Program and Course Structure

School of Education

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

Batch: 2019-21

Programme Code –SOE0104   **Duration – 2 Years Full Time**

Batch: 2019-2021

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 Program 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.

	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	MED111	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	MED112	Research Methods in Education	3	1	0	4	Core	CC
5	MED121	Guidance and Counseling	3	0	0			
	MED122	Elementary Education	3	0	0	3	Elective	AECC
	MED123	Education of Disadvantage	3	0	0			
PRACTICAL SUBJECT								
6	MAP161	Seminar Presentation	0	0	2	1	Co-requisite	SEC
7	MAP163	ICT in Education	0	0	3	2		
		TOTAL CREDITS				**22**		

*The learners will also have to do a Value Added Course (SVA406) on Human Rights

SEMESTER-II (Session-2019-21)

	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	MED114	Curriculum Studies	3	1	0	4	Core	CC
2	MED107	Societal Context of Education	3	1	0	4	Core	CC
3	MED115	Education in Modern India	3	1	0	4	Core	CC
4	MED109	Data Analysis: Statistical Tests and Techniques	4	1	0	5	Core	CC
		Discipline Specific Electives (Any One)						
5	MED124	Inclusive Education	3	0	0	3	DSE	DSE
	MED125	Curriculum Development					DSE	DSE
	MED126	Secondary Education					DSE	DSE
Open Elective								
6		Non Disciplinary Elective offered by different departments	2	0	0	2	SEC	SEC
		TOTAL CREDITS				**22**		

SEMESTER-III (Session-2019-21)

	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	MED202	Teacher Education-I	3	1	0	4	Core	CC
2	MED208	Planning Financing and Management of Education	3	1	0	4	Core	CC
3	MED212	Educational Technology	3	1	0	4		
		Pedagogy Electives						
4	MED203	Mathematics Education	3	1	0	4	Core	CC
5	MED204	Social Science Education						
6	MED205	Science Education						
7	MED206	Language Education						
		Discipline Specific Electives (Any One)						

8	MED214	Environmental Education	3	1	0	4	Elective	DSE
	MED201	Early Childhood Education						
	MED215	Educational Assessment and Evaluation						
Practical Subjects								
9	MAP251	Synopsis Preparation and Presentation	0	0	3	2	Co-requisite	AECC
10	MAP256	Practical Work	0	0	3	2	Co-requisite	AECC
		Open Elective						
11		Non Disciplinary Elective offered by different departments	2	0	0	2	Co-requisite	AECC
					TOTAL CREDITS	**26**		

	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
		Discipline Specific Electives (Any One)						
3	MED218	Gender Studies	3	0	0	3	DSE	DSE
	MED219	Higher Education					DSE	DSE
	MED220	Human Rights Education					DSE	DSE
PRACTICAL SUBJECTS								
4	CCU801	Community Connect	0	0	2	2	SEC	SEC
5	MAP255	Professional Competency	0	0	3	2		
6	MAP252	Dissertation	0	0	3	6		

*The learners will also have to do a Value Added Course (SVA407) on Professional Ethics for Teachers

	TOTAL CREDITS	21	
	Total Credits of the Programme	**91**	

SEMESTER-I

MED 111: Philosophical Foundations of Education

School: SOE	Batch 2019-2021:
Program: MA	Current Academic Year:2019-20
Branch:	Semester: I
Course Code	MED 111
Course Title	Philosophical Foundations of Education
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Core
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.
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. CO6Analyse the educational implications of different philosophies of education in present times.
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.

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 :2019-21
Program: MA	Current Academic Year:2019-20
Branch:	Semester: I
Course Code	MED 102
Course Title	Sociological Foundations of Education
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Core
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. .
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.
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.
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	2019-21
Program: MA	Current Academic Year:2019-20
Branch:	Semester: I
Course Code	MED 103
Course Title	Psychological Foundations of Education
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Core
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.
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.
Course Description	It talks about the concept of Psychology and educational Psychology, different aspects and stages of development and different approaches to Learning.

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 : 2019-21
Program: MA	**Current Academic Year:2019-20**
Branch:	**Semester: I**
Course Code	MED 112
Course Title	Research Methods in Education
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Core
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.
Course Outcomes	CO1 To developing the understanding about the concept and fundamentals of research methodology. CO2 Understand the use of quantitative & qualitative tools, techniques and processes of doing research. CO3 Developing the skill in preparing, and analyzing the data. CO4 Familiarize with various methods used in educational research. CO5 Developing the skill necessary to evaluate research design techniques
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.

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		MTE	ETE
		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 :2019-21
Program: MA	Current Academic Year:2019-20
Branch:	Semester: I
Course Code	MED 121
Course Title	Guidance and Counseling
Credits	3
Contact Hours (L-T-P)	3-0-0
Course Type	Elective
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 Counselling. 3) To develop an understanding of the process of Guidance and Counselling. 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 Counselling.
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.
Course Description	This paper will introduce the students to the 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.
Outline syllabus	
Unit 1	**Concept and Need of Guidance and Counseling**
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	**Counseling: Concept and Types**
A	Counseling Service- Meaning, Purpose & Approaches (Directive, Non- Directive and Eclectic counseling). · Difference between Guidance & Counseling
B	Counseling: Process and Strategies
C	Counseling 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 Counselors, 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		MTE	ETE
		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.

MED122: Elementary Education

School: SOE	Batch :2019-21
Program: MA	Current Academic Year:2019-20
Branch:	Semester:1
Course Code	MED122
Course Title	**Elementary Education**
Credits	3
Contact Hours (L-T-P)	3-0-0
Course Type	Elective
Course Objective	• To understand the vision and mission of Elementary Education in the country. • To realize the promotion of understanding of school system and examine approaches • to reflect on various issues related with elementary • developing the understanding about quality education and school system
Course Outcomes	CO1 gain insight into the vision and mission of Elementary Education in the country and develop understanding for enhancing learners' achievement. CO2 promote understanding of school system and examine the innovative approaches of elementary education CO3 reflect on various issues related with elementary education and gain insight into factors promoting success and participation CO4 develop understanding about quality dimensions of elementary education and promote understanding of school system
Course Description	This paper covers the nature and importance of elementary education, its constitutional provisions, innovative approaches, curriculum transactional strategies, current issues in elementary education. It also covers quality management and research trends in this field.
Outline syllabus	
Unit 1	**Vision and mission**
A	Vision and Mission of Elementary Education, School Systems across the States ,
B	Constitutional Provisions, Right to Education and its implications, Quality Assurance in Elementary Education
C	Innovative Approaches: Activity Based learning Experiment of Tamil Nadu CLIP/CLAP Experiment of Andhra Pradesh. Buniyad of Jharkhand Cooperative Learning
Unit 2	**Critical Appraisal of Concerns in Elementary Education**
A	School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School

B	Systemic Reform- Strengthening Community Participation; Role of PTC/ MTC/SMC
C	Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School , Inspection, Supervision and Monitoring
Unit 3	**Teachers and Curriculum Transaction Strategies**
A	Teachers and Pedagogical Attributes
B	Wastage, Stagnation, Culture, Capability Capacity, Reform Needs and Improvement of the System; building accountability • Pupil Assessment Techniques, Analysis of Elementary Education Curriculum
C	Role of I.C.T. , Research Trends in Elementary Education
Unit 4	**Management of Quality in Elementary Education**
A	Quality Education For All-International initiatives; Dakar Summit, Millennium Development Goals; Improving Quality: The Policy Perspectives; Monitoring Student Development; Directing Resources and Intervention;
B	Factors hindering success and participation, Enhancing Learning Outcomes
C	Teachers Professional Training: In –service Education Programme, Study of SOPT/ PMOST, School Based Staff Development Programme , Accountability of Teachers for Quality Teaching Learning
Unit 5	**Researches in Elementary Education**
A	Enhancing Enrolment, Measuring Quality, Management of Elementary Education
B	Infrastructure for Elementary Education
C	Inter-sectoral linkages for quality Elementary Education
Mode of examination	Theory
	Transaction Mode Lecture cum Discussion; Panel discussion; small peer group discussion; seminar reading; Symposium, Reports; School visits and sharing of experiences
	Sessional Work
	• Critical Analysis of Research Studies
	• School visits and sharing of experiences
	• Assessment of Curriculum of Elementary School Education, Curriculum of Elementary Teacher Education
	• Preparation of research design on a theme.
	• Case study of a school or some innovative practice under SSA
	• Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Global Monitoring; Report of UNESCO

Weightage Distribution		MTE	ETE

		20%	50%	
Text book/s*		Bruns, Barbara; Minqat, Alain and Rakotomalala, Ramahatra (2003). Achieving Universal Primary Education by 2015. A Chance for Every Child. World Bank Publications. • Kumar, Ravi (2006). The Crisis of Elementary Education in India. Sage Publications Pvt. Ltd. • Mehrotra, Santosh, Panchmukhi, P.R., Srivastava Ranjana, Srivastava, Ravi (2005). Universalizing Elementary Education in India: Uncaging The 'Tiger' Economy (1st edition) Oxford University Press.		
Other References		• Mehrotra, Santosh (2006). The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs. Sage Publications. New Delhi.		

MED123: Education of Disadvantaged

School: SOE	Batch :2019-21
Program: MA	Current Academic Year:2019-20
Branch:	Semester:1
Course Code	MED123
Course Title	**Education of Disadvantaged**
Credits	3
Contact Hours (L-T-P)	3-0-0
Course Type	Elective
Course Objective	- Understand disadvantaged group and educational settings for them. - Analyse educational problems related to them. - Review the recommendations given by different committees and commissions as well as the role of NGOs. - Plan for teaching strategies. - Review the researches in this field.
Course Outcomes	CO1 Will be able to develop insight into the problems and challenges associated with the disadvantaged groups. CO2 Will able to analyse educational problems related to them. CO3 Will go deeply and critically review the recommendations given by different committees and commissions. CO4 Develops the plans for teaching strategies. CO5 Analyse and review the researches in this field.
Course Description	This paper covers the importance of Education for All, and classification of children belonging to disadvantaged group, Concept of creamy layer and its implications, Educational characteristics, problems and efforts for disadvantaged learners.
Outline syllabus	
Unit 1	**Introduction of the Disadvantaged Group**
A	Meaning and importance of Education for All , Factors facilitating education for all; educational setting- advantaged and disadvantaged group
B	Definition and classification of children belonging to disadvantaged group (ST, SC, and minority group, girls and rural population, slum dwellers, orphanage, street dwellers)
C	Concept of creamy layer and its implications
Unit 2	**Understanding Disadvantaged Learner**
A	Educational characteristics of disadvantaged learner (ST, SC, and minority group, girls and rural)

B	Educational problems encountered by the children belonging to disadvantaged group, Socio- cultural dynamics of different disadvantaged group
C	Educational efforts and incentives for effective inclusion of children belonging to disadvantaged group
Unit 3	**Recommendation of Various Commissions and Committees**
A	Indian Constitution and its recommendations, NPE 1986 and POA 1992, Curriculum framework from 1978 to 2005
B	SC, ST commission- recommendations for education of the disadvantaged group
C	Role of non-government agencies for disadvantaged group
Unit 4	**Teaching Strategies**
A	Need for adaptation of textbook, instructional materials and methodology to meet with the needs of disadvantaged groups with various dialect speaking population and sub-variety of language speakers
B	Outcome of research so far on learning problems and their uses in dealing with children with multilingual/ bilingual population
C	Evaluation procedures adopted and their implications for the problem of drop out and stagnation of children from disadvantaged group
Unit 5	**Research and Education of Disadvantaged**
A	Researches on curriculum, learning problems and remediation
B	Researches on examination reforms and evaluation processes of this group at elementary level belonging dialect-speaking population. Critical analysis of examination reforms, grading system and its implications for socially disadvantaged group
C	NGOs efforts on education of the disadvantaged group of learners: critically analysis of a model available in any aspect of education

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

Text book/s*	**Transaction Mode** Lecture cum Discussion; Panel discussion; small peer group discussion; seminar reading; Symposium, Reports; School visits and sharing of experiences
	Sessional Work • Visits to the schools dominatingly having the learner population of disadvantaged • Preparation of critical observation and note characteristics of educational problems • Seminar on the implications of various educational policies • Field work/project work on adaptation of textbook and teaching methodology for their understanding • Reading and reflection • Assignment on policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State.

MAP161: Seminar Presentation

School: SOE	Batch :2019-21
Program :MA	Current Academic Year:2019-20
Branch:	Semester:1
Course Code	MAP161
Course Title	Seminar Presentation
Credits	1
Contact Hours (L-T-P)	0-0-2
Course Type	Co- requisite
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
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
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.
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		MTE	ETE
		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

MAP163: ICT in Education

School:SOE	Batch :2019-21
Program: MA	Current Academic Year:2019-20
Branch:	Semester: 1

Course Code	MAP163
Course Title	**ICT in Education (P)**
Credits	2
Contact Hours (L-T-P)	0-0-3
Course Type	Co- requisite
Course Objective	1. To get practical experience and reflective engagement on critical issues related to Information and Communication Technologies in a workshop mode through presentations and seminars around selected readings. 2. To understand the role of ICT in education in relation to various policies and curriculum frameworks on ICT and in diverse socioeconomic contexts. 3. To get a rich learning experience through various ICT tools which will enable them to engage diverse classroom contexts, 4. To critically assess the quality and efficacy of resources and tools available, 5. To access and suitably modify open educational resources.
Course Outcomes	CO1To know the practical experience on issues related to Information and Communication Technologies. CO2To understand the role of ICT in education in relation to various policies and curriculum frameworks. CO3To apply learning experience through various ICT tools in diverse classroom contexts, CO3To critically analyse the ICT resources and tools for effective teaching learning process. CO4To create pedagogies materials for using in professional skills.
Course Description	This paper provides practical experience and reflective engagement on critical issues related to Information and Communication Technologies in a workshop mode through presentations and seminars around selected

	readings.
Outline syllabus	
Unit 1	**ICT Applications**
A	Use ICTs as classroom technology/tools for information presentation (through overhead and LCD projectors, television, electronic smart boards etc.)
B	Communication applications, use of mobile phones for communication,applications for publicity and image publications (TLM – Worksheets, , mind maps and brochures)
C	Use ICTs for related administrative tasks of teaching and learning process (record keeping, lesson plan development, information presentation, basic information search on the Internet).
Unit 2	**Impact of Emerging Technologies**
A	Impact of emerging technologies -. artificial intelligence, biometrics, vision
B	enhancement, robotics, quantum cryptography, computer assisted translation,
C	3D and holographic imaging, virtual reality
Unit 3	**ICT Integration into Learning System**
A	Learner -centered learning ,modes of technology enabled learning
B	Pedagogical integration of ICT into Teaching-Learning Process (emerging instructional strategies-Individualized, Project type, group/ community based learning, blended and flipped learning, mobile learning, small scale and Large scale learning
C	Software Tools for learning. .Identify the emerging trends in Learning Management System (LMS) platforms for Small Private Online Courses (SPOCs) and Massive Open Online Courses (MOOCs) in technology enabled learning.
Unit 4	**Network issues and communication**
	Security issues regarding data transfer –such as the idea that the internet is not policed and the effects of this, such as the existence of inappropriate sites , the use of anti-spyware and changing passwords regularly) authentication techniques - s biometric methods, magnetic stripes, id cards, passports, other physical tokens, retina scans, iris scans, face scans - use of unknown storage media to transfer data, the risk of downloading software from the internet.
Unit 5	Pedagogical integration of ICT into Teaching-Learning Process (emerging instructional strategies-Individualized, Project type, group/ community based learning, blended and flipped learning, mobile learning, small scale and Large scale learning.

Mode of examination	Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	1. Benkler, Y (2006) *The Wealth of Networks: How social production transforms markets and freedom.* Yale University Press 2. Cuban, L. (2001). *Oversold & Underused: Computers in the classroom*. Cambridge, MA: Harvard University Press. 3. Khirwadkar, A (2010). E-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd		

SVA 406: Human Rights

School: SOE	**Batch: 2019—2021**
Program: M.A	**Current Academic Year: 2019-20**
Branch: Education	**Semester: I**
Course Code	**SVA 406**
Course Title	**Human Rights**
Credits	0
Contact Hours (L-T-P)	2-0-0
Course Type	Value Added Courses
Course Objectives	The course has the following specific aims: 1- To let the pupil teachers to create educational environments where the rights of everyone are respected. 2- To let pupil teachers understand about basic rights of human beings from Human Rights Perspectives.
Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1: develop positive attitude towards human rights CO2: become sensitive towards diversified needs of the different individuals
Course Description	This course describes and entails that human rights are the basic *rights* and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life
1	Concept and Meaning of Human Rights
2	Classifications and Changing dimensions of human rights; universal and individual
3-	Principles of Human Rights: Dignity, Liberty, Equality, Expression, Justice, Unity & Diversity
4-	Emerging Trends in Human Rights: (a) Human Rights and Terrorism. (b) Human Rights and Environment. (c) Human Rights and Globalization.
5-	Project
Mode of examination	-------------------------------

Weightage Distribution	Project	Viva	
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Text book/s*		1. Baxi, Upendra, Future of Human Rights (2002) 2. Caney, Simon and Jones, Peter (eds.), Human Rights and Global Diversity (2001) 3. Freeman, Michael, Human Rights : An Interdisciplinary Approach (2002) 4. Gupta D.N. and Singh, Chandrachur, Human Rights and Freedom of Conscience: Some suggestions for its Development and Application (2001)	

SEMESTER II

MED114: Curriculum Studies

School: SOE	**Batch : 2019-21**
Program: MA(Edu)	**Current Academic Year: 2019-20**
Branch:	**Semester: II**
Course Code	MED114
Course Title	Curriculum Studies
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Core
Course Objective	1. To make the students able to understand the concept of curriculum and syllabus and explain the process of development. 2. To make them able to explain the foundations and types of curriculum. 3. To make them able to analyse the different components of curriculum planning and designing. 4. To make them able to analyse and apply the eclectic model of curriculum development. **5.** To make them able to systhesize the conditions of curriculum transaction.
Course Outcomes	After completing the course the students will be able to: CO1 reflect upon the concept of curriculum and syllabus and explain the process of curriculum development. CO2analyse the levels of teachers participation in curriculum development CO3explain the components of curriculum planning and reflect on the models of curriculum development. CO4describe the eclectic model of curriculum development. CO5synthesis the conditions of curriculum transaction and explain formative and summative evaluation for curriculum.
Course Description	This paper provides insight about the concept, nature, functions and types of curriculum, process of curriculum development, levels of Curriculum Decision Making, Curriculum Planning and Designing, and also about the curriculum transaction and evaluation.
Outline syllabus	

Unit 1	UNIT-1 Fundamentals of Curriculum
A	Curriculum: Meaning, concept, nature, functions and types of curriculum, difference between curriculum and syllabus, scope of curriculum studies
B	Foundations of Curriculum: Philosophical, Psychological, Socio-cultural
C	Types of Curriculum: Subject-centred, Experience and Activity Centred and Core curriculum
Unit 2	Process of Curriculum Development
A	Process of Curriculum Development: Situational analysis, selection of objectives, selection of content and learning activities, organization of content and learning activities, evaluation
B	Levels of Curriculum Decision Making: Academic level, societal level, formal level, instructional level, operational level, experiential level
C	Levels of Teachers' Participation in Curriculum Development : Imitative, maintenance, mediative and creative
Unit 3	Curriculum Planning and Designing
A	Curriculum Planning: Concept and components of curriculum planning, trends in curriculum planning, principles of curriculum planning
B	Curriculum Designing: Concept, types of curriculum, principles of curriculum development;
C	Models of curriculum development (Tyler, Whealer and Taba), eclectic model of curriculum development
Unit 4	Curriculum Transaction and Change
A	Curriculum Transaction : Concept, need and importance; conditions of curriculum transaction (Intake, duration, content, experience, communication, classroom climate and interest of students);
B	Integration of ICT in curriculum transaction; Modes of ICT for transaction of curriculum and their advantages and limitations
C	Curriculum Change: Concept, improvement and innovations, factors affecting curriculum change, role of students, teachers and educational administrators in curriculum change and improvement
Unit 5	Curriculum Transaction and Evaluation

A	Curriculum Evaluation: Concept, principles and approaches in curriculum evaluation;
B	Models of curriculum evaluation (Ralph Tyler, Robert Stake and Michael Scriven)
C	Types of Evaluation: Formative and summative – Concept, scope and importance, difference between formative and summative evaluation, critical evaluation of National Curriculum Framework (NCF)- 2000 and 2005

Mode of examination	Theory **ASSIGNMENT WORK** **The students may undertake any one of the following activities:** ☐Presentation of a Seminar on 'Models of Curriculum' ☐Presentation of a Seminar on 'Teachers' Participation in Curriculum development' ☐Presentation of Seminar on 'Formative and Summative Evaluation' ☐Presentation of a Seminar on 'Critical Evalution of National Curriculum Framework (NCF)-2005' ☐Any other approved activity of relevance

Weightage Distribution		MTE	ETE
		20%	50%

Text book/s*	**SUGGESTED READINGS** ☐Aggarwal, Deepak (2007). *Curriculum development*: *Concept methods and techniques.* New Delhi: Book Enclave. ☐Bhalla, Navneet (2007). *Curriculum development.* New Delhi: Authorpress. ☐Chandra, Arvind (2008). *Curriculum development and evaluation in education*. New Delhi: Sterling Publishers. ☐Dash, B.N.(2007). *Curriculum planning and development*. New Delhi : Dominant Publishers ☐Erickson, H.L. (2002). *Concept based curriculum and instruction*: *Teaching beyond the facts.* California: Corsion Press. ☐Faunse, Ronald C. and Bossing, Nelson L. (2001). *Developing the core curriculum*. New York: Prentice Hall. ☐Gunter, Mary Alice *et al.* (2007). *Instruction A model's approach*. Boston: Pearson Education. ☐Kelly, A.V. (2004). *The Curriculum theory and practice.* New Delhi: Sage

Publications.

Krug, Edward A. (2006). *Curriculum planning*. New York: Harper and Row.

Leonard, Paul J. (2002). *Developing the secondary school curriculum.* New York: Holt, Rinchart and Winston.

Linn, Robert L. and Gronlund, Norman E. (2000). *Measurement and assessment in teaching*. Boston: Pearson Education.

Mukunda, Kamala V. (2009). *What did you ask at school today: A handbook of child learning.* Noida: Harper Collins Publishers.

NCERT (1984). *Curriculum and evaluation.* New Delhi: Publication Division, NCERT.

NCERT (2000). *National curriculum framework for school education.* New Delhi: Publication Division, NCERT.

NCERT (2005). *National curriculum framework.* New Delhi : NCERT.

NCERT (2006). *Systematic reforms for curriculum change.* New Delhi: Publication Division, NCERT.

NCTE (2009, 2015). *National curriculum framework for teacher education.* New Delhi: NCTE.

Taba, Hilda (1962). *Curriculum development : Theory and practice.* New York : Harcourt Brace.

Talla, Mrunalini (2012). *Curriculum development: Perspectives, Principles and issues*. New Delhi: Pearson.

Taylor, Ralph W. (1974). *Basic principles of curriculum and instruction*. Chicago : The University of Chicago Press.

UNESCO (1981). *Curriculum and lifelong education.* Paris: UNESCO.

Vaishnav, R. and Parasher, G.S. (2010). *Computer aided instructional design in education*. New Delhi: Kitabi Dunia.

MED113: Societal Context of Education

School: SOE	**Batch : 2019-21**
Program: MA(Edu)	**Current Academic Year: 2019-20**
Branch:	**Semester: II**
Course Code	MED 113
Course Title	Societal Context of Education
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Core
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;
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
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.
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 Structure and 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

	CA	MTE	ETE
Weightage Distribution	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.

MED115: Education in Modern India

School: SOE	Batch : 2019-21
Program: MA(Edu)	Current Academic Year: 2019-20
Branch:	Semester: II

Course Code	MED 115
Course Title	Education in Modern India
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Core
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.
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.
Course Description	
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 : 2019-21**
Program: MA(Edu)	**Current Academic Year: 2019-20**
Branch:Education	**Semester: II**
Course Code	MED 109
Course Title	Data Analysis: Statistical Tests and Techniques
Credits	5
Contact Hours (L-T-P)	4-1-0
Course Type	Core
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
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. CO6 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
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.
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 : 2019-21
Program: MA(Edu)	Current Academic Year: 2019-20
Branch: Education	Semester: II
Course Code	MED 124
Course Title	Inclusive Education
Credits	3
Contact Hours (L-T-P)	3-0-0
Course Type	Co-requisite
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
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
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.
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	
	MTE	ETE
Weightage Distribution	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.

MED125: Comparative Education

School: SOE	Batch : 2019-21
Program: MA(Edu)	Current Academic Year: 2019
Branch:Education	Semester: II

Course Code	MED 125
Course Title	Comparative Education
Credits	3
Contact Hours (L-T-P)	3-0-0
Course Type	Co- requisite
Course Objective	1) understand comparative education as an emerging discipline in education 2) understand the methods of comparative education 3) reflect on the factors determining educational system in a country 4) develop clear understanding of the role of UNESCO, UNICEF and SAARC in the development of global consciousness understand the constitutional provisions for education in India, UK, Russia and Japan
Course Outcomes	**After completing the course the students will be able to:** CO1understand the constitutional provisions for education in India, USA, UK, Russia and Japan CO2reflect on the system and structure of pre-primary and elementary education in India, USA, UK, Russia and Japan CO3reflect on the system higher education in India, USA, UK, Russia and Japan CO4make comparison of the system of teacher education in India, USA, UK, Russia and Japan.
Course Description	This paper covers the meaning, purpose, scope and methods of Comparative Education, Educational Programmes for Global Consciousness in Development, Constitutional Provisions, Administration and Finance for Education in India, USA, UK, Russia and Japan. It provide an insight into the educational systems of these countries.
Outline syllabus	
Unit 1	**Comparative Education – An Introduction**
A	Comparative Education: Meaning, purpose and scope
B	Methods of Comparative Education: Juxtaposition, Historical and Descriptive

C	Religious, Socio-cultural, Scientific, Structural and Functional
Unit 2	**Educational Programmes**
A	Educational Programmes for Global Consciousness in Development: Concept and role of UNESCO,
B	UNICEF and
C	SAARC in education
Unit 3	**Constitutional Provisions, Administration and Finance**
A	Constitutional provisions for Education in India, USA, UK, Russia and Japan
B	Educational administration in India, UK, Russia and Japan
C	Educational finance in India, USA, UK, Russia and Japan
Unit 4	**Systems of Education**
A	Structure and Distinctive Features (Curriculum, Examination, Evaluation, Vocationalisation) of Pre-primary, Elementary, Secondary Education in India, USA, UK, Russia and Japan
B	System of higher education in India, USA, UK, Russia and Japan
C	Systems of teacher education in India, USA, UK, Russia and Japan
Unit 5	**Contemporary Issues**
A	Issues of Quality and internationalisation of higher education in India, USA, UK, Russia and Japan
B	Adult education in India and Brazil
C	Problems Prevailing in Third World Countries with Special Reference to India : Poverty, hunger, population explosion, unemployment, terrorism, illiteracy and role of education in their solution
Mode of examination	Theory

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Text book/s*	**SESSIONAL WORK** **The students may present a seminar on any of the topic:** 1. Pre-Primary Education in India, USA, UK, Russia & Japan 2. Elementary Education in India, USA, UK, Russia & Japan 3. Secondary Education in India, USA, UK, Russia & Japan 4. Higher Education in India, USA, UK, Russia & Japan 5. Teacher Education in India, USA, UK, Russia & Japan 6. Problems prevailing in Third world countries 7. Any other approved activity of relevance

MED126: Secondary Education

School: SOE	Batch : 2019-21
Program: MA(Edu)	Current Academic Year: 2019-20
Branch:Education	Semester: II
Course Code	MED 126
Course Title	Secondary Education
Credits	3
Contact Hours (L-T-P)	3-0-0
Course Type	Co-requisite
Course Objective	1) To make the students able to understand the objectives of secondary and higher secondary education 2) To make them able to develop insight into the status of secondary and higher secondary education in India 3) To make them able to analyse organizational structure of secondary and higher secondary education in India 4) To make them able to reflect upon the roles of national, international and state agencies in improving secondary and higher secondary education in India.
Course Outcomes	**After completing the course the students will be able to:** CO1understand the objectives of secondary and higher secondary education CO2gain insight into the status of secondary and higher secondary education in India CO3analyse organizational structure of secondary and higher secondary education in India CO4understand the roles of national, international and state agencies in improving secondary and higher secondary education in India
Course Description	This paper covers the meaning, need, importance and objectives, Growth and development of secondary and higher secondary education in India and National Agencies of Secondary Education in India, Role of International and State Agencies.
Outline syllabus	
Unit 1	**Introduction of Secondary Education**
A	Secondary and Higher Secondary Education: Meaning, need, importance and objectives

B	Growth and development of secondary and higher secondary education in India and
C	Government interventions for quality concerns with special reference to RMSA
Unit 2	**National Agencies of Secondary Education in India**
A	Recommendations of Mudaliar and Kothari Commission,
B	National Policy on Education (1986), Programme of Action (1992) and
C	National Curriculum Framework (2005)
Unit 3	**National Agencies**
A	**CABE, CBSE, NIEPA**
B	**NCERT, NIOS**
C	Ministry of Social Justice and Empowerment and Ministry of Tribal Affairs – Their Constitution and roles
Unit 4	**Role of International Agencies**
A	UNICEF and
B	UNESCO with special reference to secondary education
C	UNEP
Unit 5	**Role of State Agencies**
A	State Department of School Education,
B	SCERTs,
C	SIEs, DIETs
Mode of examination	Theory

Weightage Distribution		MTE	ETE
		20%	50%

	SESSIONAL WORK **The students may present a seminar on any of the topic:** 1. Pre-Primary Education in India, USA, UK, Russia & Japan 2. Elementary Education in India, USA, UK, Russia & Japan 3. Secondary Education in India, USA, UK, Russia & Japan 4. Higher Education in India, USA, UK, Russia & Japan 5. Teacher Education in India, USA, UK, Russia & Japan 6. Problems prevailing in Third world countries 7. Any other approved activity of relevance
Other References	Aggarwal, J.C. and Gupta, S. (2007). *Secondary education – History, problems and management.* New Delhi: Shipra Publishers. Nayak, A.K. and Rao, V.K. (2010). *Secondary education.* New Delhi: APH Publishing House. Mathur, S.S. (2011). *Teacher and secondary education.* Agra: Aggarwal Publications. Sodhi, T.S. (2005). *Development of education system in India.* Patiala: Bawa Publications. MHRD (1993). *Education for all: The Indian scene.* New Delhi: Government of India. Kochhar, S.K. (1981). *Pivotal issues in Indian education.* New Delhi: Sterling Publishers. Malhotra, P.L. (1986). *School education in India: Present status and future needs.* New Delhi: NCERT.

SEMESTER-III

MED202: Teacher Education-I

School:SOE	Batch : 2019-2021
Program:MA	Current Academic Year: 2020-21
Branch:Education	Semester: III
Course Code	MED 202
Course Title	Teacher Education-I
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Core
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.
Course Outcomes	On completion of the course, students will be able to: CO1Gain 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 CO4.Develop understanding for organizing and supervising school experience programme (SEP) CO5.Use various strategies for the professional development of teachers; CO6.Critically examine the role and contribution of

	various regulatory bodies and support institutions for improving quality teacher education CO7Prepare teachers as reflective practitioners
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.
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*	• 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	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 : 2019-2021
Program :MA	**Current Academic Year: 2020-21**
Branch :Education	**Semester: III**
Course Code	MED203
Course Title	Mathematics Education
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Pedagogy Elective
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.
Course Outcomes	The Students will be able to : CO1Understand the nature and fundamental processes of Mathematics. CO2Understand the significance and contribution of various Mathematicians . CO3Able to write aims and objectives of pedagogy of mathematics. CO4Use strategies for teaching mathematics. CO5Construct and administer achievement test in school.
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.
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 :2019-21
Program: MA	**Current Academic Year:2020-21**
Branch:Education	**Semester: III**
Course Code	MED204
Course Title	Social Science Education
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Pedagogy Elective
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
Course Outcomes	After the completion of course the students will be able to: CO1 Define the meaning, nature, scope of social sciences and social science education CO2 Apply various methods and approaches of teaching social sciences CO3 Employ appropriate techniques of curriculum transaction CO4 Effectively use different media, materials and resources for teaching social sciences CO5 Analyse the practicability of various assessment tools.
Course Description	This paper clarifies the concept, objective and scope of social sciences, its role in social change, the inter-disciplinary nature of Social Science research. It also gives an insight into the aspects of social science curriculum, pedagogies of social science and techniques of evaluation.
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 examination	Theory
Weightage		MTE	ETE

Distribution			
		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 : 2019-2021
Program: MA		Current Academic Year: 2020-21
Branch:Education	Semester: III	
Course Code	MED205	
Course Title	Science Education	
Credits	4	
Contact Hours (L-T-P)	3-1-0	
Course Type	Pedagogy Elective	
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.	
Course Outcomes	The Students will be able to: CO1 Understand the significance and contribution of various scientists CO2 Write aims and objectives of pedagogy of physical science CO3 Use strategies for teaching physical science contents CO4 Prepare appropriate lesson plans CO5 Construct and administer achievement tests in school	
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.	
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

		MTE	ETE
Weightage Distribution		20%	50%

Text book/s*	1. National Education Policy 2020 - Ministry of Education https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf 2. Aikenhead, G.S. (2006) Science Education for Everyday Life. Teachers College Press. 3. Chapters II, III, VII Chakrabarti, P. (2010) 'Science and *Swadeshi*: The Establishment and Growth of the Bengal Chemical & Pharmaceutical Works', in Uma Das Gupta (ed.) 4. Mahanti, S. (2013) A Perspective on Scientific Temper in India, *Journal of Scientific Temper, Vol 1, 1 &2,46-62* 5. Aikenhead, G.S. (2006) *Science Education for Everyday Life*. Teachers College Press, N.Y. p 1-23, 107-127 6. Kourany, J. (2010) *Philosophy of Science after Feminism*. Oxford

University Press. p3-20

7. Conner, C. (2005) *A People's History of Science: Miners, Midwives and 'Low Mechanicks'*. P 1-22, 276- 294. Nation Books, New York.

8. NCERT, (2005). *'Focus Group Report'Teaching of Science* NCERT New Delhi.

9. NCERT, *National Curriculum Framework*- 2005, NCERT. New Delhi.

10. Anderson, R.D. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines: The Curriculum U.S.A: University of Colorado.

11. &Robert, S. (1989). Teaching Modern Science (5th edition). U.S.A: Merill Publishing Co.

12. E.D., Obourn. S., & Hoffman. C.W. (1985) Modern Science Teaching. New Delhi: Sterling Publishing (Pvt) Ltd. MacMillan Company Press.

13. Maddox, B. (2002) *Rosalind Franklin: The Dark Lady of DNA*. Harper Collins, London. P165-213.

14. Hodson, D. (1988). 'Science curriculum change in Victorian England: A Case Study of the Science of Common Things.' In *International Perspectives in Curriculum History*. London, Routledge

15. Heiss, Obourn. & Hoffman. (1985) Modern Science in Secondary Schools. New Delhi: Sterling Publishing Private Ltd.

16. Patton, M.Q. (1980). Qualitative Evaluation Methods. New Delhi: Sage Publications.

17. Siddifit, S. (1985). Teaching of Science Today and Tomorrow. New Delhi: Doaba's House.

18. Ravikumar, S. (2000). Teaching of Science. Mangaldeep Publications, Jaipur.

19. Singh, U. &Nayak, A. (1997). Teaching of Science. Commonwealth Publications, New Delhi.

20. Alan J. McCormack. *Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k 12 science curriculum*. Kraus International Publications

21. International Journal of Science Education; Taylor & Francis. •Journal of Research in Science Teaching (Wiley-Blackwell).

22. Minkoff, E.C. & Baker, P.J. (2004). *Biology Today: An Issues Approach, garland science*. New York. Pp.1-32. Biology: Science & Ethics.

23. Minkoff, E.C. and Pamela J. Baker (2004). *Biology Today: An issues Approach*.
    Garland Science New York pp. 1-32, Biology: Science and Ethics.

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	26. Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
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Other References	4) Bremmer, J. (1967). Teaching Biology, Macmillan, London.
	5) Buffaloe, N. and Throneberry, J.B. (1972). Principles of Biology, University Press, New Delhi: Prentice- Hall of India Ltd.
	6) Green, T.L. (1965). The Teaching of Biology in Tropical Secondary Schools, London: Oxford University Press.
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	8) Black, P (1998). *Testing: Triend or Foe? Theory and practice of Assessment and Testing*. Falmer Press, London.
	9) Carey, S. (1986). *Cognitive Science and Science Education*. American Psychologist. 41 (10), 1123-1130
	10) Chalmers, A. (1999). *What is the thing called Science*.3rd Ed.Open University Press, Bucking ham.
	11) Driver. R, Leach. J, Millar. R and Scott, P. (1996). *Young Peoples' Image of Science*. Open University Press, Buckingham.
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MED206: Language Education

School:SOE	Batch : 2019-2021
Program:MA	Current Academic Year: 2020-21
Branch:Education	Semester: III
Course Code	MED206
Course Title	Language Education
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Pedagogy Elective
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.
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
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.
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%

Text book/s*	• Schiffrin, Deborah. et. al.(2001). *The Handbook of Discourse Analyses*. Blackwell Publishing. • Bennett, W.A. (1969) Aspects of Language and Language Teaching, London, Cambridge UniversityPress. • Britton, James (1973), Language and Learning, England. PenguinBooks. • Brooks, Nelson (1964), Language and Language Learning, , New York,Harcourt Brace & world,INC. • Byrnes (2006), Advanced Language Learning: The contribution of Halliday and Vygotsky, Continuum International PublishingGroup. • Gary N. Chambers (2020)., Curriculum Integrated Language Teaching, 10.1017/9781108687867, • Chomsky Noam (2003) On language, Penguin Books,India. • Crystal, David (1987), The Cambridge Encyclopedia of Language, New York, Cambridge UniversityPress. • Gleason, J. Berko (Ed.) (1993)The Development of Language, New York,Macmillan. • Halliday (1968) The Linguistics, Science and Language Teaching,London, Longmans.

	• Krashen, Stephen (1988), Second Language Acquisition and Second Language Learning, Prentice Hall International. • Lyons, John (1981) Language and Linguistics- An Introduction, New York, Cambridge UniversityPress • Richards,Rogers. • Simon, Green (Ed.) New Perspectives in Teaching and Learning ModernLanguages Multilingual Matters, Frankfurt Lodge, Clevedon Hall, Victoria Road,U.K. • Vygotsky, L.S. (1978), Mind and Society, Cambridge, M.A: The MITPress. • Yule, George (1985), The Study of Language, New York, Cambridge University Press. • Byrnes, Heidi (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International PublishingGroup. • Andrea EnikőLypka, Dustin De Felice, (2020) Telecollaborative Storytelling, Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms, 10.4018/978-1-7998-2722-1.ch008, (146-165).

Other References	- Agnihotri. R.K., & Singh, R. (2012). *Indian English: Towards a new paradigm.* Hyderabad: Orient Blackswan. - Heather, C. (2015). Teaching argument writing: An inquiry process. *Making the Common Core Come Alive.*, *5*(1), 1–6 - Lee, Y. (2014). Inquiry-based teaching in second and foreign language pedagogy. *J Language Teach Res*, *5*(6), 1236–1244 - Qing, L., &Jin, S. (2007). An analysis of language teaching approaches and methods: Effectiveness and weakness. *US-China Educ Rev*, *4*(1), 69–71. - Wale, B.D., Bishaw, K.S. (2020). Effects of using inquiry-based learning on EFL students' critical thinking skills. *Asian J Second Foreign Lang Educ*, *5*, 9. - Pennycook, A. (2018). Posthumanist applied linguistics. *Applied Linguistics*, *39*(4), 445–461. - Purpura, J. E., Brown, J. D., &Schoonen, R. (2015). Improving the validity of quantitative measures in applied linguistics research 1. *Language Learning*, *65*(S1), 37–75. - HamzaR'boul, Interculturally Relevant Pedagogy, Disciplinary Literacy Connections to Popular Culture in K-12Settings, 10.4018/978-1-7998-4721-2.ch012, (252-272), (2021) - Zsuzsanna I. Abrams, (2020). Intercultural Communication and Language Pedagogy, 10.1017/9781108780360.

MED208: Planning, Financing and Management of Education

School: SOE	Batch :2019-21
Program: MA	Current Academic Year: 2020-21
Branch: Education	Semester: III
Course Code	MED208
Course Title	Planning Financing and management of Education
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Core
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.
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
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.
Outline syllabus	
Unit 1	
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	

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	
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	
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	
A	Meaning and Nature of Leadership, Measurement of Leadership
B	Theories of leadership
C	Styles of Leadership
Mode of examination	Theory

Weightage Distribution		MTE	ETE
		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 : 2019-21**
Program:MA	**Current Academic Year:2020-21**
Branch:Education	**Semester: III**
Course Code	MED212
Course Title	Educational Technology
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Core
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.
Course Outcomes	On completion of this course student-teachers will be able to- CO1 Develop an understanding of various types of educational technology. CO2 Acquire the knowledge of development educational Technology in historical perspective. CO3 Present a comprehensive introduction of the taxonomy of educational objectives. CO4 Explain the concept and need of Information and Communication Technology (ICT). CO5 Develop an understanding of emerging trends of Educational Technology
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.
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. Formulation of instructional objectives.
D	Task analysis, 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%
Text book/s*	• S.K Mangal Uma Mangal, Essentials of Education Technology, PHI Learning,PvtLimited,New Delhi • R.A Sharma, Essentials of Educational Technology, International Publishing • J.Michael ,Foundations of Education Technology ,Taylor and Francis Group,New York		

MED215: Educational Assessment and Evaluation

School: SOE	**Batch :2019-21**
Program: MA	**Current Academic Year:2020-21**
Branch:Education	**Semester: III**
Course Code	MED215
Course Title	Educational Assessment and Evaluation
Credits	4
Contact Hours (L-T-P)	4-0-0
Course Type	Elective
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.
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.
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.

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%

| Text book/s* | • 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.

MED201: Early Childhood Education

School: SOE	**Batch :2019-2021**
Program: MA	**Current Academic Year: 2020-21**
Branch: Education	**Semester: III**
Course Code	MED 201
Course Title	Early Childhood Education
Credits	4
Contact Hours (L-T-P)	4-0-0
Course Type	Elective
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.
Course Outcomes	Upon successful completion of this course, student will be able to: CO1 Describe 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. CO2 Discuss 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. CO3 Site examples the principles of developmentally appropriate practice for children from birth through age eight CO4 Discuss techniques to guide children's social, emotional, physical, moral, aesthetic development. CO5 Demonstrate an understanding of role of different agencies as they affect young children, families, and programs for children.
Course Description	This paper talks about the nature, aims and importance of early childhood education, the recommendations of great educators towards pre-school education, the characteristics of children during this stage and also about the activities of various agencies working for these children.

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
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

MED214: Environmental Education

School:SOE	**Batch :2019-21**
Program:MA	**Current Academic Year:2020-21**
Branch:Education	**Semester: III**
Course Code	MED214
Course Title	Environmental Education
Credits	4
Contact Hours (L-T-P)	4-0-0
Course Type	Elective
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.
Course Outcomes	The students will be able to: CO1Demonstrate a strong understanding of environmental education, ESD, and its journey up to the present. CO2Explore the potential future arcs of sustainability education, particularly in the challenging century ahead. CO3Write convincing essays and use these to actively engage in dialogue with audiences of that writing—including beyond the scope of the classroom. CO4Show 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.
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.
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		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	• 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 2019-2021
Program :MA	Current Academic Year:2020-21
Branch:	Semester: III
Course Code	MAP251
Course Title	Synopsis Preparation and Presentation
Credits	2
Contact Hours (L-T-P)	0-0-3
Course Type	Co- requisite
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.
Course Outcomes	After the completion of the course, the students will be able to: CO1develop 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.
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.
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

School:SOE	Batch :2019-2021
Program:MA	Current Academic Year:2020-21
Branch:	Semester: III
Course Code	MAP256
Course Title	Practical Work
Credits	2
Contact Hours (L-T-P)	0-0-2
Course Type	Co-requisite
Course Objective	To enable the students to: 1. Prepare the project on the specific topic. 2. Present the compiled project.
Course Outcomes	They will be able to: Prepare and present the project.
Course Description	**Each student shall undertake the following activities:** • Preparation of a questionnaire/Rating Scale • Description of at least 2 personality tests with their introduction, scoring process, indices of reliability, validity etc. • Description of at least 2 inventories/achievement test/attitude scales with their introduction, scoring process, indices of reliability, validity etc. • Preparation of references for books, articles, journals, thesis etc. in APA stye. • Writing an article/research paper for print media • Visit to any DIET/College of Education and submit the report • Observation of at least 5 lectures in B.ED • Delivered 5 lessons in B.Ed. classes through multimedia. • Delivery of at least 2 lectures on social themes. • Critical evaluation of at least one research paper/article The viva-voce will be of 2 credits. • It shall be conducted by both internal and external examiners jointly.

SEMESTER- IV

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

School: SOE	**Batch : 2019-21**
Program: MA	**Current Academic Year:2020-21**
Branch: Education	**Semester: IV**
Course Code	MED221
Course Title	Analysis and Interpretation of Data (Quantitative & Qualitative)
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Core
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.
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.
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.

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 :2019-21
Program:MA	**Current Academic Year:2020-21**
Branch:Education	**Semester: IV**
Course Code	MED223
Course Title	Teacher Education-II
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Core
Course Objective	To enable the students to: 1) 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
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 Course content
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.
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	CA	MTE	ETE

Distribution	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		

MED219: Higher Education

School:SOE	**Batch : 2019-21**
Program:MA	**Current Academic Year:2020-21**
Branch: Education	**Semester: IV**
Course Code	**MED219**
Course Title	**Higher Education**
Credits	3
Contact Hours (L-T-P)	3-0-0
Course Type	Elective
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
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
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.
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. **ASSIGNMENT WORK** **The students may make seminar presentation on one of the following:** □Bodies involved in the management of higher education at the National level □Role of different stakeholders in higher education □Types of universities in India □Any other approved activity/topic of relevance
Mode of examination	Theory

Weightage Distribution		MTE	ETE
		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 :2019-2021
Program:MA	Current Academic Year:2020-21
Branch:	Semester: IV
Course Code	MED220
Course Title	Human Rights Education
Credits	3
Contact Hours (L-T-P)	3-0-0
Course Type	Elective
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
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
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.
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%

MED218: Gender Studies

School:SOE	Batch :2019-2021
Program:MA	Current Academic Year:2020-21
Branch:	Semester: IV
Course Code	MED218
Course Title	Gender Studies
Credits	3
Contact Hours (L-T-P)	3-0-0
Course Type	Co-requisite
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
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 foeticid
Course Description	This paper covers concept of gender, sex, issues related to gender in schools, gender equality, gender roles in society through variety of institutions. It will give the platform to the students to discuss the issues related to women.
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	**Issue 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

MAP252: Dissertation

School:SOE	Batch :2019-2021
Program: MA	Current Academic Year:2020-21
Branch:Education	Semester: IV
Course Code	MAP252
Course Title	Dissertation
Credits	6
Contact Hours (L-T-P)	0-0-6
Course Type	Co-requisite
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 .
Course Outcomes	CO1 To enable students to analysis data/information quantitatively qualitatively and to interpret that; CO2To acquaint students with the documentation procedure of the project report
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 : 2019-21
Program:MA	Current Academic Year: 2020-21
Branch:	Semester:IV
Course Code	CCU801
Course Title	Community connect (CC)
Credits	2
Contact Hours (L-T-P)	0-0-4
Course Type	Co-requisite
Course Objective	1. Make the students to relate to community life 2. Connect the community life and daily life 3. Make the students to 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.
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.
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.
Outline syllabus	
Unit 1	Finalization of topics to be surveyed by students must be done with the consultation of allotted supervisors in between: Preparation and finalization of Questionnaire:
Unit 2	Data Collection /Field Survey Data analysis and report writing

Unit 3	Presentation of Report Submission of final Report Viva		
Mode of examination	Viva		
Weightage Distribution	CA	MTE	ETE
	40%	0%	60%

MAP225: Professional Competency

School: SOE	Batch : 2019-21
Program:MA	Current Academic Year: 2019-20
Branch:	Semester:IV
Course Code	MAP255
Course Title	Professional Competency
Credits	2
Contact Hours (L-T-P)	1-0-2
Course Type	Co requisite
Course Objective	To enable the students to: 1.Prepare resume and job application 2.Conduct case study 3.Develop official proposals 4.Organise mock interview 5.Reflect,act and solve any problematic situation in Education.
Course Outcomes	They will be able to: CO1Write and present resume and job application CO2 Process and analyse case study. CO3.Analyse and develop official proposal CO4.Organise mock interview session CO5.Reflect professional competency and etiquettes.
Course Description	The viva-voce will be of 2 credits. It shall be conducted by both internal and external examiners jointly.
Outline of syllabus	
Unit 1	1. Writing resume and Job application: Public Relation Communication(Media/Govt etc.)
	2.Process and analysis of a case study
	3.Official proposals: content, letters, memos, other brief messages
Unit 2	1. Organizing mock interview sessions
	2. Formal communication: Process and Pattern
	3. Analytical writing for effective decision making
Unit 3	1. Professional competencies required at different levels of education
	2. Reflect, act and solve any problematic situations in the field of education
	3. Understanding self: self-image, self –worth, self -esteem: Self-analysis using appropriate techniques
Mode of	Theory

Weightage Distribution	CA 40%	MTE 0%	ETE 60%

Text book/s*	- Teacher competence in higher education. The chapter from book. Retrieved in February 2012 from http://www.egyankosh.ac.in/bitstream/123456789/24676/1/Unit6.pd - Competence (human resources). Wikipedia. The Free Encyclopedia website. Retrieved in February 2012 from http://en.wikipedia.org/wiki/Competence_%28human_resources%29 - Diagram of teaching. Macmillan publisher website. Retrieved in January 2012 from http://www.mindseries.net/upload/assets/4/assets/3996/2950b6162255a6a6c6c875b0346f8 d9c4e408e99/Spode_Diagram_graphic.pdf. - Shmelev, A. G. Psychodiagnosis of personnel characteristics. Saint-Peterburg, 2002. - Buharkova, O. V., Gorshkova, E. G. Image of the leader: technology of creation and promotion. Training programme. Saint-Peterburg, 2007. - Ivanitsky, A. T. Training of personnel development in the educational collective: methodological guide. Saint-Peterburg, 1998
Other References	- Kan-Kalik, V. A., Nikandrov, N. D. Pedagogical creativity. Moskov, 1990. - Conceptual Framework: Preparing the Future-Ready Educator. Official website of Department of Education at Davidson College. Retrieved in February 2012 from http://www.davidson.edu/academic/education/framework.html.

SVA 407: Professional Ethics for Teachers

School: SOE	Batch: 2020—2022
Program: M.A	Current Academic Year: 2021-22
Branch: Education	Semester: IV
Course Code	**SVA 407**
Course Title	**Professional Ethics of Teachers**
Credits	0
Contact Hours (L-T-P)	1-0-0
Course Type	Value Added Courses
Course Objectives	The course has the following specific aims: 1-To provide value addition to the profession of teaching. 2- To let pupil teachers understand and examine the ethical consideration in the field of teaching profession.
Course Outcomes	On the completion of this course, the pupil-teachers will be able to- **CO1**: Examine the philosophical foundations for professional ethics in education. **CO2**: identify and interpret basic dilemmas in the selection of learning materials, teaching approaches, and classroom interactions. **CO3**: formulate an ethical approach for oneself based on familiarity with the theories in the discipline of ethics.
Course Description	It is a value-added course which emphasizes the need and importance of ethical considerations in teaching profession.
1	Philosophical foundations of Ethics and Professional Ethics
2	Developmental Factors and Ethics among Teacher Educators
3-	Traditional Theories of Moral development
4-	Ethical dilemmas in Teaching Profession
5-	Project
Mode of examination	-------------------------

Weightage Distribution	Project	Viva	
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Text book/s*	1. Strike, K. A. and P.L. Ternasky. (1993). Character and Moral reasoning. Ethics for Professionals in Education. New York: Teachers' College Press. 2. Starratt, R. J. (1999). Building an Ethical School: A theory for Practice in Educational Leadership. *Educational administration Quarterly*, Vol. 27, No.2, PP-185-202