Programme and Course Structure

School of Education

Master in Education (M.A.)
(4 semesters, 2 Years)

Batch: 2018-20

Programme Code –SOE0104   Duration – 2 Years Full Time

Batch: 2018-2020

1.1 Vision, Mission and Core Values of the University

Vision of the University

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the University

Transformative educational experience
Enrichment by educational initiatives that encourage global outlook
Develop research, support disruptive innovations and accelerate entrepreneurship
Seeking beyond boundaries

Core Values
Integrity
Leadership
Diversity
Community

Vision of the School

To serve the society by being a global institute that creates prospective teachers equipped with knowledge and skills required for teaching and research in the 21st century

Mission of the School

To prepare learner-sensitive educators with knowledge, skills and dispositions to contribute to a better society.

To prepare educational pathways so as to empower teachers and leaders who will assume positions as educators, school administrators, researchers and policy makers at various levels.

To create holistic teachers proficient at the art and science of teaching.

To inculcate integrity and values through curricular, co-curricular and extra-curricular choices.

Integrity
Leadership
Diversity
Community

1.3   Programme Educational Objectives (PEO)

PEO 1: To provide students with a rigorous and challenging educational experience aiming to develop sound theoretical grounding and the capabilities and competencies required to work in the field of education.

PEO 2: To offer the opportunity for students to focus on sub domains within Education in order to get specialization in particular domain.

PEO 3: To prepare people with good understanding of education, capabilities for action and deep social commitment so that they go out with an enquiring mind, a set of capabilities to act and to work for social justice in the society.

PEO 4: To develop dispositions for continuous professional development, leadership and to conduct educational research.

1.3.3 Program Outcomes (PO's)

PO1: RESEARCH: The students will be able to utilize and generate meaningful research on pedagogical practices, student learning, educational issues and policies to actively investigate and consider new ideas that will improve teaching and learning and advance the profession.

PO2: Inclusiveness: The students will be able to explore effective approaches for creative inclusive learning environments that are welcoming and accepting of diverse learner and students with learning differences.

PO3: Classroom Inquiry: The student will be able to investigate real life questions, to explore and implement classroom inquiry builds on traditional instruction by allowing students to connect learning with their own interests and broaden the context and framework for their education. Through this process, students learn problem-solving, critical thinking, and self-directed learning skills.

PO4: Specialization: The students will be able to demonstrate specialized field knowledge by integrating knowledge and technology across content areas and will be able to use differing perspectives to engage all learners in critical thinking.

PO5: Improvement: The students will be able to incorporate assessment and technology in their planning and instructional strategies as a means of obtaining continual feedback used to improve student learning, classroom management strategies, and pedagogical approaches.

PO6: Reflection: The students will be able to engage in critical reflection on how their own frames of reference and potential biases impact expectations for and relationships with learners and their families.

PO7: Skills: The students will be able to build skills required to thrive in the 21st century. The will be able to build leverage new media and digital learning to expand their thinking, to critically analyze, access and share information, and compose, create and collaborate using the latest technology.

Programme Specific Objectives:

PSO1: To make the student teachers understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities that benefit diverse learners and learning contexts

PSO2 : To develop the capacity among student teachers to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.

PSO3 : To provide student teachers self-identity as a 'teacher' through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions

PSO4 : To change the behaviour, attitude and values of teacher trainees so that they shape into responsible and accountable agents of change in the society, in the perspective of local, national and global concerns and issues vital for human survival, progress and development.

Program Structure Template
Name of School: Education
Program / Branch
Batch: 2018-2020

TWO YEAR M.A. COURSE AT A GLANCE

	Semester I	Semester II	Semester III	Semester IV	Total
Courses	7	10	6	7	30
Credits	20	24	22	22	88

SEMESTER-I (Session-2018-20)

	SUBJECT CODE	NAME OF THE SUBJECTS	TEACHING LOAD			CREDITS	Core/Elective Pre-requisite/ Co Requisite	Type of Course[1]: 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P			
THEORY SUBJECTS								
1	MED101	Philosophical Foundations of Education	3	1	0	4	Core	CC
2	MED102	Sociological Foundations of Education	3	1	0	4	Core	CC
3	MED103	Psychological Foundations of Education	3	1	0	4	Core	CC
4	MED104	Research Methods in Education	3	1	0	4	Core	CC
5	MED105	Guidance and Counseling	3	0	0			
	MED122	Elementary Education	3	0	0	3	Elective	AECC
	MED123	Education of Disadvantage	3	1	0			
PRACTICAL SUBJECT								
6	MAP161	Seminar Presentation	0	0	2	1	Co-requisite	SEC
		TOTAL CREDITS				**20**		

CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Course

	SUBJECT CODE	NAME OF THE SUBJECTS	TEACHING LOAD			CREDITS	Core/Elective Pre-requisite/ Co Requisite	Type of Course[1]: 5. CC 6. AECC 7. SEC 8. DSE
			L	T	P			
THEORY SUBJECTS								
1	MED106	Learner, Learning and Development	4	1	0	5	Core	CC
2	MED107	Societal Context to Education	4	1	0	5	Core	CC
3	MED108	Understanding Education	3	1	0	4	Core	CC
4	MED109	Data Analysis: Statistical Tests and Techniques	4	1	0	5	Core	DSE
5	MED110	Inclusive Education	3	0	0	3	Core	CC
PRACTICAL SUBJECT								
6	BEP141	Life Skills	0	0	3	2		SEC
					TOTAL CREDITS	**24**		

CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Course

SEMESTER-III (Session-2018-20)

	SUBJECT CODE	NAME OF THE SUBJECTS	TEACHING LOAD			CREDITS	Core/Elective Pre-requisite/ Co Requisite	Type of Course[1]: 9. CC 10. AECC 11. SEC 12. DSE
			L	T	P			
THEORY SUBJECTS								
1	MED201	Early Childhood Education	3	1	0	4	Core	CC
2	MED202	Teacher Education- I	3	1	0	4	Core	CC
		Pedagogy Electives						
3	MED203	Mathematics Education	3	1	0	4	Core	CC
	MED204	Social science Education						
	MED205	Science Education						
	MED206	Language Education						
4	MED207	Educational Administration and Management	3	1	0	4	Core	CC
		Discipline Specific Electives (Any one)						

		PRACTICAL SUBJECTS						
5	MED211	Assessment in Education	3	1	0	4	Elective	DSE
	MED212	Educational Technology						
	MED214	Environmental Education						
6	MAP251	Synopsis Preparation and Presentation	0	0	3	2	Co-requisite	AECC
				TOTAL CREDITS			**22**		

CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Course

SEMESTER-IV (Session-2018-20)

Sr. no.	SUBJECT CODE	NAME OF THE SUBJECTS	TEACHING LOAD			CREDITS	Core/Elective Pre-requisite/ Co Requisite	Type of Course[1]: 13. CC 14. AECC 15. SEC 16. DSE
			L	T	P			
THEORY SUBJECTS								
1	MED223	Teacher Education -II	3	1	0	4	Core	CC
2	MED221	Analysis and Interpretation of Data (Quantitative & Qualitative)	3	1	0	4	Core	CC
3		**Discipline Specific Electives (Any One)**	3	1	0	4	Core	CC
4	MED218	Gender Studies	3	1	0	4	Core	DSE
5	MED219	Higher Education						CC
6	MED220	Human Rights Education						AECC
7	CCU801	Community Connect	0	0	0	2	SEC	SEC
8	MAP252	Dissertation	0	0	3	6	DSE	DSE
9	MAP255	ICT and Education (Practical)	0	0	3	2	DSE	DSE
		TOTAL CREDITS				**22**		

Total Credits of the Programme	88	

CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Course

SYLLABUS

SEMESTER-I

MED 101: Philosophical Foundations of Education

School: SOE	Batch 2018-2020	
Program: MA	Current Academic Year:2018-19	
Branch:	Semester: I	
1	Course Code	MED 101
2	Course Title	Philosophical Foundations of Education
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Core
5	Course Objectives	The students will be able to 1) Understand the philosophical origins of educational theories and practices. 2) Develop a philosophical outlook towards educational problems. 3) Analyze the contribution of the important philosophical school to the theory and practice of education. 4) Reflect on the contribution of the great thinkers to the theory and practice of education. 5) Evaluate the fundamental postulates of the Indian Schools of philosophy and their implications for Education.
6	Course Outcomes	CO1Understand the concept, meaning, aims and functions of Education · CO2Reflect upon the thoughts of Indian and Western thinkers on Education and explore their implications for practices in schools. CO3Critically examine the issues and concerns of education in the socio-economic context of India. CO4Appreciate the need and relevance of the course in being a humane teacher CO5Analyze the role of different agencies for social change, different dimensions of social change and factors affecting social

		change.
		CO6 Analyse the educational implications of different philosophies of education in present times.
7	Course Description	It talks about the philosophical origins of educational theories and practices, meaning and functions of education, thoughts of Indian and Western thinkers on Education and their educational implications.
8	Outline syllabus	
	Unit 1	**Philosophy and Education**
	A	Meaning and Scope of Philosophy and Education
	B	Functions of Philosophy
	C	Relationship between Education and Philosophy and Branches of Philosophy
	Unit 2	**Indian Schools of Philosophy**
	A	Samkhya, Nyaya and Vedanta
	B	Buddhism and Jainism, Islamic Traditions
	C	Educational implications of above with special reference to Concept, Reality and Values.
	Unit 3	**Modern Concept of Philosophy**
	A	Logical analysis
	B	Logical empiricism
	C	Positive Relativism
	Unit 4	**Western Philosophies**
	A	The Education implications with special reference to the concepts of Metaphysics, Epistemology and Axiology of: Naturalism
	B	Idealism & Pragmatism
	C	Realism & Existentialism
	Unit 5	**Indian & Western Educational Thinkers**
	A	Basic philosophical Ideas of M.K. Gandhi and Swami Vivekananda and their educational contribution.
	B	Jiddu Krishnamurthi: The Concept of Self, Aims of Education, Characteristics of Integral Learning, Methods of Teaching and Concept of an Ideal School, Aurobindo Ghosh ideas on Education
	C	Rousseau and John Dewey ideas on Education
	Mode of examination	Theory

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Text book/s*	1) Gupta Rainu (2012) Philosophical, Sociological and Economic Bases of Education, Tondon Publications, Ludhiana. 2) Brubacher, John S. (1969) Modern Philosophies of Education, New Delhi: Tata McGraw Hill. 3) Mukherjee, R. K. Ancient Indian Education, Delhi, Motilal Banarasidas, 1974.

			4) Narareth, M. P. Education Goals, Aims and Objectives, New Delhi, Vikash. 1984.
			5) Narvene, V.S. (1978) Modern Indian Thoughts, New York, Orient Longmans Ltd.
			6) Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) The Blackwell Guide to the Philosophy of Education, Blackwell Publishing Ltd.
			7) Pandey, R. S. (1996) An Introduction to Major Philosophies of Education, Agra, Vinod Pustak Mandir.
			8) Park J. (Ed) (1963) Selected Readings in Philosophy of Education, New York: The MacMillan Company.
	Other References		1) Rusk, Robert R. (1962) Philosophical Bases of Education, Warwick Square: University of London.
			2) Saxena Swaroop, N.R. (2001) Philosophical and Sociological Foundations of Education, Meerut: Surya Publication.
			3) Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.

MED 102: Sociological Foundations of Education

	School: SOE	Batch 2018-2020
	Program: MA	Current Academic Year:2018-19
	Branch:	Semester: I
1	Course Code	MED 102
2	Course Title	Sociological Foundations of Education
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Core
5	Course Objective	To enable the learners to: 1) Understand the meaning and nature of educational sociology, sociology of education and social organizations 2) Define the social aspects of education. 3) Develop the understanding of social change with special reference to India. 4) Analyze the meaning, nature & determinants of culture and role of education in cultural context. 5) Reflect on the social interactions and culture. .
6	Course Outcomes	CO1Understand the concept, meaning, aims and functions of educational sociology· CO2Critically examine the issues and concerns of education in the context of changing order of Indian society. CO3Appreciate the need and relevance of the course in being a humane teacher CO4Analyze the role of different agencies of culture, its different dimensions and factors affecting the concept of education in India CO5Analyse the educational implications of different sociology of education in present times.
7	Course Description	It talks about meaning and nature of educational sociology, sociology of education and social organizations. Help in analyzing the educational implications of different sociology of education in present times.
8	Outline syllabus	
	Unit 1	**Sociological Bases of Education**
	A	Concept of Educational Sociology, Relationship of Sociology and Education.
	B	Meaning and Nature of Educational Sociology and Sociology

		of Education; Education as a Process in Social System.
	C	Education as an Agent of Socialization.
	Unit 2	**Social Interactions and their Educational Implications**
	A	Social group-Inter group relationship, group dynamics.
	B	Interpersonal relationships in classrooms: Classroom Climate; Organizational Climate- type; dimensions and educational effects.
	C	Sociometry and Guess Who Technique
	Unit 3	**Social Aspects of Education**
	A	Social Mobility: Meaning, Kinds, Importance and Factors Affecting Social Mobility.
	B	Social Change: Concept and Factors affecting Social Change.
	C	Concept and Nature of Culture, Difference between culture and civilization, Enculturation and Acculturation, Cultural Compression and reproduction and contextual role of Education
	Unit 4	**Education and Social Processes**
	A	Education and Modernization: Concept, Meaning, Factors, Education as a tool, implications
	B	Education and Urbanization : Concept, Meaning, Factors, Education as a tool, implications
	C	Education and Globalization : Concept, Meaning, Factors, Education as a tool, implications
	Unit 5	**Contemporary Perspectives**
	A	Paulo Freire- Pedagogy of Oppressed
	B	Ivan Illich- De-Schooling
	C	Henry Gierox- Critical Pedagogy
	Mode of examination	Theory

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Text book/s*	
	1) Gupta Rainu (2012). Philosophical, Sociological and Economic Bases of Education, Tondon Publications, Ludhiana
	2) Adiseshiah, W.T.V. &. Pavanasam (1974). R. Sociology in Theory and Practice, New Delhi, Santhi Publishers.
	3) Brown, Francis J. (1954). Educational Sociology, New York: Prentice Hall of India.
	4) Chandra, S.S.(1996). Sociology of Education, Guwahati, Eastern Book House.
	5) Chanda S. S. & Sharma R.K. (2002). Sociology of Education, New Delhi, Atlantic Publishers.
	6) Cook L, A. & Cook, E. (1980). Sociological Approach to Education, London: McGraw Hill.

		7)	Dewey, John (1966). Democracy and Education, New York: The Freeman's Press.
		8)	Durkheim, E. (1966). Education and Sociology, New York, The Free Press Gore,
		9)	M.S. (1984) Education and Modernization in India, Rawat Publishers, Jaipur Hasley.
		10)	A.H.; Floud Jeen and Anderson C., Arnold (1969). Education, Economy and Society, New York: The Freeman's Press.
	Other References	1)	Havighurst and Newgarten (1960). Society and Education, Boston: Allyn and Bacon.
		2)	Hemlata, T. (2002). Sociological Foundations of Education, New Delhi, Kanishka Publishers.
		3)	Kamat, A. R. (1985). Education and Social Change in India, Bombay Samaiya Publishing.

MED 103: Psychological Foundations of Education

School: SOE	**Batch 2018-2020**	
Program: MA	**Current Academic Year:2018-19**	
Branch:	Semester: I	
1	Course Code	MED 103
2	Course Title	Psychological Foundations of Education
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Core
5	Course Objective	The Children will be able: To develop appreciation and understanding about the Concepts of Psychology and Educational Psychology To understand about different aspects of human development from infancy to adolescence. To evaluate Behaviouristic and Neo-behaviouristic Approaches of learning. To define Intelligence in terms of its concept, measurement, evolution and theories.
6	Course Outcomes	CO1To develop a critical understanding of the different concepts and dimensions of educational psychology. CO2To develop an understanding of the different aspects of human development from early childhood to late adolescence CO3To acquaint with the aspects of Behaviouristic and Neo-behaviouristic Approaches of learning. CO4To acquaint with theories of intelligence with applicable relevance.
7	Course Description	It talks about the concept of Psychology and educational Psychology, different aspects and stages of development and different approaches to Learning.
8	Outline syllabus	
	Unit 1	**Education and Psychology**
	A	Concept of Education and Psychology
	B	Relationship of Education and Psychology
	C	Concept and Functions of Educational Psychology
	D	Individual Diversities- Nature versus Nurture and Universal versus Contextual
	Unit 2	**Growth and Development during Childhood and Adolescents**
	A	Growth and Development – Concept, Stages, Principles of Growth and Development
	B	Factors Influencing Development – Genetic and Environmental.

		Theories of Development and their Educational Implications with special reference to: Piaget's Cognitive Development
	C	Freud's Psycho-sexual Development.
	Unit 3	**Learning & Motivation**
	A	Learning: Concept, Factors Influencing Learning, Kinds-Gagne's Hierarchy of Learning.
	B	Theories of Learning: Thorndike's Connectionism, Pavlov's Classical and Skinner's Operant Conditioning, Learning by Insight, Hull's Reinforcement Theory, Tolman's Theory of Learning and Lewin's Field Theory. Educational Implications of all Learning Theories.
	C	Meaning and Factors Affecting Motivation - Role of Motivation in Learning, Atkinson's Theory of Achievement Motivation and Maslow's Self-actualization Theory, Murray's Theory of Motivation, theory of Achievement Motivation, Psychoanalytic Theory of Motivation.
	Unit 4	**Intelligence**
	A	Concept of Intelligence: its Evolution and Measurement; Psychometric Approaches; Spearman, Thurstone and Guilford
	B	Information Processing Approaches; Robert Sternberg—Triarchic Theory of Intelligence • Gardner's Multiple intelligence Theory
	C	Emotional Intelligence, Social Intelligence, Spiritual Intelligence
	Unit 5	**Personality**
	A	Concept, Type and Trait Theories,
	B	Behavioural Approach —Miller, Dollard and Bandura, Humanistic Approach — Roger and Maslow;
	C	Psychoanalytical theory by Jung, Assessment of Personality — Projective technique
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	Kulshreshtha, S.P. Educational Psychology, R. Lal Book Depot, Meerut, 1997. Robert A. Baron. Psychology, Allyn and Bacon, London, 1992. Garrison, K.C., Psychology of Adolescence, USA: Prentice Hall. Daniel Goleman (1995) Emotional Intelligence Bloomsbury Publishing Daniel Goleman (2007) Social Intelligence: The New Science of Human Relationships Random House Awdhesh Singh (2013) Practising Spiritual Intelligence: For Innovation, Leadership and Happiness Wisdom Tree
	Other References	Woolfolk, A. (2006). Educational Psychology (9th ed.). Pearson Education. Hilgard: Theories of learning

MED112: Research Methods in Education

	School: SOE	Batch 2018-2020
	Program: MA	Current Academic Year:2018-19
	Branch:	Semester: I
1	Course Code	MED 104
2	Course Title	Research Methods in Education
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Core
5	Course Objective	The students will be able: 1) To develop a research orientation among students and to acquaint them with fundamentals of research methodology. 2) To understand the basic framework of research process. 3) To identify various sources of information for literature review and data collection. 4) To evaluate various research designs and techniques. 5) To reflect on various methods used in educational research.
6	Course Outcomes	CO1To developing the understanding about the concept and fundamentals of research methodology. CO2Understand the use of quantitative & qualitative tools, techniques and processes of doing research. CO3Developing the skill in preparing, and analyzing the data. CO4Familiarize with various methods used in educational research. CO5Developing the skill necessary to evaluate research designs and techniques
7	Course Description	This paper helps in developing the understanding about the concept and fundamentals of research methodology, understanding the use of quantitative & qualitative tools, techniques and processes of doing research and developing the skill necessary to evaluate research designs and techniques.
8	Outline syllabus	
	Unit 1	**Introduction to Educational Research**
	A	Meaning, Characteristics and Nature of Research
	B	Nature of Educational Research, Significance of Research in Education
	C	Types of Educational Research (Fundamental, Applied and Action Research)
	Unit 2	**Research Problem**
	A	Formulation of Research Problem; Selection (Problems and its\

		sources); Evaluation (Criteria); Delineating and operationalizing variables; Developing a research proposal (Meaning, Importance and Steps).
	B	Review of Related Literature (Meaning, need and sources including Internet).
	C	Hypothesis: Meaning, Characteristics, Difference between Assumption and Hypothesis, Sources and Types.
	Unit 3	**Research Tools**
	A	Types of data: Qualitative and Quantitative
	B	Techniques and tools of data collection (a) Documentary Sources (b) Observation (c) Questionnaires and Schedules (d) Interview (e) Rating Scales and Tests (f) Inventory, survey, Coorelation, casual comparative Sampling
	C	Meaning and Nature of Descriptive Survey, Types of Descriptive Survey Studies -1. Census Survey 2. Sample Survey 3. Cross Sectional Survey 4. Longitudinal Survey 5. Comparative Survey 6. Evaluative Survey 7. Documentary Survey
	Unit 4	**Sampling**
	A	Population and Sample
	B	Types of Samplings
	C	Merits and Demerits of different types of sampling, The Research Report – Writing and Evaluation.
	Unit 5	**Types of Research**
	A	Qualitative Research, Types of Qualitative Methods 1. Biographical Studies 2. Phenomenological Study 3. Grounded Theory 4. Ethnography 5. Case Study
	B	Philosophical and Historical Research
	C	Experimental Research
	Mode of examination	Theory

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Text book/s*	1) Aggarwal, Y.P. (1998), The Science of Educational Research: A Source Book, Nirmal, Kurukshetra 2) Best, John W. and Kahn James V (1995), Research in Education, prentice Hall, New Delhi 3) Burns, R.B. (1991), Introduction to research in education, prentice Hall, New Delhi. 4) Edward, Allen L (1968), experimental Designs in psychological Research, Holt, Rinehart and Winston, New York 5) Good, C.V. and Douglas, E. Scates (1954), Methods in Social Research, McGraw Hill, New York 6) Kerlinger, F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York

		7)	Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi
		8)	McMillan, James H. and Schumarcher, S. (1989), research on Education: A Conceptual Introduction, Harper and Collins, New York
	Other References	1)	Mouly, A.J. (1963), the Science of Educational Research, Eurasia, New Delhi
		2)	Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston
		3)	Travers, R.M.W. (1978), An introduction to educational research, Mcmillan, New York

MED121: Guidance and Counseling

	School: SOE	Batch 2018-2020
	Program: MA	Current Academic Year:2018-19
	Branch:	Semester: I
1	Course Code	MED 105
2	Course Title	Guidance and Counseling
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Core
5	Course Objective	1) To make the students understand the meaning and types of Guidance and Counseling. 2) To sensitize the student-teachers with the need and relevance of Guidance and Counseling. 3) To develop an understanding of the process of Guidance and Counseling. 4) To know and apply the techniques of Guidance and Counseling. 5) To analyse the role of the teacher in the provision of Guidance and Counseling.
6	Course Outcomes	CO1To make them able to explain the meaning and types of Guidance and Counseling. CO2To able the students to develop aptitude in this area of field. CO3To enable to collect data on various tools like case study, achievement test etc. CO4To know and apply the techniques of Guidance and Counseling. CO5To examine the positives role of teacher in guiding the learning difficulties of students.
7	Course Description	This paper will introduce the students to concept of Guidance and counselling and also their different approaches. It will acquaint them with the process and strategies of Counseling, career decision making skills and also with special concerns in counselling.
8	Outline syllabus	
	Unit 1	**Concept and Need of Guidance and Counselling**
	A	Introduction to Guidance - Meaning, Need, Aims & Objectives, Principles
	B	Types of Guidance

	C	Role of the teacher in Guidance and its relationship with education.
	Unit 2	**Counselling: Concept and Types**
	A	Counseling Service- Meaning, Purpose & Approaches (Directive, Non- Directive and Eclectic counselling). · Difference between Guidance & Counseling
	B	Counseling: Process and Strategies
	C	Counselling Services for Students: Options in Face to Face and Online Mode
	Unit 3	**Personnel in the Guidance Programme**
	A	Need of Guidance Programme and Guidance Personnel
	B	Role of Counsellors, career Masters and Teachers as Guidance Personnel
	C	Need based minimum guidance programme in Schools and the role of personnel
	Unit 4	**Coping with Stress: Emotions and Skills**
	A	Skills: Overview of details of different types of coping skills and integration of the same when need be
	B	Emotions: Managing emotions interpersonal skills, feeling good, emotions intelligence
	C	Skills and Values and Listening Attentively to the concerns of the counselee ,Negotiating Self Discovery
	D	Decision Making, Problem Solving etc and values such as Patience, Empathy etc.
	Unit 5	**Issues and Concerns in Schools**
	A	Sources of Career Information and Strategies of disseminating Career Information
	B	Career Decision Making Skills – Selection of School Subjects, Future Training Course and Future Career, Career Bulletin, and Career Conference
	C	Special Concerns in Counseling: Ethics and other related psychological concerns
	Mode of examination	Theory

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Text book/s*	1) Bengalee, M.S.: Guidance and Counselling. Bombay: Seth Publishers, 1984.
	2) Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
	3) Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962
	4) Dave,Indu. The Basic Essentials of Counselling Sterling Publisher. New Delhi

		5) Paul, Lengrand. An Introduction to Lifelong Education 2 Croom Hekn-London the UNESCO Press-Paris. London 6) Rao,Narayana. Counselling Guidance Tata Mc GrawHill. New Delhi 7) Vashist, S.R. Methods of Guidance Anmol Publication. New Delhi
	Other References	1) Singh, Raj. Educational & Vocational Guidance. Commonwealth Publication. New Delhi 2) Bhatnagar, Asha & Gupta, Nirmala. Guidance & Counselling -Vol. 1 Vikas Publisher House. New Delhi.

MAP161: Seminar Presentation

	School: SOE	Batch 2018-2020
	Program :MA	Current Academic Year:2018-19
	Branch:	Semester:1
1	Course Code	MAP161
2	Course Title	Seminar Presentation
3	Credits	1
4	Contact Hours (L-T-P)	0-0-2
	Course Type	Co- requisite
5	Course Objective	To enable the students: 1.Develop the paper on specific topic 2.Develop the presentation skills 3.Enhance their confidence and self esteem 4.Analyse papers presented by peers
6	Course Outcomes	The students will be able to: CO1.Develop the paper on specific topic CO2.Develop the presentation skills CO3.Enhance their confidence and self esteem CO4.Analyse papers presented by peers
7	Course Description	This paper aims to develop the research aptitude and presentation skills of the students. It covers the meaning, nature and types of research and the types of data, tools and interpretation of the results.
8	Outline syllabus	
	Unit 1	
	A	Meaning, Characteristics and Nature of Research
	B	Nature of Educational Research, Significance of Research in Education
	C	Types of Educational Research (Fundamental, Applied and Action Research)
	Unit 2	Formulation of Research Problem; Selection (Problems and its\ sources); Evaluation (Criteria); Delineating and operationalizing variables; Developing a research proposal (Meaning, Importance and Steps).
		Review of Related Literature (Meaning, need and sources including Internet).
		Hypothesis: Meaning, Characteristics, Difference between Assumption and Hypothesis, Sources and Types.
	Unit 3	Types of data: Qualitative and Quantitative. Techniques and tools of data collection (a) Documentary Sources (b)

		Observation (c) Questionnaires and Schedules (d) Interview (e) Rating Scales and Tests (f) Inventory, survey, Correlation, casual comparative Sampling
	Unit 4	Meaning and Nature of Descriptive Survey, Types of Descriptive Survey Studies -1. Census Survey 2. Sample Survey 3. Cross Sectional Survey 4. Longitudinal Survey 5. Comparative Survey 6. Evaluative Survey 7. Documentary Survey
	Unit 5	
	A	Population and Sample
	B	Types of Samplings
	C	Merits and Demerits of different types of sampling, The Research Report – Writing and Evaluation.
	Mode of examination	Jury/Practical

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	1) Mangal S K: Statistics in Psychology and Education. 2) Thordike R N: Measurement and Evaluation in Psychology and Education. 3) Garrett H E: Statistics in Psychology and Education. 4) Gilford J P: Fundamental Statistics in Psychology and Education.
	Other References	1) Gupta S P: Statistical Methods 2) Gupta Rainu: Introduction to Statistics, Doaba Book House, New Delhi

SEMESTER II

MED106: Learner, Learning and Development

School: SOE		**Batch 2018-2020**
Program: MA(Edu)		**Current Academic Year:2018-19**
Branch:		**Semester: II**
1	Course Code	MED106
2	Course Title	Learner, Learning and Development
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	To enable the students to understand about the 1. concept and theories of learning, 2. different principles of constructivism in educational theory and practice and the difference between various types of constructivism 3. concept and measurement of creativity 4. concept ,nature and organization curricula of cognitive, affective and psychomotor learning **5.** meaning of Adjustment, Mental Health, Conflict, and Defense Mechanism
6	Course Outcomes	After completing the course the students will be able to: CO1. The students will be able to relate the different theories of learning with their day today life. CO2:The students will be able to identify the constructivist conditions of learning in schools and visualize how to become a constructivist teacher. CO3: The students will be able to understand the concept of creativity and create a self made test. CO4: The pupil teachers will be able to relate thee concept of adjustment to their life and modify their behavior for stress management. CO5: The students will be able to suggest educational programmes and methods for the development of cognitive, affective and psychomotor learning
7	Course Description	This course talks about the learner, his individual differences, types of learning theories. It deals with in-depth study of Constructivist approach of Learning, Creativity, psychology of Adjustment and cognitive, affective and psychomotor aspects of Learning.

8	Outline syllabus	
Unit 1		**Concept and Theories of Learning**
	A	Learning: Concept, Factors Influencing Learning, Kinds-Gagne's Hierarchy of Learning.
	B	Theories of Learning : Thorndike's Connectionism, Pavlov's Classical and Skinner's Operant Conditioning
	C	Learning by Insight, Hull's Reinforcement Theory, Tolman's Theory of Learning and Lewin's Field Theory. Educational Implications of all Learning
Unit 2		**Constructivist Approach of learning**
	A	The Idea of Constructivism (Definitions and Principles)
	B	Types of Constructivism (Trivial, Radical, Personal and Social), objectivism and constructivism
	C	Implications of Constructivism for Education
Unit 3		**Creativity**
	A	Concept, nature and Process of Creativity
	B	Identification of Creative child
	C	Role of Education for fostering Creativity and Measurement of creativity by Self Made Questionnaire
Unit 4		**Psychology of Adjustment**
	A	Concept of Adjustment and Criteria for Good Adjustment
	B	Concept of Mental Health , Frustration and conflict
	C	Stress Management and Adjustment Mechanisms
Unit 5		**Cognitive, Affective and psychomotor Learning**
	A	Meaning, nature, scope and organization of cognitive learning ,Vygotsky's Socio cultural Theory of cognitive Development
	B	Concept, nature, level, dimensions and organization of curriula of Affective Development
	C	Concept of psychomotor learning

Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Recommended Books:

 Anita Woolfolk (2004). *Educational Psychology*. Pearson Education.

Ansari, A. (1972). Value Orientation Scale. In Udai Pareek and

T.Venkataswara Rao
(1974). *Handbook of Psychological and Socl'al Instruments.*
Baroda:
Samashti.

Allport, C.W. Vermon P.E., & Lindzey, *G* As quoted in Udai
Pareek and **T.** Venkataswar Rao (1974). *Handbook of
Psychological and Social Instruments.* Bamda: Samashti.

Atkinson, Richard C., et.al (1983). *Introduction to
Psychology*. New York: Harcount Brace Joranovich Inc.

Atkinson, R.C. & Shiffrin, R.M. (1968). Human Memory : A
Proposed System and its Control Processes. In K.W. Spence &
J.T. Spence (eds.), ***The Psychology of Learning and Motivation:
Advances in Research and Theory,*** Vol. 2.
New York: Academic Press Inc.

Jonassen, D.H. (1991). Evaluating constructivisitic learning,
Educational Technology,(49) 7.

Kearsley, G. (1999). Constructivist theory [On-line]. Explorations
in Learning and Instruction: The Theory into Practice Database.
Available: <http://www.gwu.edu/ -tip/index.html>

Kualshrestha, S.P. (1971). *Test of Democratic Values (Hindi).*
Lucknow: Indian Psychological Corporation.

Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi:
Sterling Publishers
Private Limited, 1988.

Shanker Udey: Development of Personality, 1965.

Talbgott, J.A. Hales, R.E. & Yodofsky, S.G. Textbook of
Psychiatry, New Delhi:
Jaypee Brothers Medical Publishers (P) Ltd., 1994.

Thorope, G.L.& Olson, S.L. Behaviour Therapy, Concepts,
procedures and
applications, London: Allyn Bacon, 1999

MED107: Societal Context of Education

School: SOE		**Batch 2018-2020**
Program: MA(Edu)		**Current Academic Year:2018-19**
Branch:		**Semester: II**
1	Course Code	MED 107
2	Course Title	Societal Context of Education
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	To enable the students to 1) Explain the concept and different agencies of socialization. 2) explain the role of education in the social structure and social stratification 3) develop an understanding of the educational problems faced by different groups; 4) define what a system is and spell out the various characteristics that make the school a system; 5) understand the concept of alternative education and differentiate between the alternative and traditional education;
6	Course Outcomes	The pupil teachers will be able to – CO1: analyze the stages and types of socialization and discuss major theories of socialization. CO2: understand different types and forms of social differentiation; and learn sociological perspectives to explain the differentiation and division of society. CO3: explain the role of education in providing equal opportunity for development and in establishing harmony among them; CO4: relates the functions of school as a system; and explain the structure and organization of school with the defining characteristics of school as organization and the principles of authority. CO5: analyze the philosophical and sociological development of alternative education; and discuss various forms of alternatives in education
7	Course Description	This course will give the awareness about the concept of socialization, its theories and agencies, about the social structure, stratification and the role of education in removing social disparities.
8	Outline syllabus	
	Unit 1	**Education And Socialization**
	A	Meaning and Concept of Socialization (Stages of Socialization, Types of Socialization, Education and Socialization)

	B	Theories of Socialization (Cooley's, Mead's and Freud's Psychoanalytic Theory of Socialization)
	C	Agencies of Socialization (Family, Peer Group, School, Mass Media)
	Unit 2	**Education, Social Structure, Social Stratification and Development**
	A	Social Structure (Meaning and Definition of Social Structure, Role and Function of Education in Social Structure, Social Theories– Emile Durkheim and Talcott Parson)
	B	Social Stratification (Concept, Theories and Types of Social Stratification, Education and Social Stratification)
	C	Development (Theories of Social Mobility, Perspectives on Education, Education in Indian Perspectives, Economic Growth and Development, The Mismatch Problem)
	Unit 3	**Social Diversity and Education**
	A	Explaining Social Diversities (Meaning, Nature and Types of Social Diversity).
	B	Influence of Social Diversity on Education (Differential Access: Reaching the Unreached, Uneven Participation and Completion, Achievement: Equitable Quality in Education)
	C	Recent Challenges of Diversity for Education (Achieving the Unfinished Task, Cultural Nationalism and Nation Building, Globalization and Education)
	Unit 4	**School as a Social Organization**
	A	School as a Social System (Social Structureand Functioning of the School, Elementary School, Secondary School ,The Indian System, School Class, Functions of School, School-Child Relations
	B	Structure and Organization of a School (Introduction, Defining Characteristics of School as an Organization, Principles of Authority, Bureaucratization of Schools)
	C	Socio-Cultural Processes and Schooling (Society, culture and knowledge, Schooling and Socio-Cultural Processes)
	Unit 5	**Alternatives in Education**
	A	Alternatives in Education: The Concept (Need for the Alterative Education, Difference between Alternative Education and Traditional or Mainstream Education)
	B	Theoretical Perspectives (Philosophical, Spiritual, Sociological)
	C	Alternative Educational Practices (Non-formal Education, Non-formal Adult Education, Non-formal Education for Prisoners, Open Distance Learning Systems (OLS) as an Alternative to Education)
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30	20%	50%

		%		
	Text book/s*	1) Giddens, Anthony. (1990). Sociology, Cambridge: Polity Press		
		2) Gupta, Dipankar. (1991). Social Stratification, New Delhi: Oxford University Press.		
		3) Sharma, K.L. (1994). Social Stratification and Mobility. Jaipur, New Delhi: Rawat Publications.		
		4) Curtis, James E. and John W. Petras (eds) (1970). The Sociology of Knowledge: A Readel; London: Duckworth.		
		5) Gore, M.S. and 1.P. Desai (1967). Papers in Sociology of Education in India, Delhi: N.C.E.R.T. Ottaway, A.K.C. (1953). Education and Society, London: Routledge and Kegan Paul.		
		6) M.II.R.D., Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.		
		7) Shukla, S. and Krishna Kumar (eds) (1985). Sociological Perspectives in Education, Delhi: Chanakaya Publication.		
	Other References	1) Stub, Holger R. (1975). The Sociology of Education, Illinois: The Dorsey Press.		
		2) Turner, J.H. (1987). The Structure of Sociological Theory, Jaipur: Rawat Publication.		

MED108: Understanding Education

	School: SOE	Batch 2018-2020	
	Program: MA(Edu)	Current Academic Year:2018-19	
	Branch:	Semester: II	
1	Course Code	MED108	
2	Course Title	Understanding Education	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core	
5	Course Objective	To enable the students to understand about the: 1) Education system of ancient Indian, Medieval, Modern and Post Independent. 2) Concept of truth and knowledge and different types of truths of knowledge. 3) Educational ideas and thoughts of different Indian and Western thinkers. 4) Describe education as a sub-system of society and understand the functions of education. 5) Radical thoughts in the field of education.	
6	Course Outcomes	The students will be able to: CO1 Compare the education system of ancient Indian, medieval and modern. CO2 Discuss with examples the different theories related with knowledge getting process CO3 Summarize the ideas and educational thoughts of different Indian and Western philosophers. CO4 Compose a relevant design of curriculum by keeping in mind some radical thoughts of the thinkers CO5 Analyse how education has evolved out of social needs.	
7	Course Description	This course will familiarise the students with the Indian education System and the ideologies of educational thinkers and also about concept of truth and knowledge. It will cover national values and education in the global context and some radical thoughts in education, like De-schooling and Conscientisation.	
8	Outline syllabus		
	Unit 1	**Significant Historical Developments in Education**	
	A	Ancient Indian Education (Vedic, Post Vedic, Brahmanic, Buddhist and Education in the Dharma Shastras)	
	B	Education in Medieval and Modern times (Islamic, Education under the East India Company)	

	C	Post Independence Developments
	Unit 2	**Nature of Knowledge and the Knowledge Getting Processed**
	A	Knowledge in General
	B	Meaning and Theories of Truth
	C	The knowledge- Getting Process and Generation of Knowledge
	Unit 3	**Educational Philosophers**
	A	The Educational thoughts and ideas of various philosophers and their educational implications: R.N. Tagore, Sri Aurobindo
	B	Plato, Rousseau
	C	Herbert Spencer, and B.Russell.
	Unit 4	**National Values and Education in Global Context**
	A	Education as a sub system
	B	Education as an Operational Aspect of Society
	C	Socio-Cultural Change and Educational Reorganization (Social change, Acculturation, Role of Education in Reorganization, Multiculturalism)
	Unit 5	**Radical Thoughts in Education**
	A	Ivan Illich and De-schooling ;
	B	Paulo Friere and Conscientisation ;
	C	Learning : The Treasure Within (UNESCO,1996)
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	1) Butler, J.D., Idealism in Education, Harper and Row, New York, 1966. 2) Brubacher, John S. (1969) Modern Philosophies of Education, New Delhi: Tata McGraw Hill. 3) Dewey, John, Democracy and Education, MacMillan, New York 4) Dupuios, A.M., Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972 5) Durkhiem, E. (1956). Education and Sociology. New York; the Free Press 6) Friere, P. (1 972). Pedagogy L;fthe Oppressed, Ringwood, Penguin 7) Gupta Rainu (2012), Philosophical, Sociological and Economic Bases of Education, Tondon Publications, Ludhiana 8) Mukherjee, R. K. Ancient Indian Education, Delhi, Motilal Banarasidas, 1974. 9) Narareth, M. P. Education Goals, Aims and Objectives, New Delhi, Vikash. 1984. 10) Narvene, V.S. (1978) Modern Indian Thoughts, New York, Orient Longmans Ltd.

		11) Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) The Blackwell Guide to the Philosophy of Education, Blackwell Publishing Ltd.
		12) Pandey, R. S. An Introduction to Major Philosophies of Education, Agra, Vinod Pustak Mandir. 1996.
		13) Park J. (Ed) (1963) Selected Readings in Philosophy of Education, New York: The MacMillan Company.
		14) Rusk, Robert R. (1962) Philosophical Bases of Education, Warwick Square: University of London.
	Other References	• Saxena Swaroop, N.R. (2001) Philosophical and Sociological Foundations of Education, Meerut: Surya Publication.
		• Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.
		• Vaidya, Narendra. (1975). How Children Discover Knowledge, IVew Delhi: Oxford and IBH Publishing Company.

MED109: Data Analysis: Statistical Tests and Techniques

	School: SOE	Batch 2018-2020
	Program: MA(Edu)	Current Academic Year:2018-19
	Branch:Education	Semester: II
1	Course Code	MED 109
2	Course Title	Data Analysis: Statistical Tests and Techniques
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	To enable the students to: 1) Compute different types of Statistical Measures 2) Get practical orientation involving selection of appropriate data analysis techniques 3) Explain and illustrate the concept and application of measures of Central Tendency, Dispersion and relative positions 4) Understand correlation and compute Rho. 5) Understand levels of significance and compute confidence limits. 6) Apply t-test to calculate the significance of difference between means. 7) Describe the meaning, computation and uses of non-parametric tests as Chi-square, Sign Test, Median Test
6	Course Outcomes	The students will be able to: CO1 Compute different types of Statistical Measures CO2 Develop practical orientation involving selection of appropriate data analysis techniques CO3 Explain and illustrate the concept and application of measures of Central Tendency, Dispersion and relative positions CO4 Understand correlation and compute r and Rho. CO5 Understand levels of significance and compute confidence limits. CO5 Apply t-test to calculate the significance of difference between means. Describe the meaning, computation and uses of non-parametric tests as Chi-square, Sign Test
7	Course Description	This paper helps in developing the understanding about the concept and fundamentals of research methodology, understanding the use of quantitative & qualitative tools, techniques and processes of doing research and developing the skill necessary to evaluate research designs and techniques.

8	Outline syllabus	
	Unit 1	**Nature of Educational Data**
	A	Meaning, Nature and Scope of Statistics
	B	Qualitative Data- Its analysis with emphasis on content analysis, Analysis of Interview based and Observation based data
	C	Quantitative Data- Scales of Measurement, Organization and Graphic Presentation of Data
	Unit 2	**Descriptive Statistics**
	A	Measures of Central Tendency-Mean, Median, and Mode
	B	Measures of Variability- Range, Mean Deviation, Quartile Deviation, and Standard Deviation.
	C	Measures of Relative Positions-Percentile, Percentile Rank and standard Score.
	Unit 3	**Correlation**
	A	Meaning and uses of correlation.
	B	Product moment
	C	Rank Difference and Scatter Diagram Method.
	Unit 4	**Inferential Statistics (Parametric)**
	A	Concept of hypothesis, Levels of Significance, Confidence limits
	B	One and Two tailed test, Type I and Type II Error
	C	t-test: Significance of difference between two means, computation and uses.
	Unit 5	**Inferential Statistics (Non Parametric)**
	A	Non-parametric statistics in education;
	B	Use of non-parametric tests and its rationale for distribution free data; Chi-square tests of equality and independence, Contingency Table.
	C	Sign test, Median Test, Mann Whitney Utest and Wilcoxon test.
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	5) Mangal S K: Statistics in Psychology and Education. 6) Thordike R N: Measurement and Evaluation in Psychology and Education. 7) Garrett H E: Statistics in Psychology and Education. 8) Gilford J P: Fundamental Statistics in Psychology and Education.
	Other References	3) Gupta S P: Statistical Methods 4) Gupta Rainu: Introduction to Statistics, Doaba Book House, New Delhi

MED124: Inclusive Education

School: SOE		Batch 2018-2020
Program: MA(Edu)		Current Academic Year:2018-19
Branch: Education		Semester: II
1	Course Code	MED 110
2	Course Title	Inclusive Education
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Co-requisite
5	Course Objective	To enable the students to: 1) Understand the concept and need of Inclusive Education 2) Explain the concept of visual, hearing and speech impairment. 3) Describe the causes and prevalence of ID, SLD and ASD. 4) Identify children with multiple disabilities and assess the needs of children with multiple disabilities 5) explain the parameters of Inclusive Education
6	Course Outcomes	The students will be able to: CO1: Explains the role of teachers in ensuring inclusiveness in the classroom and school. CO2: Categorize between the concept of visual, hearing and speech impairment. CO3: Compare and demonstrate understanding of educational considerations of persons with ID, SLD, and ASD. CO4: Identify intervention programmes for children with other disabling conditions. CO5: Discuss the role of the parent, community, peers, resource person, itinerant teacher, shadow teacher, head master and teacher in Inclusive Education
7	Course Description	This paper talks about the concept of Inclusive Education, children with sensory and speech abilities; Neuro Developmental Disabilities; Children with Loco Motor, Multiple and Other Disabling Conditions.
8	Outline syllabus	
	Unit 1	**Introduction to Inclusive Education**
	A	Concept of Inclusive Education
	B	Factors affecting Inclusive Education
	C	Inclusive classroom
	Unit 2	**Children with Sensory and Speech Disabilities**
	A	Visual Impairment- Nature, Needs, Assessment, Intervention and Teaching Strategies

B	Hearing Impairment- Nature, Needs, Assessment, Intervention and Teaching Strategies	
C	Speech Impairment- Nature, Needs, Assessment, Intervention and Teaching Strategies	
Unit 3	**Children with Neuro Developmental Disabilities**	
A	Intellectual Disability: Nature, Needs, Assessment and Intervention	
B	Specific Learning Disability: Nature, Needs, Assessment and Intervention	
C	Autism Spectrum Disorder: Nature, Needs, Assessment and Intervention	
Unit 4	**Children with Loco Motor, Multiple and Other Disabling Conditions**	
A	Loco Motor Disabilities: Nature, Needs, Assessment and Intervention	
B	Multiple Disabilities: Nature, Needs, Assessment and Intervention	
C	Other Disabling Conditions: Nature, Needs, Assessment and Intervention	
Unit 5	**Inclusion in Operation**	
A	Inclusive Education vs. Special Education (Parameters of Inclusive Education, Challenges of Inclusive Education, Issues in Special Education and Inclusive Education,. Special school versus integrated school, Inclusive School , Characteristics of Inclusive School	
B	Early detection of disability (Parental attitude, Community awareness, Rehabilitation of disabilities)	
C	Inclusive Education in the context of EFA(Models of Inclusive Education, Role of the parent, community, peers, resource person, itinerant teacher, shadow teacher, head master and teacher, Sustainable Practice)	

Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Text book/s*	1) Critchley, M. (1970). The dyslexic child. London: Heinemann. 2) Gargiulo, Richard M. Special Education in Contemporary Society. Florence, KY: Wadsworth Publishing, 2005. 3) Jangira, N. K. (1995). Rethinking teacher education. Prospects, 25(2), 261-272. 4) Karna, G. N. (1999). United Nations and rights of disabled persons: A study in Indian perspective. New Delhi: A.P.H. Publishing Corporation. 5) Mastropieri, M. A., & Scruggs, T. E. (2004). The

			inclusive classroom: Strategies for effective instruction. NY: Pearson.
		6)	NCERT. (1987). Project Integrated Education for the Disabled (PIED). New Delhi: National Council of Educational Research and Training.
		7)	Rao Indumathi, (2001). Understanding inclusive education from heart, EENET newsletters and web publication
		8)	Rao Indumathi, (2002). Country status on inclusive education/special needs documentation good practices, UNICEF, Regional Office
		9)	Rehabilitation Council of India. (1996). Report on Manpower Development. New Delhi: Ministry of Welfare, Govt. of India.
	Other References	1)	Sharma, U., & Desai, I. (2002). Measuring concerns about integrated education in India. Asia and Pacific Journal on Disability, 5(1), 2-14.
		2)	The Salamanca Statement and Framework for Action on Special Needs Education. World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 7- 10 June 1994.
		3)	UNESCO and Ministry of Education and Science, Spain 1994.
		4)	WCEFA. (1990) World Declaration on Education for All, Inter-Agency Commission for the World Conference on Education for All, 1990.

BEP 141: Life Skills

	School:	Education Batch : 2018-20
	Program:	BABED Current Academic Year: 2018-19
	Branch:	EDU
1	Course Code	BEP141
2	Course Title	Life Skills Education
3	Credits	2

	Unit 1	**Life Skills and Wellness**
	A	Core Life Skills: Introduction to ten generic Life Skills, Role of W.H.O, Life Skills Applications
	B	Know yourself, Positive Attitude, Emotional Enthusiasm, Self Confidence, Time Management. Know others, Acquiring information, Building Relationship, communicating and negotiating safer life situations, survival skills
	Unit 2	**Life skills in social context /Interpersonal Skills and communication**
	A	Meaning of interpersonal skills- Need to develop Interpersonal skills, Components of Interpersonal skills, Techniques required to improve skills
	B	Self Esteem and Assertiveness: Development of Self and Socialization, Managing Emotions, Active listening, Delegation Skills and assertiveness.
	Unit 3	**Life skills to deal with specific problems/Vulnerable children, child protection & child rights**
	A	Vulnerable Children: Vulnerability in Children, Juvenile Delinquency, Child abuse, Orphaned Children, Poverty
	B	General Social Skills: Basic Communication Skills, Rapport Building, Empathy, Accountability.
	Unit 4	**Life Skills Methodologies for Career/Behaviour Modification**
	A	Personal Self-Management Skills: Problem solving, Resisting stress, Communicating clearly, Managing time, Strengthening memory
	Mode of examination	Practical
	Weightage Distribution	Evaluation on the basis of File preparation, Activity Performance and Viva
	Weightage Distribution Text book/s* Other References	• Life Skills Education Paperback – 2016, by Dr. K. Ravikanth Rao, Dr. P. Dinakar. • Life Skill Education by Dr. Rajeshkumar I. Bhatt
		Relevant materials will be provided by the subject teacher.

SEMESTER-III
MED201: Early Childhood Education

School: SOE		**Batch 2018-2020**
Program: MA		**Current Academic Year:2019-20**
Branch: Education		**Semester: III**
1	Course Code	MED 216
2	Course Title	Early Childhood Education
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Core
5	Course Objectives	To enable the students: 1) To understand the nature, aims and objectives of Early Childhood Education. 2) To inculcate inspiration from great Educators for work of children at Pre-school stage. 3) To enable the students understand Stages of development from Conception to early childhood. 4) To understand aspects of development 5) To acquaint the students with various agencies in the field of early childhood education and their role.
6	Course Outcomes	Upon successful completion of this course, student will be able to: CO1Describe the historical, philosophical, psychological, and social foundations of early childhood education for the purpose of demonstrating an understanding of how these foundations influence current thought and practice. CO2Discuss the growth and development of a child from birth through the age of eight in physical, social, emotional, and cognitive areas for the purposes of: identifying typical and atypical behaviors and developmental patterns; and creating an environment that meets the individual needs of all children with disabilities and special abilities. CO3Site examples the principles of developmentally appropriate practice for children from birth through age eight CO4Discuss techniques to guide children's social, emotional, physical, moral, aesthetic development. CO5Demonstrate an understanding of role of different agencies as they affect young children, families, and programs for children.

7	Course Description	This paper will provide the insight about Early Childhood Education, its nature and objectives, recommendations by various committees, stages and principles of child development and contribution of Great educators towards early childhood care education.
8	Outline syllabus	
	Unit 1	**Nature**, **Aims and Objectives of Pre-School Education**
	A	Nature of Early Childhood Care Education, Aims and objectives of Pre-school Education
	B	Characteristics of Pre-school Education, Significant Reasons for Preschool Education. Child Care Committee (1963-64).
	C	The Secondary Education Committee (1952-53) on objectives of Preschool Education, Indian Education Commission (1964-66). Report of the study group.
	Unit 2	**Contribution of Great Educators**
	A	Rousseau (1712-1778 A.D), John Heinrich Pestalozzi (1746-1827)
	B	Frederich August Froebel (1782-1852). The play way method. Maria Montessori (1870-1952)
	C	Rabindra Nath Tagore (1861-1941), Sri Aurobindo Ghosh (1872-1950)
	Unit 3	**Stages and Principles of Child Development**
	A	Meaning and Nature of Development, Principles of child development.
	B	Factors influencing growth and development, Stages of growth and development.
	C	Characteristics during Early Childhood, Educational Planning for Early Childhood
	Unit 4	**Aspects of Development**
	A	Physical and Motor Development
	B	Emotional Development, Social Intellectual Development
	C	Moral and Aesthetic Development
	Unit 5	**Activities of various Agencies**
	A	UNICEF in India, National Institute of Public Cooperation and Child Development (NIPCCD)
	B	WHO, CARE
	C	Integrated child development services (ICDS), Child Welfare
		Activities Select any one theme as an extension for discussion • Discussion, classroom influences and analyzing the ECCE setting in relation to the works and writings of thinkers • Compare and contrast orientation towards children in stories by local authors • Status of the Indian Child under eight, causes of deprivation and problem of abundance

		• Different ECCE institutions (government, voluntary and private
		• Periodic review of the UNCRC with respect to child''s status in India.
		• write a brief case profile of a child covering all the domains of development
		•

	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1) Clarke, P. (Feb, 2003). Culture and Classroom Reform: The Case of the District Primary Education Project, India. Comparative Education, 39 (1), pp. 27-44 2) Hilderbrand, V. (1984). Management of Child Development Centre. New York: Collier MacMillan 3) Jewell E. Cooper Strengthening the Case for Community-Based Learning in Teacher Education. Journal of Teacher Education, Vol. 58, No. 3, 245-255 (2007) 4) Joshi, A. (April, 2009). What do teacher-child interactions in early childhood classrooms in India look like? Teachers' and parents' perspectives. Early Child Development and Care, 179 (3), pp 285 – 301 5) Sen Gupta, M. (2009). Early Childhood Care and Education. New Delhi: PHI Learning Pvt. Ltd.		
	Other References	1) Chatterjee, B. (2006). Education for All: The Indian Saga. New Delhi: Lotus Press 2) Shukla, R.P. (2004): Early Childhood Care and Education. Sarup & Sons		

MED202: Teacher Education-I

School:SOE		**Batch 2018-2020**
Program:MA		**Current Academic Year:2019-20**
Branch:Education		**Semester: III**
1	Course Code	MED 202
2	Course Title	Teacher Education-I
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Core
5	Course Objectives	To enable the students to: 1) Gain insight and reflect on the concept of teaching and the status of teaching as a profession 2) Examine the nature and objectives of teacher education 3) Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum. 4) Reflect on various issues and concerns related to teacher education 5) Develop understanding for organizing and supervising school experience programme (SEP) 6) Use various strategies for the professional development of teachers; 7) Critically examine the role and contribution of various regulatory bodies and support institutions for improving quality teacher education.
6	Course Outcomes	On completion of the course, students will be able to: CO1.Gain insight and reflect on the concept of teaching and the status of teaching as a profession. CO2.Examine the nature and objectives of teacher education CO3.Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum. CO4.Reflect on various issues and concerns related to teacher education CO5.Develop understanding for organizing and supervising school experience programme (SEP) CO6.Use various strategies for the professional development of teachers; CO7.Critically examine the role and contribution of various regulatory bodies and support institutions for improving quality teacher education CO8Prepare teachers as reflective practitioners

7	Course Description	This paper talks about the changing roles and responsibilities of teachers, concept of Teaching and the historical perspective of Teacher Education. It will also acquaint the students about the role of Teacher Education institutions and the organization of teacher education curriculum.
8	Outline syllabus	
	Unit 1	**Teachers and Teaching Profession**
	A	Teachers in India: The changing profile; changing roles and responsibilities of teachers and its demands on teacher education
	B	Teacher identity, social status: a critical understanding
	C	Concept and nature of teaching, Teaching as a profession: characteristics of a profession; professional ethics for teachers; teacher autonomy and accountability
	Unit 2	**Teacher Education – Historical Perspectives**
	A	Teacher education: meaning nature and scope
	B	History of teacher education in India: trends, developments and forces that shaped teacher education.
	C	Reports of National Commissions on education with reference to teacher education (National Knowledge Commission)
	D	Reports of International Commissions on education with reference to teacher education (Learning the treasure within)
	Unit 3	**Preparation of Teachers**
	A	Teacher education institutions: RIEs, Colleges of Education, University departments of Education, Elementary Teacher education institutions, ECCE Teacher education institutions
	B	Institutions established under Centrally Sponsored Scheme of Teacher Education namely, IASEs, CTEs, DIETs, BRCs and CRCs.
	C	Models and outcomes of pre-service teacher education : Face to Face Mode: elementary level - 1 year model; 2 years model; 4 year integrated model secondary level -; one year model; two year model
	Unit 4	**Teacher Education and Curriculum**
	A	overview of curriculum frameworks for teacher education (1978, 1988, 1998)
	B	overview of curriculum frameworks for teacher education (2006 and NCFTE 2009) and vision of NCERT & NCTE towards teacher education.
	C	Preparation of teacher for senior secondary level, vocational stream and for inclusive settings.
	Unit 5	**Curriculum Organization, Transaction**
	A	Organization of Teacher Education Curriculum
	B	Transactional approaches for the foundation courses – expository, participatory, collaborative, peer coaching and inquiry.
	C	Scope and possibility of organization and evaluation, Lecture-

		cum-Discussion, Group Discussion, seminar, Use of Multimedia/ICT and E-resources
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	1) Arora, G.L. (2005) Teachers and their Teaching: Need for New Perspectives. Ravi Book, Delhi 2) Cohen Louis, Minion Lawrence & Morrison, Keith (2004) . A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York 3) Herne Steve, Jesserl John & Griffith, Jenny (2000) . Study to Teach: A guide to Studying teacher education. Rout ledge Falmer. London and New York 4) Mohammad Miyan (2004) Professionalization of teacher education, Mittal Publications, New Delhi 5) NCTE (1998) Policy Perspective in teacher education-critique and documentation, NCTE, New Delhi 6) NCTE (1998). Competency based and commitment oriented teacher education-for quality education ; Pre-service education, NCTE, New Delhi 7) NCTE (2006). Curriculum frame work for teacher education-for quality education NCTE, New Delhi 8) Rahman, Hifzue (2005). Key issues in teacher education; Teachers for secondary schools, Sanjay Prakashan, Delhi 9) Rao, Digumarti Bhaskara (1998). Teacher education in India. Discovery publishing House. New Delhi
	Other References	1) Siqqiqui, M.A. (1993). In-service Education teachers.NCERT, New Delhi 2) Srivastava, G.N.P.(2000) Management of Teacher education: A Handbook 3) Srivastava, G.N.P. (2004) Perspectives in Teacher education: Concept Publishing House. New Delhi

MED203: Mathematics Education

	School: SOE	Batch 2018-2020
	Program :MA	**Current Academic Year:2019-20**
	Branch :Education	**Semester: III**
1	Course Code	MED203
2	Course Title	Mathematics Education
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Pedagogy Elective
5	Course Objectives	To enable the students to: 1) Understand the nature and fundamental processes of Mathematics. 2) Explain the significance and contribution of various Mathematicians . 3) Acquaint with the development of Mathematics Education. 4) Design teaching strategies to develop mathematical knowledge, skills and logical thinking. 5) Evaluate mathematics as a tool for development of an individual and society.
6	Course Outcomes	The Students will be able to : CO1 Understand the nature and fundamental processes of Mathematics. CO2 Understand the significance and contribution of various Mathematicians . CO3 Able to write aims and objectives of pedagogy of mathematics. CO4 Use strategies for teaching mathematics. CO5 Construct and administer achievement test in school.
7	Course Description	The aim of the course is to sensitize students that, not only do they need to reflect on their own knowledge of mathematical content but they also need to connect to children and their experiences. Engagement with this course should enable students to learn and reflect on what research has to say about children and their mathematics education and use it to promote learning.
8	Outline syllabus	
	Unit 1	**Knowledge about Mathematics**
	A	Nature of mathematics- abstractness, preciseness, brevity, language and symbolism;
	B	Nature of mathematical propositions; Quantifiers- necessary and sufficient conditions(one and two way);
	C	Structure of mathematics- undefined terms, defined terms, definitions, axioms, postulates and theorem;

	Unit 2	**Views on Mathematics Education**		
	A	Individual view on approaches to learning (e.g., discovery learning, Gestalt psychology, problem-solving, hierarchical learning structures)		
	B	Differences in learning (e.g., gender, mathematical ability)		
	C	Social/Cultural view–situated cognition, language, ethno-mathematics		
	Unit 3	**Children's Conceptualization of Mathematics**		
	A	Theories of mathematics learning: Piaget, Dienes, Skemp, Asubal, Bruner, Vygotsky		
	B	Effect of socio-cultural background of children on mathematical knowledge		
	C	Role of language of communication in a mathematics classroom		
	Unit 4	**Aspects of Teaching Mathematics**		
	A	Beliefs about teaching-learning processes		
	B	Planning for teaching		
	C	Hidden curriculum: Social justice, gender differences, individual differences, Inclusive environment		
	Unit 5	**Communicating Mathematics**		
	A	Curriculum and Classroom Practices		
	B	The role of text books in the teaching-learning process of mathematics, Mathematics Laboratory/Resource Room		
	C	Feed back to students about errors committed in their work, Mathematics phobia and coping with failure		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1) Ball, D.L., Thames, M.H. and Phelps G. (2008). Content Knowledge for Teaching: What Makes It Special? Journal of Teacher Education, 59(5), 389-407. 2) Douglas, H. Clements, Julie, S. (2009). Learning and Teaching Early Math: The Learning Trajectories Approach. UK: Routledge 3) Nunes, T. and P. Bryant, (Eds.) (1996). Children doing mathematics. UK: Blackwell publishers limited.		
	Other References	1) Orton A. (2004). Learning Mathematics, issues, theory and classroom practice. London: Continuum, pp. 1-26, 156-174, 175-193		

MED204: Social Science Education

School: SOE		**Batch 2018-2020**
Program: MA		**Current Academic Year:2019-20**
Branch:Education		**Semester: III**
1	Course Code	MED204
2	Course Title	Social Science Education
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Pedagogy Elective
5	Course Objectives	To enable the students to: 1) Develop an understanding of the meaning, nature, scope of social sciences and social science education 2) Enabling to find out the distinction and overlap between social sciences, humanities and liberal arts 3) Understand the role of various methods and approaches of teaching social sciences 4) Employ appropriate techniques of curriculum transaction 5) Construct appropriate assessment tools for teaching social sciences and undertake evaluation
6	Course Outcomes	After the completion of course the students will be able to: CO1Define the meaning, nature, scope of social sciences and social science education CO2Apply various methods and approaches of teaching social sciences CO3Employ appropriate techniques of curriculum transaction CO4Effectively use different media, materials and resources for teaching social sciences CO5Analyse the practicability of various assessment tools.
7	Course Description	This course deals with the concept, nature, scope and place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of education. It also covers Approaches to planning, formulation and organization of social science curriculum and evaluation in Social Science.
8	Outline syllabus	
	Unit 1	**Conceptualization of Social Science Education**
	A	Concept, nature, aims, objective and scope of social sciences: social science or social sciences prevailing approaches and the status attached to the social sciences;
	B	Epistemological frame proposed in educational policy documents and various national curriculum frameworks with special emphasis on the latest document

		C	Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of education
		D	Dimensions in social sciences: social thought, social change, social continuity and social progress.
	Unit 2		**Contributions to Human Knowledge**
		A	Method of research in social science: Analysis, synthesis, inference, model building and prediction
		B	Constructive approach in social science
		C	Inter-disciplinary nature of Social Science research
		D	Study of the contribution of the following to the development of social sciences: Adam Smith, Marx, Manu, Kautilya, Gandhi and Confucius.
		E	Book Review
	Unit 3		**Aspects of Social Science Curriculum**
		A	Approaches to planning, formulation and organization of social science curriculum; social science curriculum at various stages of education;
		B	Development of curricular materials viz. textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials – their conceptualization and processes.
		C	Criteria for evaluation of text books
	Unit 4		**Approaches to Pedagogy of Social Science**
		A	Critical appreciation of approaches to teaching social sciences – behaviorist approach; constructivist approach; interdisciplinary approach, integrated approach; child-centered approach; environmental approach; the overlap between these approaches
		B	Critical appreciation of various teaching learning strategies viz., lecture method, project method, problem solving, role-play, dramatization, field visits and case studies;
		C	Critical appreciation of various learning strategies - SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning
	Unit 5		**Evaluation in Social Science**
		A	Meaning and techniques of Evaluation
		B	Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnostic test and remediation
		C	Preparation of different types of test and assessment tools
		D	Alternative assessment: rubrics, portfolios and projects
		E	Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
	Mode of		Theory

	examination			
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1) Alan J Singer (2003) Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey. 2) Ashley Kent, (2001) Reflective Practice in Geography Teaching, Paul Chapman Educational Publishing, Ltd. 3) Avijit Pathak, (2002) Social Implications of Schooling: Knowledge, Pedagogy and Consciousness, Rainbow Publishers, New Delhi. 4) Binning and Binning (1952) Teaching Social Studies in Secondary Schools, McGraw Hills, New York. 5) David Lambert and David Balderstone (2000), Learning to Teach Geography in Secondary School: A Companion to School Experience, Routledge Falmer, London. 6) Digumarti Bhaskara Rao and Ranga Rao (2007), Techniques of Teaching Economics, Sonali Publications, New Delhi. 7) Ferris, J.Pamela (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach, McGraw Hills, New York. 8) Jack Zevin, (2000) Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools, Lawrence Erlbaum Associates, Mahwah, New Jersey. 9) Krishna Kumar, (2002), Prejudice and Pride, Penguin Books India, Delhi			
	Other References	1) NCERT (2001), National Curriculum Framework for School Education, Reprint Edition, National Council of Educational Research and Training, New Delhi. 2) NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Papers Vol.II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks), National Council of Educational Research and Training, New Delhi. 3) NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on Curriculum, Syllabus and Textbooks, National Council of Educational Research and Training, Delhi			

MED205: Science Education

	School: SOE	Batch 2018-2020
	Program: MA	**Current Academic Year:2019-20**
	Branch:Education	**Semester: III**
1	Course Code	MED205
2	Course Title	Science Education
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Pedagogy Elective
5	Course Objectives	To enable the students to: 1) Revisit their own conceptual understanding of science 2) Acquaint with some approaches and strategies of development of science curriculum. 3) Select and use appropriate teaching-learning and assessment strategies. 4) View science as an inclusive and a democratic enterprise. 5) Understand the relationship of science with personal development of individual, technology and society.
6	Course Outcomes	The Students will be able to: CO1Understand the significance and contribution of various scientists CO2Write aims and objectives of pedagogy of physical science CO3Use strategies for teaching physical science contents CO4Prepare appropriate lesson plans CO5Construct and administer achievement tests in school
7	Course Description	This course is to challenge students" misconceptions related to concepts in science and help them advance towards a better understanding. The students should be encouraged to grapple with the nature of science and relate it with inquiry in this area. They will need a non-threatening space to freely express their ideas about various aspects of the nature of science and reflect on classroom practices based on this understanding. The students should be able to critically reflect on issues of gender and inclusive space in science education.
8	Outline syllabus	
	Unit 1	**Science and its Nature**
	A	Meaning and nature of science, scientific knowledge
	B	Curriculum ,definition and nature

	C	Contribution of scientists	
	Unit 2	**Historical Perspectives**	
	A	History of development of science education in India and abroad.	
	B	Policies and planning of science Education	
	C	Place of Science in the curriculum	
	Unit 3		
	A	Green revolution and sustainable farming practices. What has led to farmer suicides?	
	B	Indigenous knowledge practices- metallurgy, heritage crafts.	
	C	Loss of habitat and endangered species. Indigenous people and issues of survival.	
	Unit 4	**Aspects of teaching science**	
	A	Beliefs about teaching-learning processes	
	B	Planning for teaching and innovative strategies of teaching Science	
	C	Hidden curriculum: Social justice, gender differences, individual differences, Inclusive environment	
	Unit 5	**Communicating science**	
	A	Curriculum and Classroom Practices, Science Olympiad, Robotics, Artificial Intelligence.	
	B	The role of text books in the teaching-learning process of Science , Science Laboratory/Resource Room	
	C	Feed back to students about errors committed in their work , Conceptual clarity	
	Mode of examination	Theory	

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	- Teaching of Science, NCERT - Pedagogy of Science Part 1 and 2: NCERT - The Art of Teaching Science: By Grady Venville - Teaching Modern Science: By Arthur &Sund, Robert Carin - Teaching of Science: Gupta Vandana - Pedagogy of Science Teaching: Dr Savita Mishra - Teaching of Science :Sankhala D. P.

MED206: Language Education

	School:SOE	Batch 2018-2020
	Program:MA	Current Academic Year:2019-20
	Branch:Education	Semester: III
1	Course Code	MED206
2	Course Title	Language Education
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Pedagogy Elective
5	Course Objectives	To enable the students to: 1.To acquaint the students with the structure and functions of languages. 2.To develop an understanding of different skills and abilities related with languages. 3.To develop an understanding about the place of language and multilingualism in school curriculum. 4.To make them aware of language aids and equipments. 5.To develop an awareness about evaluation techniques in languages.
6	Course Outcomes	After the completion of course the students will be able to: CO1Acquaint with the structure and functions of language. CO2Develop an understanding of different skills and abilities related with language. CO3Develop an understanding about the place of language and multilingualism in school curriculum CO4Enhance capability of making usage of language aids and equipments. CO5Develop awareness about evaluation techniques in language
7	Course Description	This course talks about the nature of language and communication, relationship between language and curriculum, approaches for language teaching and also about the theories of language.
8	Outline syllabus	
	Unit 1	**Nature of Language**
	A	Language and Thought/Mind, language and dialect
	B	Language and Communication: Verbal and Non-verbal, Human and Non Human Communication, features
	C	Language structure and organization: Phonology,

		morphology, Syntax and semantics.
	Unit 2	**Language and Curriculum**
	A	Place of Language in the curriculum: Mother tongue and other languages
	B	Language and its family
	C	Language acquisition Vs Language Learning
	Unit 3	**Pedagogy in Language**
	A	Developing Listening and speaking Abilities
	B	Developing reading abilities
	C	Developing writing skills
	Unit 4	**Communicative Approach to Language Teaching**
	A	Learners' Needs, Categories of Learners
	B	Learning Activities, Classroom Management
	C	Individualized Work, Monolingual approach, Dichotomy between accuracy and fluency
	Unit 5	**Language Theories**
	A	Theories of psychology in language learning
	B	Rule governed behavior: deductive procedure.
	C	Socio-linguistics: communicative competence, Social functions of language.

	Mode of examination	Theory/Jury/Practical/Viva		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

MED207: Educational Management and Administration

	School: SOE	Batch 2018-2020
	Program: MA	Current Academic Year:2019-20
	Branch: Education	Semester: III
1	Course Code	MED207
2	Course Title	Planning Financing and management of Education
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Core
5	Course Objectives	To enable the students: 1) To make the students aware about the process of administration and management in education. 2) To make the students able to analyse the functions of different agencies at Centre and state level. 3) To understand the techniques of supervision. 4) To acquaint with the approaches of educational planning. 5) To enable them to apply different styles of leadership.
6	Course Outcomes	The students will be able to : CO1 Explain meaning, nature and scope of administration and management in education CO2 Illustrate the functions of administration and management in education CO3 Understand the techniques and approaches of educational planning and management CO4 Develop decision making skills, problem solving skills, communication skills, team building skills and information development skills CO5 Plan curricular , co-curricular activities , and budgets of the institution
7	Course Description	This course talks about the nature of administration, agencies for educational administration at different levels, educational supervision, finance and leadership styles and its theories.
8	Outline syllabus	
	Unit 1	**Educational Management**
	A	Administration as a process, Administration as a Bureaucracy, Human relations approach to administration
	B	Meeting the psychological needs of employees, system approach
	C	Specific Trends: Decision Making, Organizational Compliance, Organizational Development, PERT, Modern trends in Educational Management.
	Unit 2	**Educational administration**
	A	Educational administration at the central and state level, role

		and functions.
	B	Advisory and implementation agencies at the central and state level—CABE, UGC, NCERT, PSEB, SCERT, DIET.
	C	Functions of local bodies and private enterprises.
	Unit 3	**Educational Supervision**
	A	Educational Supervision —Meaning, aims and principles, changing concepts in educational supervision
	B	Different techniques of supervision and their effectiveness.
	C	Planning, Organizing and implementing supervisory programmes.
	Unit 4	**Educational Finance**
	A	Educational Finance: Sources of income for financing at central and state level, Grant-in-aid system—meaning and types.
	B	Educational Planning—Need, importance and priorities. Approaches to Educational Planning
	C	Merits and demerits of different directorates of elementary and secondary education.
	Unit 5	**Leadership**
	A	Meaning and Nature of Leadership, Measurement of Leadership
	B	Theories of leadership
	C	Styles of Leadership
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	1) Adame and Dickey: Basic Principles of Supervision, Euraka Publishing House, New Delhi. 2) Aggarwal J.C.: Educational Planning, Budgeting and Financing in India, Arya Book Depot. 3) Bhagia, N.M.: Educational Administration in India and their Developing Countries. 4) Bhatnagar, R.P. and Verma: Educational Administration, Planning, Supervision, Loyal Book Depot, Meerut. 5) Chaoudhri, N.R.: Management in Education, APH Publishing Corporation, New Delhi.
	Other References	1) Goel, S.L. and Goel Aruna: Educational Policy and Administration, Deep and Deep Publication. 2) Shukla, P.D.: Administration in Education in India, Vikas Publishing House Pvt. Ltd., New Delhi.

MED212: Educational Technology

	School: SOE	Batch 2018-2020
	Program:MA	Current Academic Year:2019-20
	Branch:Education	Semester: III
1	Course Code	MED212
2	Course Title	Educational Technology
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Core
5	Course objectives	To enable the students: 1) To introduce the types of educational technology. 2) To impart the knowledge of development of educational Technology in historical perspective. 3) To present a comprehensive introduction of the taxonomy of educational objectives. 4) To explain the concept and need of Information and Communication Technology (ICT). 5) To impart the knowledge of emerging trends of Educational Technology.
6	Course Outcomes	On completion of this course student-teachers will be able to- CO1Develop an understanding of various types of educational technology. CO2Acquire the knowledge of development educational Technology in historical perspective. CO3Present a comprehensive introduction of the taxonomy of educational objectives. CO4Explain the concept and need of Information and Communication Technology (ICT). CO5Develop an understanding of emerging trends of Educational Technology
7	Course Description	This course covers the nature and scope of educational technology, Classroom communication, teaching models and strategies. It also makes the students aware about the emerging trends in the field of educational technology.
8	Outline syllabus	
	Unit 1	**Concept of Educational Technology**
	A	Meaning, Nature, Scope and significance of E.T.

	B	Components of E. T. Software, hardware.
	C	Educational technology and in structural technology.
	Unit 2	**Communication and Instruction**
	A	Theory, Concept, Nature, Process, Components Types.
	B	Classroom Communication, Mass Media approach in Educational Technology.
	C	Designing Instructional System.
	D	Formulation of instructional objectives.
	E	Task analysis.
	F	Designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.
	Unit 3	**Teaching Levels, Strategies and Models**
	A	Memory, Understanding and Reflective levels of teaching.
	B	Teaching strategies: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).
	C	Modification of teaching behavior.
	D	Micro teaching, Flander's Interaction analysis, Simulation.
	Unit 4	**Programmed Instruction**
	A	Origin and types liner and branching, Development of the programmed instruction material
	B	Teaching machines, Computer Assisted Instruction.
	C	Researches in Educational Technology. Future priorities in Educational Technology.
	Unit 5	**Emerging Trends in Educational Technology**
	A	Educational technology in formal, non-formal and informal education, Distance Education, Open Learning Systems and Educational Technology.
	B	Emerging trends in Educational Technology, Video-tape, Radio & Television. Tele-conferencing, CCTV, CAI, INSAT- Problems of New Technologies, Evaluation and Educational Technology.
	C	Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells 'AVRC', EMRC, NIST etc. – their activity for the improvement of teaching learning.

	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

MED215: Educational Assessment and Evaluation

	School: SOE	Batch 2018-2020
	Program: MA	Current Academic Year:2019-20
	Branch:Education	Semester: III
1	Course Code	MED215
2	Course Title	Educational Assessment and Evaluation
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Elective
5	Course Objectives	To enable the students to: 1. Examine the meaning, purposes, principles and contextual roles of different forms of assessment and evaluation in. 2. Apply the different dimensions of learning and the related assessment procedures, tools and techniques. 3. Acquire the capability to apply different statistical tools to analyze the data. 4. Develop assessment tasks and tools to assess learner's performance analyze, manage, and interpret assessment data. 5. Compare old and modern assessment practices and tracing the technology bases of assessment practices and other trends at the international level.
6	Course Outcomes	On completion of this course student-teachers will be able to- CO1..Examine the meaning, purposes, principles and contextual roles of different forms of assessment and evaluation. CO2. Apply the different dimensions of learning and the related assessment procedures, tools and techniques. CO3.Acquire the capability to apply different statistical tools to analyze the data. CO4. Develop assessment tasks and tools to assess learner's performance analyze, manage, and interpret assessment data. CO5. Compare old and modern assessment practices and tracing the technology bases of assessment practices and other trends at the international level.

7	Course Description	This course will make the students familiar with the concept, scope and need of the assessment process, taxonomies of educational objectives, about the functions, tools, models and techniques of assessment. It will also cover the administration and uses of psychological tests used in the process of assessment.
8	Outline syllabus	
	Unit 1	**Assessment Process**
	A	Concept, scope and Need, taxonomies of educational objectives, Norm-referenced and criterion referenced Test
	B	Assessment: functions and Basic principles, Interrelationship between measurement, assessment and evaluation in education
	C	The status of educational assessment in India.
	Unit 2	**Tools, Models and Techniques of Assessment**
	A	Tools of Assessment – subjective and objective tools, essay type test, objective test, questionnaires, interview
	B	Rating scale, Inventories, schedules and performance test
	C	Model in Assessment – 3D model, total reflection model and individual judgment model.
	Unit 3	**Acquaintance with some Psychological Tests used in the Field of Education**
	A	Intelligence, Personality
	B	Interest, Aptitude, Attitude
	C	Critical Analysis of CBSE proposals for assessment in non-cognitive areas
	Unit 4	**Construction of Test**
	A	General principles of test construction and its standardization;
	B	Writing test items – objective type, Essay type and Interpretive type;
	C	Item analysis procedures for Norm-referenced and Criterion-referenced tests.
	Unit 5	**Standardization of Measuring Instrument**
	A	Basic characteristics of good measuring instruments – validity, Objectivity, Reliability, Usability and Norms;
	B	Validity, Reliability: Factors affecting and methods
	C	Item analysis; Test standardization
	Mode of examination	Theory

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Textbooks	
	• Gunter, Mary Alice et.al(2007)., Instruction: A Models Approach- Fifth Edition; Pearson Education Inc.; Boston.
	• Kubiszyn Tom. (2003). Educational Testing and

	Measurement, John Wiley.
	• Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc.
	• Gupta Rainu(2017), Measurement, Evaluation and Assessment for Learning, Shipra Publications, New Delhi- (Text Book)
	• Aggarwal, Y.P. (2002). Statistical Methods: Concepts, Applications and Computation. New Delhi: Sterling Publishers Pvt. Limited.
	• Bhargava, M. and Mathur, M. (2005).Psychometrics and Statistical Applications in Educational and Behavioural Sciences. Agra: H. P. Bhargava Book House.

MED214: Environmental Education

	School:SOE	Batch 2018-2020
	Program:MA	**Current Academic Year:2019-20**
	Branch:Education	**Semester: III**
1	Course Code	MED214
2	Course Title	Environmental Education
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Elective
5	Course Objectives	To enable the students to: 1) Understanding the meaning and nature of environmental education. 2) Sensitize the global environmental issues and challenges. 3) Explore the potential future areas of sustainability in environment. 4) Plan and design plan of action and programmes for environment. 5) Conduct seminars, debates and presentations on environment.
6	Course Outcomes	The students will be able to: CO1 Demonstrate a strong understanding of environmental education, ESD, and its journey up to the present. CO2 Explore the potential future arcs of sustainability education, particularly in the challenging century ahead. CO3 Write convincing essays and use these to actively engage in dialogue with audiences of that writing— including beyond the scope of the classroom. CO4 Show confidence in effectively using a variety of tools to communicate one's ideas and views, including presentations, discussions, and writing in a variety of formats.
7	Course Description	This course will explore the field of environmental education and education for sustainable development (ESD) and then take a step further to rethink both of these for life on a changing planet. As well, we will explore the yet to be developed field of "resilience education." With the rapid changes Earth is undergoing, what skills and knowledge should education provide? —this is a central question we'll explore throughout the course. Students should finish the course with a stronger sense of education's competing roles and its potential and be versed in the many sub-disciplines relevant to a holistic Earth Education framework.

8		Outline syllabus	
	Unit 1	**People and Environment**	
	A	Humans as an integral part of the environment, Growth in human numbers over historical times	
	B	Migrations of people, Dispersion of human populations. Rural and urban settlements	
	C	Environment and health, Gender and environment	
	Unit 2	**Natural Resources**	
	A	Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.	
	B	Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.	
	C	Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.	
	Unit 3	**Environmental Issues**	
	A	Global Environmental Issues: Ozone layer depletion, green house Effect, Acid Rain	
	B	Waste Management- Swachh Bharat Abhiyan	
	C	Role of NGT (National Green Tribunal), MOEF (Ministry of Environment and Forest), Eco Clubs in protection of Environment.	
	Unit 4	**Approaches and Methods of Environmental Education**	
	A	Interdisciplinary and Multidisciplinary Approaches	
	B	Methods: Discussion, seminar, Workshop, Problem solving and Field Survey	
	C	Meaning, nature and scope of environmental Education, Difference between environmental education and environmental science.	
	Unit 5	**Environmental Legislation**	
	A	Constitutional Provisions in India (Art.48A and 51A),	
	B	Plastic waste management Rule 2016	
	C	Environmental Protection Act	
	Mode of examination	Theory	

		CA	MTE	ETE
	Weightage Distribution	30%	20%	50%

Textbooks	- Environmental Education: Dr.ArchanaTomar - Environmental Education: Dr. Anup Sangwan - Appreciating The Environment:M A Haque - Environmental Education:KKShrivastava - Environment, Education and Challenges: Dr.Jayashri

	Roy, RatnaBiswas

MAP251: Synopsis Preparation and Presentation

	School: SOE	Batch 2018-2020
	Program :MA	Current Academic Year:2019-20
	Branch:	Semester:III
1	Course Code	MAP251
2	Course Title	Synopsis Preparation and Presentation
3	Credits	2
4	Contact Hours (L-T-P)	0-0-3
	Course Type	Co- requisite
5	Course Objective	To enable the students to: 1.develop the scientific approach. 2.understand the meaning of synopsis or research plan. 3.understand the steps of Research and their significance. 4. analyze the different types of sampling and tools of data collection. 5. prepare the synopsis and present it.
6	Course Outcomes	After the completion of the course, the students will be able to: CO1.develop the scientific approach. CO2.understand the meaning of synopsis or research plan. CO3.understand the steps of Research and their significance. CO4. analyze the different types of sampling and tools of data collection. CO5. prepare the synopsis, present it and convince the examiner at the time of the questions raised.
7	Course Description	This course will help the students understand the meaning and significance of educational research, its types, steps of research and develop in them the scientific attitude.
8	Outline syllabus	
	Unit 1	
	A	Meaning, Characteristics and Nature of Research and Synopsis
	B	Nature of Educational Research, Significance of Research in Education, Types of Educational Research (Fundamental, Applied and Action Research)
	C	Steps of Research

Unit 2	Formulation of Research Problem; Selection (Problems and its\ sources); Evaluation (Criteria); Delineating and operationalizing variables; Developing a research proposal (Meaning, Importance and Steps).	
	Review of Related Literature (Meaning, need and sources including Internet).	
	Identifying the variables	
Unit 3	Defining Terms and concepts	
	Hypothesis: Meaning, Characteristics, Difference between Assumption and Hypothesis, Sources and Types.	
	Selection of Population and Sample	
Unit 4	Research Methodology/Design, Types of data: Qualitative and Quantitative	
	Techniques and tools of data collection (a) Documentary Sources (b) Observation (c) Questionnaires and Schedules (d) Interview (e) Rating Scales and Tests (f) Inventory, survey, Coorelation, casual comparative Sampling	
	Collection of Data	
Unit 5	Analysis of Data	
	Interpretation of Data	
	The Research Report – Writing and Evaluation.	

Mode of examination	Jury/Practical		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	• Mangal S K: Statistics in Psychology and Education. • Thordike R N: Measurement and Evaluation in Psychology and Education. • Garrett H E: Statistics in Psychology and Education. • Gilford J P: Fundamental Statistics in Psychology and Education.		
Other References	• Gupta S P: Statistical Methods • Gupta Rainu: Introduction to Statistics, Doaba Book House, New Delhi		

SEMESTER- IV

MED221: Analysis and Interpretation of Data (Quantitative & Qualitative)

	School: SOE	Batch 2018-2020
	Program: MA	Current Academic Year:2019-20
	Branch: Education	Semester: IV
1	Course Code	MED221
2	Course Title	Analysis and Interpretation of Data (Quantitative & Qualitative)
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Core
5	Course Objectives	To make the students able to: 1) Test hypotheses by using different statistical techniques; 2) Analyze quantitative data of educational research based on types of measurement; 3) Analyze qualitative data in educational research; 4) Use different software for data analysis; 5) Develop a research report, research abstract the research paper.
6	Course Outcomes	The students will be able to: CO1Test hypotheses by using different statistical techniques; CO2Analyze quantitative data of educational research based on types of measurement; CO3Analyze qualitative data in educational research; CO4Use different software for data analysis; CO5Develop a research report, research abstract the research paper.
7	Course Description	This course will help the students understand the meaning and significance and types of tools in research, and develop in them the scientific attitude. It will make them aware about the analysis and interpretation of qualitative and quantitative data. It will also aquaint the students with the skills of chapterization and presentation.
8	Outline syllabus	
	Unit 1	**Standardization of Tools**
	A	Reliability: Meaning, types, and procedure of establishing reliability.
	B	Validity: Meaning, types, and procedure of establishing validity for various tools

C	Items Analysis: Difficulty value of test item; Discriminative Index and Facility Value; finalization of items (standardization of various tools)	
Unit 2	**Regression and Correlation**	
A	Biserial and Point bi-serial, Tetrachoric and Phi correlation	
B	Concept of Partial and Multiple Correlation, Concept of Regression and Prediction, and Regression Equations	
C	Bivariate and Multiple regression analysis	
Unit 3	**Inferential Statistics-Parametric**	
A	Normal Probability Distribution-Concept, Characteristics and Applications;	
B	Testing the Significance of the Difference between Means, Variances, Correlations and Proportions.	
C	Analysis of Variance and Co-variance: Concept, Principle, Assumptions and Uses.	
Unit 4	**Analysis of Qualitative Data**	
A	Methods of Qualitative Analysis: Coding and Categorizing, data reduction, triangulation, constant comparison	
B	induction and deduction, discourse analysis, narrative analysis, content analysis, logical analysis	
C	Critical analysis, credibility and dependability and its preparation.	
D	Qualitative Data Analysis by using Computer software {AltaVista, N etc.}	
Unit 5	**Report Writing**	
A	Report writing: Chapterization and presentation.(Language style headings & subheadings) Quotations, Tables and figures,	
B	Footnotes, Bibliography, Pagination Typing and Font, Format of Report Writing; APA reference style.	
C	Ethical considerations in quantitative and qualitative research: Accuracy, credibility, confidentiality, transparency, honesty, originality, protecting, authenticity, plagiarism	

Mode of exam	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Text book/s*	1) Ezzy Douglas, 2002, Qualitative Analysis, Practice and innovations, London, Routledge 2) Ferguson, G.A. 1981, Statistical Analysis in Psychology and Education, 5th Ed. Tokyo, Mcgraw Hill, Kegakusha Ltd 3) Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication. 4) Garrett, H.E 1969, Statistics in Psychology and Education, Vakils Feffer and Simens Pvt ltd, Bombay

			5) Hollway, Wendy and Tony Jefferson, 2003, Ch.5, Data Analysis in Qualitative Research for Education; An Introduction to Theory and Methods (4th Ed), PP 147-184, Pearson Education Group, Boston
			6) Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher.
			7) Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications.
	Other References		1) Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
			2) Wiersma, W. (2000).Research Methods in Education. (7th edition). Allyn & Bacon.
			3) Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication

MED223: Teacher Education-II

	School:SOE	Batch 2018-2020
	Program:MA	Current Academic Year:2019-20
	Branch:Education	Semester: IV
1	Course Code	MED223
2	Course Title	Teacher Education-II
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Core
5	Course Objective	To enable the students to: 1) Gain insight and reflect on the concept of teaching and the status of teaching as a profession 2) Examine the nature and objectives of teacher education 3) Discuss the growth and the development of teacher education in the country. 4) Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum. 5) Reflect on various issues and concerns related to teacher education
6	Course Outcomes	On completion of the course, students will be able to: CO1, Use various methods and techniques for transaction of curriculum. CO2.Develop understanding for organizing and supervising school experience program (SEP) CO3.Use various strategies for the professional development of teachers; CO4.Critically examine the role and contribution of various regulatory bodies and support institutions for improving quality teacher education CO5.Prepare teachers as reflective practitioners.
7	Course Description	This course will provide the insight about the transactional approaches needed for curriculum transaction and evaluation. It will also make them aware about teacher effectiveness, various criteria for measuring it and about the ways for the continuous professional development of teachers.
8	Outline syllabus	
	Unit 1	**Curriculum Transaction and Evaluation**
	A	Transactional approaches for the skill and competency development courses – need for awareness – modeling - analysis – practice – feedback cycle.
	B	Scope and possibility of organization and evaluation –

		practicum records and portfolio assessment, (Ways and Means for Transaction: Project Methods, workshops, team teaching, case study)
	C	Evaluation Techniques- self-appraisal, peer evaluation, reflective journals, portfolio assessment. Evaluating Classroom Processes (including internship)
	Unit 2	**Teacher Effectiveness and Professional growth**
	A	Teacher Effectiveness: Meaning and Definition, Measurement of teachers effectiveness,
	B	criteria for measuring, Cognitive flexibility: teaching functions, uses of hardware and software;
	C	attitude towards profession, self and others, teaching strategies, teacher-indirectness and classroom performance
	Unit 3	**Continuing Professional Growth**
	A	Strategies for analyzing teacher behavior- Flander's interaction Analysis Categories(FIAC), Other evaluative scales of teacher behaviors
	B	Baroda General Teaching Competence Scale(GTC) and Teacher Assessment Batting(TAB)
	C	Teachers Accountability- Meaning, teacher's role in school, community and the nation, parent Teacher Association, Assessing accountability. Research trends in Teachers Education.
	Unit 4	**Continuing Professional Development of Teachers**
	A	Concept and importance of Professional Development
	B	Approaches of Professional Development: in-service education; self-study; participation in seminars; workshops, panel discussion, Symposium; organization of study groups and study circles.
	C	INSET and Extension education: concept and methodology, training need assessment strategies
	Unit 5	**Professional Organizations**
	A	formulation of programme proposal, development of content for training modules,
	B	Organization of training; preparation of Self-Learning Material (SLM), monitoring, evaluation and impact assessment.
	C	Role of professional organizations in teacher education. Indian Association of pre-school Education(I.A.P.E), Indian Association of Teacher Education(I.A.T.E), Primary and secondary Teachers Organizations, National Council for Teachers Education(N.C.T.E), National Assessment and Accreditation Council(NAAC).
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*		• Arora, G.L. (2005) Teachers and their Teaching: Need for New Perspectives. Ravi Book, Delhi • Cohen Louis, Minion Lawrence & Morrison, Keith (2004) . A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York • Herne Steve, Jesserl John & Griffith, Jenny (2000) . Study to Teach: A guide to Studying teacher education. Rout ledge Falmer. London and New York • Mohammad Miyan (2004) Professionalization of teacher education, Mittal Publications, New Delhi • NCTE (1998) Policy Perspective in teacher education-critique and documentation, NCTE, New Delhi • NCTE (1998). Competency based and commitment oriented teacher education-for quality education ; Pre-service education, NCTE, New Delhi • NCTE (2006). Curriculum frame work for teacher education-for quality education NCTE, New Delhi • Rahman, Hifzue (2005). Key issues in teacher education; Teachers for secondary schools, Sanjay Prakashan, Delhi • Rao, Digumarti Bhaskara (1998). Teacher education in India. Discovery publishing House. New Delhi
	Other References		• Siqqiqui, M.A. (1993). In-service Education teachers.NCERT, New Delhi • Srivastava, G.N.P.(2000) Management of Teacher education: A Handbook • Srivastava, G.N.P. (2004) Perspectives in Teacher education: Concept Publishing House. New Delhi

MED218: Gender School and Society

	School:SOE	Batch 2018-2020
	Program:MA	Current Academic Year:2019-20
	Branch:	Semester: IV
1	Course Code	MED218
2	Course Title	Gender School and Society
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Elective
5	Course Objective	1) Recognize the difference between gender and sex 2) Define and explain gender bias in school enrolments, dropouts and household responsibilities 3) Discuss the social attitude towards girl's education 4) Understand and discuss the issues related to gender in school 5) Explain the issues related to female infanticide and foeticide
6	Course Outcomes	CO1 Differentiate between gender and sex CO2Define and explain gender bias in school enrolments dropouts and household responsibilities CO3Discuss the social attitude towards girl's education CO4Analyse and discuss the issues related to gender in school CO5Explain the issues related to female infanticide and foeticide
7	Course Description	This course talks about the concept of gender, sex, issues related to gender, gender equality and gender roles in society through variety of institutions. It will provide the platform to the learners to discuss the issues related to women.
8		Outline syllabus
	Unit 1	**Gender Concepts and Terminology**
	A	Definition of Gender, Difference between Gender and Sex
	B	The concept of Gender, sexuality and Development
	C	Gender Dynamics, Social Construction of Gender
	Unit 2	**Issues related to Gender in School**
	A	Sexual Abuse, Sexual Harassment , Perception of safety at school, home and beyond
	B	Adult and Non-Formal Education for Women's development.
	C	Importance of vocational training and income generation for women
	Unit 3	**Gender Equality**
	A	Role of schools in reinforcing gender equality

	B	Role of peers in reinforcing gender equality
	C	Role of teachers in reinforcing gender equality. Role of curriculum and textbook in reinforcing gender equality
	Unit 4	**Gender Roles in Society through Variety of Institutions**
	A	Family, Caste , Religion
	B	Culture , Media and popular culture (films, advertisements etc)
	C	Law and State
	Unit 5	**Issues Related to Women/Girl Child**
	A	Female feticide and infanticide , Sex Ratio
	B	Sexual Harassment of women at work place, Honor Killing
	C	Dowry, Child Marriage, Property Rights, Divorce
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	1) Belle, D. (1982). Ed. Lives in Stress: Women and Depression. New Delhi: Sage. Distributors. 2) Dube, L. (2001). Anthropological explorations in gender: Intersecting fields. New Delhi: Sage Publications Pvt. Limited. 3) Kapur, P. (1974). Changing: tutus of the Working Women in India. Delhi: Vikas Publishing House. Khan, 4) M. S. (1996). Status of women in Islam. New Delhi: APH Publishing. 5) Majumdar, M. (2004). Social status of women in India. New Delhi: Dominant Publishers.
	Other References	1) Sarkar Aanchal, 2006, Gender and Development, Pragun Publication, New Delhi. Print. 2) Sharma, A. (2002). Women in Indian religions. New Delhi: Oxford University

MED219: Higher Education

	School:SOE	Batch 2018-2020
	Program:MA	Current Academic Year:2019-20
	Branch: Education	Semester: IV
1	Course Code	**MED219**
2	Course Title	**Higher Education**
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Elective
5	Course Objective	1) To make the students understand the objectives, importance and structure of Higher education in India. 2) To understand the growth and development of higher education in India and gain insight into the university governance 3) To develop insight into the problems of university autonomy in Indian context. 4) 4.To analyse the relationship of state, central and private agencies in the functioning of university and colleges in terms of finance and administration in India 5) To infer upon the implications of liberalization, privatization and globalization for higher education in India
6	Course Outcomes	After completing the course the students will be able to: CO1.understand the concept and significance of higher education and reflect on the objectives of higher education CO2.understand the growth and development of higher education in India and gain insight into the university governance CO3.understand the importance and problems of university autonomy in Indian context and analyse the relationship of state, central and private agencies in the functioning of university and colleges in terms of finance and administration in India CO4.understand the issues of quality and quantity in higher education in India CO5.gain insight into the implications of liberalization, privatization and globalization for higher education in India
7	Course Description	This course will give an insight about the meaning, structure and objectives of Higher Education in India. Responsibilities of Centre and State Legislation for Establishment for Universities in India: Acts, Statutes, Ordinances and Regulations will also be talked about.
8	Outline syllabus	

	Unit 1	**Higher Education – An Introduction**
	A	Higher Education – Meaning, structure, importance and objectives in India
	B	Constitutional Provisions for Universities : Higher education in concurrent list and literature.
	C	Responsibilities of Centre and State Legislation for Establishment for Universities in India: Acts, Statutes, Ordinances and Regulations; Administrative structure of the universities – Academic Council, Syndicate, University Council and other Statutory Bodies for appointment of teaching and non-teaching faculty
	Unit 2	**UNIT-2 Historical Perspective of Higher Education in India**
	A	Higher Education in India during British Period : The Despatch of 1854 and its impact on the development of modern higher educational reference to peace to Indian view of life
	B	Higher Education in Free India : Major recommendations of the University Education Commission (1948-49), Indian Education Commission (1964-66), other National Documents on higher education and the subsequent developments
	C	Types of universities – formal, affiliated, federal, unitary, unitary residential, state and central universities, deemed to be universities, Institutes of National Importance, agricultural universities, medical universities, technical universities, women universities, rural universities, IIT's, and the present status of autonomous colleges
	Unit 3	**Management of Higher Education in India**
	A	Bodies Involved in Higher Education: Ministry of Human Resource Development, Government of India; Department of Higher Education
	B	State Governments; Planning Commission and Planning Board
	C	University Grants Commission (UGC) : Origin, objectives and structure, functions; Role of Association of Indian University (AIU), National Assessment and Accreditation Council (NAAC) in the management of higher education in India.
	D	Role of Chancellor, Pro-Vice Chancellor, Vice-Chancellor

		students and teachers in decision making
	Unit 4	**Issues in Higher Education in India**
	A	Issues related to innovation in higher education in India
	B	qualitative and quantitative issues related to higher education, maintenance of standards, growing unemployment,
	C	issues related to welfare services for students and teachers in higher education, issue of medium of instruction
	Unit 5	**Trends in Higher Education**
	A	National Policy on Higher Education in India – A critical appraisal
	B	Brain drain, politicisation of higher education – existence of pressure groups in university campuses, resource crunch in higher education
	C	Internationalisation of higher education, implications of liberalisation, privatisation and globalisation for higher education in India
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Suggested reading	- Chalam, K. S. (2005). *Challenges of higher education*. New Delhi : Anmol Publications. - Dekha, B (2000). *Higher education in India*. New Delhi : Atlantic Publishers and distributors. - Goel, Aruna and Goel, S.L. (2005). *Encyclopedia of higher education in the 21st century*. New Delhi : Deep and Deep Publications. - Malik, A.P. (2005). *Finance and management issues in higher education* . Jaipur : ABD Publishers. - Mohanty, Jagannath (2003). *Current trends in higher education*. New Delhi : Deep and Deep Publications. - Pandey, V.C. (2005). *Higher education in a globalizing world*. New Delhi : Isha Books. - Powar, K.B.(2002). *Indian higher education*. New Delhi : Concept Publishing House.

		• Rao, D.B. (2005). *Globalisation and living together*. New Delhi : Discovery Publishing House.
		• Rao, V. (2004). *Encyclopedia of educational development*. New Delhi : APH.
		• Ram, A. (2000). India – *Issues and perspectives. New Delhi* : Mittal Publications.
		• Ram, Mohan (2004). *Universalisation of higher education*. New Delhi : Sarup and sons Publications.
		• Ramanujam, P. (2006). *Globalisation, education and open distance learning*. New Delhi : Shipra Publications. .
		• Shukha, Chhaya (2004). *Financing higher education*. New Delhi : Sumit Enterprises.
		• Singh, A. and Sharma, G. (2002). *Higher education in India: The institutional context*. New Delhi : Konark Publications.
		• Singh,Vanita and Sharma, Nirmala (2008). *Development of higher education in India*. New Delhi: Alfa Publications.
		• Thakur, Devendra and Thakur, D.N.(2004). *Higher education and employment*. New Delhi : Deep and Deep Publications.

MED220: Human Rights Education

	School:SOE	Batch 2018-2020
	Program:MA	Current Academic Year:2019-20
	Branch:	Semester: IV
1	Course Code	MED220
2	Course Title	Human Rights Education
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Elective
5	Course Objectives	To enable the students to: 1,Develop the knowledge of Human values and Diversity 2.Understand perspectives of Rights and Duties 3. Apply the knowledge of various legal instruments in the society 4.Analyse Universal declaration of human rights 5.Critically and logically analyse inequality, corruption etc. in the society
6	Course Outcomes	The students will be able to: CO1.Revise and recall knowledge of Human values and Diversity CO2'Explain perspective of rights and duties CO3.Discuss various legal instruments in the society CO4.Comment on Universal declaration of human rights CO5.Evaluate human rights violation and Indian politics
7	Course Description	This course covers the concept of human values, perspectives of rights and duties, various legal instruments and role of UNO behind Human Rights. It will also talk about Human Rights Violations in India and the interventions by Indian Polity.
8		Outline syllabus
	Unit 1	**Basic Concept**
	A	Human Values- Dignity, Liberty, Equality , Justice,
	B	Unity in Diversity, Ethics and Morals
	C	Meaning and significance of Human Rights Education
	Unit 2	**Perspectives of Rights and Duties**
	A	Rights: Inherent-Inalienable-Universal- Individual and Groups
	B	Nature and concept of Duties
	C	Interrelationship of Rights and Duties
	Unit 3	**Introduction to Terminology of Various Legal Instruments**
	A	Meaning of Legal Instrument- Binding Nature

B	Types of Instruments: Covenant-Charter-Declaration-Treaty-Convention-Protocol	
C	Executive Orders and Statutes	
Unit 4	**United Nations And Human Rights**	
A	Brief History of Human Rights- International and National Perspectives	
B	Provision of the charters of United Nations	
C	Universal Declaration of Human Rights- Significance-Preamble , Civil and Political Rights-(Art. 1-21) , Economic, Social and Cultural Rights-(Art.22-28) , Duties and Limitations-(Art. 29)	
Unit 5	**Human Rights Violations and Indian Polity**	
A	Inequalities in society-population-illiteracy-poverty-caster-inaccessibility of legal redress	
B	Abuse of Executive Power-Corruption-Nepotism and favoritism	
C	Human Rights and Good Governance	

Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

MAP252: Dissertation

	School:SOE	Batch 2018-2020
	Program: MA	Current Academic Year:2019-20
	Branch:Education	Semester: IV
1	Course Code	MAP252
2	Course Title	Dissertation
3	Credits	6
4	Contact Hours (L-T-P)	0-0-6
	Course Type	Co-requisite
5	Course Objective	1) To orient students to develop positive attitude towards the educational researches; 2) To enable to identify research problem/topic; 3) To help students to formulate research questions, objectives, hypotheses etc. 4) To enable students to make research design or actual plan of work; 5) To orient students with the techniques of field survey and collecting information from different sources .
6	Course Outcomes	CO1) To enable students to analysis data/information quantitatively qualitatively and to interpret that; CO 2) To acquaint students with the documentation procedure of the project report
7	Course Description	• The dissertation shall be a core paper for all the students carrying 4 Credits and each student is required to select one topic for dissertation from the area of specialization under the guidance of a faculty member of the School of Education, Sharda University. Evaluation of students in this paper will be done by internal and external examinations. • Every candidate shall submit a dissertation on an educational problem under the guidance and supervision of member of the faculty of education such as a Professor, Reader or Lecturer in Education of the School of Education. A faculty member can guide maximum 3 candidates. Three copies of the dissertation typed on both sides and duly certified by the supervisor/ guide shall be submitted one month before commencement of the examination. • The dissertation shall either be a record of original work or an ordered and critical exposition of existing database with regard to an educational problem. The list of priority areas will be notified by the Dean/HOD (Head of the Department) from time to time. • Candidate shall not be permitted to submit a dissertation

		on which a degree/ diploma / certificate has already been conferred on him by the University or any other university / institution. **Activities**:
		I. Proposal Presentation Seminar with project title, Significance of the study, brief review of related studies, research question/objectives/hypotheses study design and/or probable analysis (to be examined by the faculty member)
		II. Project Submission Seminar for critical, technical and academic discussion with the worked-out project (to be examined by the faculty members).
		III. Document of the Project Report (to be examined by the External Expert and the Supervisor,)

CCU801: Community Connect (CC)

School: SOE		**Batch 2018-2020**
Program:MA		**Current Academic Year:2019-20**
Branch:		**Semester:IV**
1	Course Code	CCU801
2	Course Title	Community connect (CC)
3	Credits	2
4	Contact Hours (L-T-P)	0-0-3
	Course Type	Co-requisite
5	Course Objective	1. Make the students relate to community life 2. Connect the community life and daily life 3. Make the students aware of community problems and challenges 4. Posing them to find out the solutions to community problems. 5. Involve the community in solving their problems.
6	Course Outcomes	CO1Students will realise the understanding of community feeling around them CO2Students will feel the sensitivity of community problems and challenges CO3They come out with different solutions and alternatives to community problems. CO4Sensitize the masses and people about the wellbeing and a happy leading community life. CO5Make the society self reliant.
7	Course Description	This course will provide the opportunity to the students to get linked to the people and problems of the community and work for its betterment.
8		Outline syllabus
	Unit 1	Finalization of topics to be surveyed by students must be done with the consultation of allotted supervisors in between:
	A	
	B	
	C	

		Preparation and finalization of Questionnaire:
	Unit 2	Data Collection /Field Survey
	A	
	B	Data analysis and report writing
	C	
	D	
	Unit 3	Presentation of Report
	A	Submission of final Report
	B	
	C	Viva
	Mode of examination	Viva

	Weightage Distribution	CA	MTE	ETE
		40%	0%	60%