Expert Guide to Windows 98. San Francisco: Sybex.
- Oberlin, S.K., Kervran, P. & Cox, J. (1993). A Quick Course in Windows 3.1.Delhi: Jaico Publishing House.
- Rajaraman, V. (1997). Fundamentals of Computers. New Delhi: Prentice Hall of India Pvt. Ltd.
- Rathbone, A. (1993). Windows for Dummies. Delhi: Pustak Mahal.
- Ray, J. (1997). Special Edition Using Microsoft TCP/IP. New Delhi: Prentice Hall of India Pvt. Ltd.
- Sanders, D. H. (1988). Computers Today. New York: McGraw hill Book Co.
- Sansanwal, D.N. (2000). Information Technology in Higher Education. University News, Vol. 38
- Sansanwal D.N. & Suri, S. (1996). Computers in Psychological Testing. Journal of Educational and Psychology, Vol. 53
- Sinha, P.K. (1992). Computer Fundamentals: Concepts, Systems and Applications. New Delhi: BPB Publications.
- Under Dahl, Brain & Under Dahl, Keith: Internet with Webpage/Web Site Design. New Delhi: IDG Books India (P) Ltd., 2000

Blueprint of ADVANCED EDEdge: ICT in Education

Time: 3 hours   Max Marks: 60

Course Name	Internal	External	LA	SA	VSA	MCQ
ICT in Education	40	60	6(3)	4(4)	2(8)	1(10)
Total Marks	40	60	18	16	16	10

NOTE:

- **Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.**

- **Attempt any 3 out of 4 for long answer question, 4 out of 5 for short answer & 2 out of 3 for very short answer question.**

- **All MCQs are compulsory.**

SUMMARY:

Long Answer (LA)	**3*6= 18 marks**	**Short Answer (SA)**	**4*4= 16 marks**
Very Short Answer (VSA)	**8*2= 16 marks**	**MCQ**	**10*1= 10 marks**

Module Name: ADVANCED EDValue

1. MODULE BIOGRAPHY

This module aims at making the αlpha Masters skilled by providing a variety of platforms assisting them in grooming themselves. This module enables the αlpha Masters to become health conscious so as to transfer the learnings to the Generation- Z and α learners. Moreover, this module assists αlpha Masters to be proficient in all aspects of using a language accurately, thus, helping them to be effective public speakers. This shall equip the αlpha Masters with good management skills supporting them organizing and conducting any type of event with ease. This module shall also take into account the how's of expository writing, making the αlpha Masters the efficient researches and content writers. Eduprenuership is another component under this module, wherein the αlpha Masters are expected to learn and apply a variety of entrepreneurial skills to the field of education.

Further, this module provides the αlpha Masters with better understanding of the term special education, what all it includes and the strategies to make the learners feel a part of education system. Education is an ever-dynamic field wherein innovation and research are necessary. This module enables the αlpha Masters to not just understand the process of managing innovation in education but also to lead the innovation in education.

2. SUBJECTS TO BE COVERED UNDER THIS MODULE

- Health, Personality Grooming and Fitness
- Language Proficiency
- Public Speaking and Event Management
- Expository writing
- Eduprenuership
- Special Education
- Leading and Managing Innovation in Education

3. STATUTORY MAPPING

The module on ADVANCED EDTutor maps itself to the following courses of CURRICULUM FRAMEWORK: TWO-YEAR M.ED. PROGRAMME (As Approved in the NCTE Recognition Norms and Procedures, 2014)

- Course 4: Expository writing: Section 2: 3.2. Structure for the 2-year MEd Programme 3.2.1. Programme Structure- Page No. 12, 3.2.2. Components of the Programme Structure a) Perspective Courses- b) Tool Courses- Page No.- 17.

- Course 6: Special Education: Section 2: 3.2.2. Components of the Programme Structure a) Perspective Courses- Suggested Content of the Taught Courses- Page No.- 22.

4. ETHOS OF THE MODULE

The underlying philosophy of this module is to envision the αlpha TEACHER as a great and skilful teacher educator. The teacher educator has to manage a good show with her/ his many skills like being an event coordinator, a writer, an orator, etc. Hence, the module, ADVANCED EDValue has been envisioned to shape the αlpha Masters with talents and skills which proves productive in his/her journey of being a teacher educator.

5. MODULE BANDWIDTH

This module will help the αlpha Master to have a wider umbrella of various Value-added short term-oriented program which are application oriented and will lead to effective employability. The trained αlpha Master, in this module, will have a plethora of opportunities becoming from an education entrepreneur, public speakers, event manger in educational field, etc. The absorption areas of employment where αlpha Master might have a scope are as follows:

- Teacher Educator
- Co-ordinators: as are involved in managing school challenges, events, etc.
- Content writer
- Personality development trainers
- Public Speaker
- Educational entrepreneur
- Research and innovator
- Education Enabled Services Provider Organization

6. MODULE SWOT

6.1 Strengths

- This module provides hands on experience w.r.t to value added courses.
- Get Acquainted with a variety of techniques and strategies.
- Focus on sharpening the skills.
- Become competent in managerial skills.
- Exposure to become lifelong learners.

6.2 Weakness

- If the αlpha Masters are not provided with proper trainings, he/she will fail to acquire skills to become an αlpha Master.
- If αlpha Masters do not get well-conducted workshops/ seminars.
- If αlpha Masters are not trained in accurate writing techniques.

- If αlpha Masters do not get exposure of the environment wherein special education is practiced.
- If αlpha Masters do not get awareness of the steps of conducting innovations in education.

6.3 Opportunity

This module provides a great platform to the αlpha Masters to acquire skills which are required to teach αlpha Teachers, the Generation- Z and Generation- α learners.

- Work in an educational institution focussing on Good Communication Skills.
- Opportunity to get hands on experience with conducting events and learn by living the life of a teacher educator.
- Opportunity to know the basics of edupreneurship and practice the same in life.
- Opportunity to gain expertise in special education.
- Opportunity to be proficient in knowing the t how's of innovations.

6.4 Threats

- The threat to the module lies in case the αlpha Masters do not imbibe these skills although the trainings and workshops are being organised.
- αlpha Teacher is unable to get an educational institution wherein her/his skills are put into fruitful use.
- αlpha Teacher does not gets an opportunity to groom herself/himself as a teacher educator.

HEALTH, PERSONALITY GROOMING AND FITNESS

Semester: 1

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Health, Personality Grooming and Fitness	MED108	Practical	Hours	Practical (Internal)	25
		1 Credit	30	25	

COURSE BIOGRAPHY

The focus of this practical course is to enable the αlpha Masters to be conscious of what they eat, how they eat, what they think and the ways to keep oneself fit and healthy. This course aims at making the αlpha Masters move further towards self-development by being more aware of their mental as well as physical well-being. Moreover, this practical course also provides the αlpha Masters with various platforms to groom their overall personality. This

course shall give the opportunity to the αlpha Masters to know their strengths and areas of improvement, thus, maintaining the former and improving the latter in the process of learning.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- develop the consciousness of being healthy.
- comprehend various aspects of personality grooming.
- apprise about the strategies of keeping oneself physical and mentally fit.
- distinguish the terms heathy and fit.
- modify their personality upto their potential.

LANGUAGE PROFICIENCY

Semester: 1

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Language Proficiency	MED109	Practical	Hours	Practical (Internal)	25
		1 Credit	30	25	

COURSE BIOGRAPHY

When it comes to any language, itcomprises offour components- reading, writing, speaking and listening. This practical course aims at making the αlpha Masters excel in all these components. Being proficient in a language means to use that language with utmost accuracy, providing a meaningful result with complete comprehension. With this course, αlpha Masters shall enhance their vocabulary, become fluent in speaking with lessor or no mistake, possess grammatical knowledge which will benefit the αlpha Masters in the long-run, especially in professional settings. Putting your thoughts into meaningful words is crucial for an educator. This course makes the αlpha Masters to develop analysing and synthesising skills so as to know which word needs to used where.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- understand the structures and vocabulary.
- criticise the functional aspect of language and its usage in everyday conversation.
- develop communicative competency.
- Imbibe spoken skills in an effective manner.

PUBLIC SPEAKING AND EVENT MANAGEMENT

Semester: 2

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Public Speaking and Event Management	MED214	Practical	Hours	Practical (Internal)	25
		1 Credit	30	25	

COURSE BIOGRAPHY

A pre-requisite for becoming a teacher is to possess good public speaking skills. This practical course aims at providing the αlpha Masters a number of platforms with the help of which they can enhance their confidence and put forward their views with enthusiasm and passion. This course shall also equip the αlpha Masters with strategies of voice modulation yet speaking and communicating in a natural and authentic manner along with many ways of connecting with the audience. In addition to this, the course enables the αlpha Masters to not just have a fundamental knowledge about event management but also organise many events. For this, the course proves fruitful in making the αlpha Masters exemplary communicator, possessing the willingness, flexibility and an optimistic attitude, having organisational skills, paying heed to minute details along with a determination to succeed and perform the task at hand effectively.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- enhance confidence to share their views.
- develop skills to become good public speaker
- comprehend a variety of techniques assisting them in being good public speaker.
- imbibe skill of fluent but accurate communication.
- apply managerial skills to carry out any event.
- develop flexibility, organisational skills to smoothly carry out an event.

EXPOSITORY WRITING

Semester: 1

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Expository writing	MED110	Practical	Hours	Practical (Internal)	25
		1 Credit	30	25	

COURSE BIOGRAPHY

The objective of this practical course is to enable the αlpha Masters to do expository writings on a variety of topics related to education and educational research. It will also assist the αlpha Masters to develop critical and analytic thinking and understanding of educational practices to share the same with the masses. Moreover, αlpha Masters will be able to harness exceptional reading and writing skills along with enhancing confidence to put forth their view and opinions. In this practical course, the αlpha Masters will be provided with research articles, magazine and newspaper articles to review and analyse the same with respect to different parameters. This course shall equip the αlpha Masters with many 21st century life skills thus, increasing their value among many.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- develop the writing skills.
- apprise about the style of expository writing.
- develop the ability to extract the functional knowledge, facts and references from any written document.
- accurately structuring an essay.

EDUPRENUERSHIP

Semester: 3

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Eduprenuership	MED312	Practical	Hours	Practical (Internal)	25

		1 Credit	30	25	

COURSE BIOGRAPHY

To be an Edupreneur, one needs to have entrepreneurship, pedagogical, technical and management skills. This course offers all these skills eventually making the Alpha Masters the future eduprenures. With this course, the αlpha Masters will be able to use their virtues like discipline, ability to taking risks, being innovative yet flexible. Moreover, they shall be able to utilize their pedagogical knowledge to teach the Alpha Teachers and learners of Gen Z with a variety of innovative methods, like storytelling, flipped classroom, etc. In addition to this, this course aims at developing the αlpha Masters into tech-savvy being which will certainly help them in becoming the edurepreneurs. Furthermore, it is imperative to manage the numerous resource and time with the help of efficient planning, effective decision-making, taking into account factors like marketing and finance, thus, making the αlpha Masters not just understand these processes but also use these in their journey of becoming the edureprenurs.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- imbibe and employ a variety of skills including marketing, financing.
- criticize the pros of cons of starting any educational venture.
- develop the ability of taking risk to pursue their educational business goals.
- knowledge, facts and references from any written document.
- optimally utilize the available resources.

SPECIAL EDUCATION

Semester: 2

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Special Education	MED215	Practical	Hours	Practical (Internal)	25
		1 Credit	30	25	

COURSE BIOGRAPHY

The objective of this course is to make the αlpha Masters aware about special education and what all it includes. In this changing and fast becoming the inclusive world, it is imperative for the αlpha Masters to know the demography so as to be prepared when entering the class.

Moreover, this course will assist the αlphaMasters to know a variety of strategies that can be employed to facilitate the diverse needs of the learners in the classrooms. Furthermore, the αlpha Masters will also be sensitised about various programmes that have been established for the empowerment of learners with diverse needs.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- understand the term special education.
- comprehend the diverse needs of learners in a special education classroom.
- apprise about the programmes and policies framed for special education.
- role of the instructor in a special education classroom.

LEADING AND MANAGING INNOVATION IN EDUCATION

Semester: 4

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Leading and Managing Innovation in Education	MED408	Practical	Hours	Practical (Internal)	25
		1 Credit	30	25	

COURSE BIOGRAPHY

A teacher is supposed to be teacher, leading and directing the individuals on to the path of development. This course shall equip the αlpha Masters with the skills of not just a leader but also of developing new innovations in the field of education. Education is a dynamic field, where all its components- teacher, student, curriculum assessment, needs a constant update so as to be at par with the changing world. To be globally fit, it is imperative to keep innovating and integrating innovative techniques and tools to make the learning environment wholesome and skilful.This course provides the αlpha Masters with enough autonomy to lead the way and to create innovative practices that can be employed in an educational environment with ease and.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- identify the areas of innovation in education.
- generate ideas of innovation for the field of education.
- implement their ideas and evaluate the gaps.

- develop the leadership skill to head any innovative programme.

Module Name: ADVANCED EDTech

1. **MODULE BIOGRAPHY:**

This module shall help αlpha Masters become efficient in dealing with and handling well the technology and software in education sector. The αlpha and Z generations are going to be very well-adjusted to the use of complex technology, and this Module will focus on making the αlpha Masters extremely confident about their IT skills and technology related abilities. They will learn how to be well acquainted with various library and digital technologies and deal aptly with the online content-handling and ICT, and imbibe all this knowledge in their students.

2. **SUBJECTS TO BE COVERED UNDER THIS MODULE**
   - Library and Digital Technologies
   - Academic Search Engines
   - Developing a MOOC Course
   - Developing an Online Content

3. **STATUTORY MAPPING**

The module on ADVANCED EDTech maps itself to the following courses of CURRICULUM FRAMEWORK: TWO-YEAR M.ED. PROGRAMME (As Approved in the NCTE Recognition Norms and Procedures, 2014).

Under Section 2: 3.2.2 b) Tool Courses 2. Communication Skills : Pg 18.

Under Section 2: 3.2.2 d) Specializations: B) iv) Education Technology/ICT: Pg 25.

4. **ETHOS OF THE MODULE**

The philosophy underlying this module is to envision the αlpha Master as being very confident about handling technology and software. The αlpha Master would become extremely efficient at IT skills and technology related tasks. They will be well acquainted with various library and digital technologies and deal aptly with the online content-handling and ICT, and imbibe all this knowledge in their students. They will be trained in digital competencies needed to explore the opportunities and potential impact of current and emerging technologies in the education system.

5. **MODULE BANDWIDTH**

This module will help the αlpha Master have a large repertoire of technological expertise which is application oriented and will lead to effective employability. The trained αlpha Master in this module will specialize in various areas related to IT and technology related skills. The absorption areas of employment where αlpha Master might have a scope are as follows:

- As a Researcher
- As an Academician
- As a Teacher
- As a Data Handler

6. MODULE SWOT

6.1 Strength

- αlpha Master will develop IT skills.
- αlpha Master will gain confidence in their practical knowledge of Library and digital technology.
- αlpha Master will learn how to develop MOOC courses.
- αlpha Master will learn how to develop and use various online content.

6.2 Weakness

- If the αlpha Master is technologically challenged, it would hamper their performance in this course.

6.3 Opportunity

- Provides an opportunity to the αlpha Masters to pursue short term diploma courses in IT skills and digital technology, thus adding to their professional skills.

6.4 Threats

- Other institutes in the vicinity offering specialized programmes in IT and Digital technology.

LIBRARY AND DIGITAL TECHNOLOGIES

Semester: 2

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Library and Digital Technologies	**MED216**	**Practical**	**Hours**	**Practical (Internal)**	**25**
		1 Credit	**30**	**25**	

Course Biography:

The objective of this course is to enhance the αlpha Masters' knowledge and skills related to the latest digital technologies that are transforming education. They will develop the skills and digital competencies needed to explore the opportunities and potential impact of current and emerging technologies in the education system. They will gain an insight into issues relating to digital technologies in library and information environments. This course will focus on current and emerging technologies affecting education and the workplace. αlpha Masters will develop 21st-century skills essential for active participation in technology.

Course Outcomes:

This course will enable the αlpha Masters to:

- Understand the latest digital technologies
- Develop digital competency
- Evaluate latest library technology
- Appraise emerging educational technologies

ACADEMIC SEARCH ENGINES

Semester: 1

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Academic Search Engines	**MED111**	**Practical**	**Hours**	**Practical (Internal)**	**25**
		1 Credit	**30**	**25**	

Course Biography:

This course shall enable the αlpha Masters have knowledge about all the search engines and directories on the Internet and equip them with tricks to finding the one that works best for them. Internet is an indispensable tool of the teaching-learning process as it provides users with great opportunities to access information and communicate. αlpha Masters will know how to use the İnternet for a large variety of purposes including materials development, planning lessons, accessing instructional resources and communicating with colleagues. In addition, they will be able to guide students to benefit from İnternet resources in order to do their assignments and projects. The αlpha Masters will be learning Information technology literacy skills such as accessing, retrieving, evaluating and applying information.

Course Outcomes:

This course will enable the αlpha Masters to:

- Understand the usage of all search engines and directories on the internet.
- Analyze the internet as a tool in teaching-learning process
- Appraise various online learning resources

DEVELOPING A MOOC COURSE

Semester: 3

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Developing a MOOC Course	MED313	Practical	Hours	Practical (Internal)	25
		1 Credit	30	25	

Course Biography:

This course shall enable the αlpha Masters to develop a MOOC. Non-traditional education realized through a MOOC is a useful form of online learning and can complement traditional university learning. The αlpha Masters will be taught how to design and structure course content for MOOC. They will consider and develop the course structure in advance (chapters or key concepts) and determine what information needs to be delivered when and in what context.

Course Outcomes:

This course will enable the αlpha Masters to:

- Understand the importance of MOOC.
- Analyze the various elements of a MOOC.
- Design course content for MOOC.

DEVELOPING AN ONLINE CONTENT

Semester: 4

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Developing an Online Content	MED409	Practical	Hours	Practical (Internal)	25

		1 Credit	30	25	

Course Biography:

This course will aim at helping the αlpha Masters find the best way to develop online content. They will be taught how to cater to students with different learning styles so that they can use different content types to minimize distractions and keep students engaged in the learning content. We are living in times when teaching online is becoming the norm and there is indeed no going back from this. The αlpha Masters will learn to present content to students using different means. Whether they find relevant content already created by someone else or they create theirs, different content types will cater to the different learning styles of the students and also increase engagement in the online environment.

Course Outcomes:

This course will enable the αlpha Masters to:

- Understand the various best ways to develop online content.
- Analyze the various content types in relation to different learning styles.
- Design online content which is engaging and captivating for the students.

Module Name: ADVANCED EDGlobal

1. **MODULE BIOGRAPHY:**

This module shall help αlpha Masters become efficient in educating the 21st Century students for a 21st Century world by providing global learning opportunities enhanced through technology, and informed by sound research and innovative teaching. αlpha Masters will value the importance of collaboration and global projects. The αlpha Masters will learn various ways to enrich the learning in the classroom by creating real world, culturally-enriching learning experiences for students. They shall also be imbibed with an increased awareness of careers all over the world and not be bound by geographical constraints. In the context of globalization, teacher education has to respond to the global imperative by helping pre-service teachers develop global consciousness and awareness. This Module shall aim at developing the αlpha Masters' conceptual understanding of global processes and its impact on education. The ultimate purpose of this Module will be to foster a global view necessary for the development of a more effective modernity. It will inculcate in the αlpha Masters the values and virtues required to accept and respect people of all genders, ages, present and future generations, while respecting cultural diversity. It will also equip the αlpha Masters with the knowledge of the various education policies given by international organizations such as the UN and the World Bank. The αlpha Masters will be able to use Cross-curricular projects to promote a deep level of learning. αlpha Masters will also be trained in new

strategic directions in education where it broadens perspectives, builds diverse connections and encourages innovation and ideas across borders.

2. SUBJECTS TO BE COVERED UNDER THIS MODULE
- Global Connect
- Shaping Global Citizens
- Education for Sustainable Development
- Cross Curricular Projects
- International Aspect Activities

3. STATUTORY MAPPING

ADVANCED EDGlobal module has been incorporated in the curriculum keeping in mind the changing role of teachers in today's world, thus helping them to be more sensitized about the educational scenario at the global level.

4. ETHOS OF THE MODULE

The philosophy underlying this module is to envision the αlpha Master as being proficient at the conceptual understanding of global processes and its impact on education. It will inculcate in the αlpha Masters the values and virtues required to accept and respect people of all genders, ages, present and future generations, while respecting cultural diversity. αlpha Masters will also be trained in new strategic directions in education where it broadens perspectives, builds diverse connections and encourages innovation and ideas across borders.

5. MODULE BANDWIDTH

This module will help the αlpha Master get a wide exposure to various global trends necessary for the development of a more effective teaching style. The αlpha Master will broaden his/her perspective in light of the global changes and developments. The absorption areas of employment where αlpha Master might have a scope are as follows

- A teacher with International Schools
- A Co-ordinator
- An administrator
- The Assessment Leaders
- A Subject Matter Expert
- A Teacher
- An Examiner
- A Researcher
- An NGO worker

6. MODULE SWOT

6.1 STRENGTH

- Exposure to International Faculty at affordable rates within the campus
- Participation in student exchange program with foreign universities
- Skill set to handle International and National boards

6.2 WEAKNESS

- Difficulties finding qualified instructors and administrators of International repute for exposure to Global Connect
- Not being able to provide student exchange per semester with different universities due to variation in the number of years for the completion of bachelor's degree in education at different universities
- Restriction in giving hands on experience in the schools affiliated to National and International Boards due to reluctant attitude of the students to move out of their respective homes
- Not able to liaison with different schools at National and International level due to budget restraints.

6.3 OPPORTUNITY

- Provides an opportunity to become more creative by thinking outside the box and demand an International exposure of higher standard for our αlpha Masters.

6.4 THREAT

- Due to less pay scales and a greater number of years to pursue the course it is difficult to find students who are interested to come to teaching profession.

GLOBAL CONNECT

Semester: 1

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Global Connect	MED106	Practical	Hours	Practical (Internal)	25
		1 Credit	30	25	

Course Biography:

The objective of this practical course is to enable the αlpha Masters to educate the 21st Century students for a 21st Century world by providing global learning opportunities enhanced through technology, and informed by sound research and innovative teaching. The αlpha Masters will enrich the learning in the classroom by creating real world, culturally- enriching learning experiences for students. αlpha Masters will value the importance of collaboration and global projects. They will develop and then teach the αlpha teachers and αlpha generation the transferable skills of clear and effective communication, responsible and involved citizenship, and self-direction. The significant interconnectedness of the world has created new challenges for education and for pre-service teacher education, and this course shall equip the αlpha Masters with better tools to manage the new and unique issues that the αlpha Teachers and the αlpha generation grapple with.

Course Outcomes:

This course will enable the αlpha Masters to:

- evaluate the various global learning opportunities.
- analyze the skills of sound research and innovative teaching.
- utilize better tools to manage new and unique issues of current technology driven educational situation.

SHAPING GLOBAL CITIZENS

Semester: 2

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Shaping Global Citizens	MED207	Practical	Hours	Practical (Internal)	25
		1 Credit	30	25	

Course Biography:

The objective of this practical course is to enable the αlpha Masters have an awareness of international ethos. The focus will be on increasing connection and shared humanity learning through inquiry. They shall also be imbibed with an increased awareness of careers all over the world and not be bound by geographical constraints. They shall be taught the importance of empathy and social action. In the context of globalization, teacher education has to respond to the global imperative by helping pre-service teachers develop global consciousness and awareness. This course shall aim at developing the αlpha Masters' conceptual understanding of global processes and its impact on education. The ultimate purpose of this course will be to foster a global view necessary for the development of a more effective modernity.

Course Outcomes:

This course will enable the αlpha Masters to:

- understand international ethos.
- analyze the various careers all over the world.
- develop an understanding of global processes and their impact on education.
- foster a global view.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Semester: 3

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Education for Sustainable Development	MED307	Practical	Hours	Practical (Internal)	25
		1 Credit	30	25	

Course Biography:

The objective of this practical course is to enable the αlpha Masters be aware of the importance of Sustainable Development as a lifelong learning process and as an integral part of quality education. The Course will help αlpha Masters recognize education as a key enabler of all Sustainable Development Goals and work efficiently towards the purpose of transforming the society. It will inculcate in the αlpha Masters the values and virtues required to accept and respect people of all genders, ages, present and future generations, while respecting cultural diversity. It will also equip the αlpha Masters with the knowledge of the various education policies given by international organizations such as the UN and the World Bank. This knowledge is required towards restructuring education to promote a utilitarian vision of education. The αlpha Masters will identify the social and political implications of education reform as it impacts the teachers as not only practitioners, but also as social and political agents.

Course Outcomes:

This course will enable the Alpha Masters to:

- understand the importance of Sustainable Development.
- analyze education as a key enabler of SDGs.
- gain knowledge of the various education policies given by international organizations foster a global view.
- identify the social and political implications of education reform.

CROSS CURRICULAR PROJECTS

Semester: 4

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Cross Curricular Projects	MED403	Practical	Hours	Practical (Internal)	
		1 Credit	30	25	25

Course Biography:

The objective of this practical course is to enable the αlpha Masters become adept at utilizing cross-curricular projects in the classroom. Cross-curricular instruction intentionally applies multiple academic disciplines simultaneously to teach students transferable problem solving skills, give real-world meaning to school assignments, and increase engagement and rigor. The αlpha Masters will get practical knowledge about Alligned, Collaborative and Conceptual cross-curricular collaboration. Cross-curricular projects promote deep learning by bringing together multiple teachers in helping students to understand various subjects; for eg., math in the context of science, coordinating timelines of scientific discovery and literature, and demonstrating how a painter uses light to express meaning.

Course Outcomes:

This course will enable the αlpha Masters to:

- utilizing cross-curricular projects in the classroom.
- analyze multiple academic disciplines simultaneously.
- teach students transferable problem solving skills.
- identify the social and political implications of education reform.

INTERNATIONAL ASPECT ACTIVITIES

Semester: 1, 2, 3 and 4

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
	MED206, 207, 208, 209	Practical	Hours	Practical (Internal)	

International Aspect Activities					25
		1 Credit	30	25	

Course Biography:

The objective of this practical course is to enable the αlpha Masters analyze the rapidly evolving education landscape. Globalization, growing number of international schools, and the increasing mobility of students and teachers all over the globe has made both teachers and students a part of a genuine and dynamic international community, where they have invaluable access to a wide range of cultures, faiths, languages and perspectives. The αlpha Masters will be trained in new strategic directions in education where it broadens perspectives, builds diverse connections and encourages innovation and ideas across borders.

Course Outcomes:

This course will enable the αlpha Masters to:

- analyze the rapidly evolving education landscape.
- get trained in new strategic directions in education.
- integrate internationalization aspect in lesson planning.
- build diverse connections and encourage innovation and ideas across borders.

Module Name: ADVANCED EDProfile

1. MODULE BIOGRAPHY

This module focuses on the personality development and inculcating professional skills among the αlpha Masters and prepares them according to the needs of the industry. It covers different courses to train them for different stages of their career, facing the interview panel with confidence, Resume Writing, helps in imbibing the skills for placement and construction of digital portfolio. All these eventually will help them in choosing the career that best suits to their personality.

This module provides them with an opportunity to learn new and relevant skills and always strive themselves with better self through different workshops and training programs. As Generation- Z and Generation - α will be headed towards the careers that do not yet exist so the sole responsibility of imbibing the life skills and professional skills among the learners of 21st century lies solely with the αlpha Masters who need to bring them up in such a way that they get easily connected with the industry.

2. TASKS TO BE COVERED UNDER THIS MODULE

- Digital Portfolio Construction
- Career Trajectory

- Interview Preparation
- Placement

3. STATUTORY MAPPING

This module on ADVANCED EDProfile has been incorporated keeping in mind that the αlpha Masters need to learn the skill of resume writing and manage their academic profiles in the world of digitalization. The present education system emphasis more on the skills gained during internship than the theoretical knowledge of the content for which they gain hands on experience and develop their evidence-based digital portfolios during their internship and Two-year M.Ed Program.

4. ETHOS OF THE MODULE

The philosophy underlying this module is to conceive the αlpha Masters who have documented their journey of becoming a teacher as they select, share and reflect on artefacts such as educational philosophies, classroom management plans, unit and lesson plans, plans to meet the needs of diversified and special needs of learners and video clips of teaching practice. The module reflects on evidence-based learning so that αlpha Masters can focus on innovative ways of learning to inculcate in them the 21st century skills.

5. MODULE BANDWIDTH

The module shall focus on equipping the αlpha Masters with the employability skills. With thismodule, they will be trained in various school related operations and managerial skills. The absorption areas of employment where αlpha Masters have scope are as follows:

- Teacher
- Guidance worker
- Expert
- Leader
- Interview Panellist
- Coordinator
- Manager
- Decision -maker
- Administrator
- Trainer

6. MODULE SWOT

6.1 Strength

- Prepare αlpha Masters with evidence based digital portfolio
- Develop communication skills and make them industry ready

- Very well prepared for facing the interview
- Good knowledge about the various career choices available

6.2 Weakness

- Digital portfolios prepared by the αlpha Masters lack evidences
- Lack of interview preparation
- Lack of placement opportunities

6.3 Opportunity

- Global Placement opportunities
- Opportunity for construction of evidence based digital portfolio'sduring their M.Ed Program including internship
- More conversations and partnerships required with schools in the tricity and other schools nearby so that our αlpha Masters get placed successfully
- Becoming a leader in Teacher Education at National and International Level

6.4 Threats

- The competition might grow in the market from other private universities in the vicinity
- Reduced pay scales of teachers in schools

DIGITAL PORTFOLIO CONSTRUCTION

Semester: 1

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
Digital Portfolio Construction	MED107	Practical	Hours	Practical (Internal)	25
		1 Credit	30	25	

COURSE BIOGRAPHY

The course on 'Digital-Portfolio Construction' covered under module ADVANCED EDProfile is to prepare the αlpha Masters with the ability to create evidence-based online Academic Profiles' during their Two-year M.Ed Program including internship. They will be able to learn the application of different online platforms such as creating an account on Linkedin and customising its URL, blog, Instagram etc.

COURSE OUTCOME:

This course will enable the αlpha Masters to:

- construct the online portfolio as per the needs of the industry
- construct online profiles using digital tools

CAREER TRAJECTORY

Semester: 2

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
CAREER TRAJECTORY	**MED208**	**Practical**	**Hours**	**Practical (Internal)**	**25**
		1 Credit	**30**	**25**	

COURSE BIOGRAPHY

In the present scenario, the Generation- Z and Generation - α learners are looking at the jobs with a different perspective, keeping in mind their personal and professional growth. The course on Career Trajectory provides them with an opportunity to determine the progression in their career development and the necessary skills required in the digital era.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- increase students' understanding of how their academic learning and career development are intertwined inseparable elements of the student experienceconstruct online profiles using digital tools
- develop life-long skills to be used by αlpha Masters to seek jobs, internships, apply to graduate school and make career changes.

INTERVIEW PREPARATION

Semester: 3

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
INTERVIEW PREPARATION	MED308	Practical	Hours	Practical (Internal)	25
		1 Credit	30	25	

COURSE BIOGRAPHY

Interview Preparation covered under this module enables the αlpha Masters to enhance their communication skills and prepares them for facing the interview panel in a confident manner and help in imbibing the skills for placement, thus making them industry ready. This will eventually provide them in getting an exposure to career that suits best with their personality. This module will increase the competency level of the Generation- Z and Generation - α learners and they will be headed towards the academic excellence and professional growth.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- imbibe in them the interview skills
- develop the communication skills

PLACEMENT

Semester: 4

Course Name	Course Code	Total Credits and Hours		Weightage	Total Marks
PLACEMENT	MED404	Practical	Hours	Practical (Internal)	25
		1 Credit	30	25	

COURSE BIOGRAPHY

Value added course 'Placement' covered under this module enables the αlpha Masters will be able to demonstrate consistent professional behaviour through the active involvement of the

allocated mentor/supervisor, management and employer in accordance with professional and ethical boundaries. This will eventually provide them in getting an exposure to career that suits best with their personality. This module will help them Identify the primary policies in operation at the employing organisation and evaluate their effectiveness of the Generation-Z and Generation - α learners.

COURSE OUTCOMES

This course will enable the αlpha Masters to:

- Demonstrate employability skills by:

- Applying for and securing a placement

- Working effectively within their job role

- Communicating effectively both orally and in writing