

## **Programme and Course Structure**

### **School of Education**

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

**Batch: 2021-23**

**Programme Code –SOE0104**

**Duration – 2 Years Full Time**

## **1.1 Vision, Mission and Core Values of the University**

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### **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**

### **Core Values**

**Integrity**

**Leadership**

**Diversity**

## 1.2 Vision and Mission of the School

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### **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 21<sup>st</sup> century

### **Mission of the School**

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

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

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

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

**Integrity**

**Leadership**

**Diversity**

**Community**

### 1.3 Programme Educational Objectives (PEO)

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PEO1: To prepare students with a solid foundation in learning skills and technology for a successful career in higher education.

PEO2 : To prepare effective learners who become effective collaborators/ innovators in efforts to address social, psychological and philosophical challenges.

PEO3 : To prepare prospective learners who engage in professional development through self-study, professional study, research and real practice in teaching.

PEO4 : To equip prospective learners with integrity, inclusiveness and ethical values so that they become responsible citizens.

#### 1.3.3 Program Outcomes (PO's)

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**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 21<sup>st</sup> century. They 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:**

**PSO 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.

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

**PSO 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.

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

## **Program Structure Template**

**Name of School: Education**

**Program / Branch**

**Batch: 2021-2023**

### **TWO YEAR M.A. COURSE AT A GLANCE**

	<b>Semester I</b>	<b>Semester II</b>	<b>Semester III</b>	<b>Semester IV</b>	<b>Total</b>
<b>Courses</b>	7	10	6	7	30
<b>Credits</b>	24	22	18	18	82

## SEMESTER I

TERM: I

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	
			L	T	P			
THEORY SUBJECTS								
1.	MOE 101	Philosophical Foundations of Education	4	0	0	4	CORE	CC
2.	MOE 102	Psychology of Learning and the Learner	4	0	0	4	CORE	CC
3.	MOE 103	Societal Context of Education	4	0	0	4	CORE	CC
4.	MOE 104	Curriculum Planning, & Development	4	0	0	4	CORE	CC
5	MOE105	Introduction to Educational Research	4	0	0	4	CORE	CC
6.	MOE 106	Information and Communication Technology	4	0	0	4	Co Requisite	AECC
TOTAL CREDITS						24		

## SEMESTER II

TERM: II

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective  Pre-Requisite/  Co Requisite	Type of Course <sup>1</sup> :  1. CC 2. AECC 3. SEC 4. DSE
			L	T	P			
THEORY SUBJECTS								
1	MOE 107	Inclusive Education	4	0	0	4	CORE	CC
2	MOE 108/MOE 109	Discipline Specific Electives <ul style="list-style-type: none"><li>Language and Society</li><li>Gender Studies</li></ul>	4	0	0	4	Generic Elective	DSE
3	MOE 110	Data Analysis: Statistical Tests and Techniques	4	0	0	4	CORE	CC
4	MOE 111 MOE 112 MOE 113 MOE 114	<b>Discipline Electives</b> Mathematics Education Science Education Social Science Education Language Education	4	0	0	4	CORE	DSE
5	MOOC	Swayam/NPTEL/ (Multidisciplinary)	-	-	-	4	Co Requisite	AECC
6	OPE -I	Swayam/MOOCs/University offered				2	Co Requisite	SEC
*The Student has to choose one each from discipline subjects and DSE								
TOTAL CREDITS							22	

<sup>1</sup>CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses



## SEMESTER III

TERM: I

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course <sup>2</sup> :  1. CC 2. AECC 3. SEC
			L	T	P			
1	MPA301	Action Research	0	0	4	4	Co-Requisite	AECC
2	MPA302	Annotated Bibliography Writing (practical)	0	0	3	3	Co-Requisite	SEC
3	MPA303	Meta Analysis and Academic Integrity	0	0	4	3	Co-Requisite	SEC
4	MPA304	Synopsis Writing	0	0	3	3	Co Requisite	SEC
5	MPA 305	Research Plan Presentation (practical)	0	0	3	3	Co Requisite	AECC
6	OPE-II	Swayam/MOOCs/University offered	-	-	-	2	Co Requisite	SEC
		<b>Total Credits</b>				<b>18</b>		

<sup>2</sup>CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

## SEMESTER IV

TERM: II

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective  Pre-Requisite/  Co Requisite	Type of Course <sup>3</sup> :  4. CC 5. AECC 6. SEC
			L	T	P			
THEORY SUBJECTS								
1	MOE 401/MOE 402	Professional-Competency/ Research and Professional Ethics for Teachers	2	0	0	2	Co Requisite	DSE
2	CCU 801	Community Connect	0	0	2	2	Co-Requisite	AECC
3	MPA 401	Academic Writing (Practical)	0	0	3	2	Co Requisite	SEC
4	MPA 402	Dissertation	0	0	10	10	Co-Requisite	AECC
5	MPA 403	Research Paper Presentation (practical)	0	0	2	2	Co Requisite	SEC
		Total Credits				18		

<sup>3</sup>CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

**\*Learners are required to do a Value Added Courses (VACSOE04) on Sustainable Development**

## SEMESTER-I

### MOE101: Philosophical Foundations of Education

<b>School: SOE</b>	<b>Batch 2021-23</b>
<b>Program: MA(Edu)</b>	<b>Current Academic Year-2021-22</b>
<b>Branch:</b>	<b>Semester: I</b>
Course Code	MOE101
Course Title	Philosophical Foundations of Education
Credits	4
Contact Hours (L-T-P)	4-0-0
Course Type	Core
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> <li>1. Develop insights into nature and purpose of philosophy of education;</li> <li>2. Understand the different branches of Philosophy</li> <li>3. Appreciate the Western and Indian schools of Philosophy and its application in Education</li> <li>4. Understand the contemporary philosophers and their contribution in Education</li> <li>5. Understand the implications of different philosophies in current world</li> </ol>
Course Outcomes	<p><b>CO1:</b> Understand the concept, meaning, aims and functions of Education .</p> <p><b>CO2:</b> Reflect upon the thoughts of Indian and Western thinkers on Education and explore their implications for practices in schools.</p> <p><b>CO3:</b> Critically examine the issues and concerns of education in the socio-economic context of India.</p> <p><b>CO4:</b> Appreciate the need and relevance of the course in being a humane teacher</p> <p><b>CO5:</b> Analyze the role of different agencies for social change, different dimensions of social change and factors affecting social change.</p> <p><b>CO6:</b> Analyse the educational implications of different philosophies of education in present times.</p>

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	
<b>Unit 1</b>	<b>Understanding Philosophy of Education</b>
A	Philosophy: Meaning, Nature, and Purpose; Contemporary meaning of philosophy from the perspective of analytical school of philosophy
B	Fundamental Philosophical Domains: Metaphysics, Epistemology and Axiology
C	Philosophy of Education: Meaning, Nature and Purpose Understanding Philosophy of Education in the context of Indian education system Education: Changing Meaning, Nature and Purpose - from conservatism to Liberalists
<b>Unit 2</b>	<b>Epistemological perspectives of education</b>
A	Knowing Process: sensation, perception, reason and conception Reason: Meaning and Nature—Role of reason in meaning making and knowledge construction, Role of Intuition in knowing
B	Procedure of bridging the gap in the process of knowledge construction school knowledge, theoretical knowledge and practical knowledge
C	Reflecting and Classifying the meaning and definitions of education from epistemological perspectives
<b>Unit 3</b>	<b>Constituents of knowledge</b>
A	<ul style="list-style-type: none"> <li>• Knowledge: Meaning and nature; Knowledge as belief and knowledge claim as truth/ as truth claim</li> <li>• Constituents of Knowledge: Facts, Principles, Laws, Concepts and Theories</li> <li>• Different facets of knowledge: Concrete –Abstract; Particular- Universal;</li> </ul>
B	<ul style="list-style-type: none"> <li>• Role of generalization in knowledge</li> <li>• Origin of Knowledge: contending theories: Empiricism and</li> </ul>

	Rationalism <ul style="list-style-type: none"> <li>Types of Knowledge: A priori, A posteriori, Explicit, Tacit, Propositional and procedural and their implications to structure of Discipline</li> </ul>
C	<ul style="list-style-type: none"> <li>Different forms of Discipline and their relation to school knowledge</li> <li>Nature of school knowledge</li> <li>Validation of Knowledge-different theories</li> </ul>
<b>Unit 4</b>	<b>Indian and Western schools of philosophy</b>
A	Western schools' philosophy Friere, John Dewey, Ivan Illich
B	Indian schools of philosophy Orthodox schools: Samkhya (Kapila), Yoga (Patanjali), Nyaya autama Muni, Vaisheshika (Kanada), Purva Mimamsa (Jaimini), Vedanta
C	Unorthodox schools: Charvaka (Brihaspati), Jain philosophy (Mahavira), Buddhist philosophy (Siddhartha Gautama):
<b>Unit 5</b>	<b>Project</b>
1	Analysis of current trends & Researches in the field of educational philosophy
2	Reflection on the Relevance of Contemporary philosophers and their contribution in the field of education: <ol style="list-style-type: none"> <li>1- Paulo Friere</li> <li>2- Ivan Illich</li> <li>3- Aurobindo Ghosh</li> <li>4- Vivekanand</li> <li>5- Rabindra Nath Tagore</li> <li>6- Mohandas Karamchand Gandhi</li> <li>7- Sri Aurobindo</li> <li>8- Jiddu Krishnamurti</li> <li>9- Sarvepalli Radhakrishnan</li> <li>10- Giju Bhai</li> </ol>
<b>Transactional Modalities:</b>	Expositions, Lectures, Reflective talks, dialogue, discussion
<b>Tasks &amp; Assignments:</b>	30 marks

<b>Assignments&amp; Presentation</b>	10 marks Topics will be prescribed by Teacher	
<b>Group Discussion</b>	10 marks	
<b>Debate/Shastrarth</b>	10 Marks	
Evaluation		
Weightage Distribution	Written Examination	Project /assignment/experiential learning
	70 %	30 %
Text book/s*	<ul style="list-style-type: none"><li>• A Sourcebook in Indian Philosophy by <a href="#">Sarvepalliadhakrishnan</a> and <a href="#">Charles Alexander Moore</a>Princ University Press (1967)</li><li>• Indian Philosophy (<a href="#">Indian Philosophy Series</a>) Publisher: Oxford University Press</li><li>• Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.</li><li>• Ansari, S.H. (2003).</li><li>• Philosophical Foundations of Education. New Delhi: Sanjay Prakashan.</li><li>• Banerjee A.C. &amp; Sharma S.R. (1999): Sociological and Philosophical issues in Education, Jaipur : Book Enclave.</li><li>• Black, N. et al. (2003).</li><li>• Philosophy of Education. UK: Blackwell Publishers.</li><li>• Brubacher, John S., (1965).</li><li>• Modern Philosophies of Education. New York, McGraw-Hill. Butler, J.D. (1969).</li><li>• Four Philosophies. New York: Harper and Bross.</li><li>• Challenges of Education – A policy perspective, (1985) Ministry of Education, New Delhi. Govt. of India.</li><li>• Chaube, S.P. (2007). Foundations of Education, New Delhi: Vikas Publishing House.</li><li>• Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: VinodPustakMandir.</li><li>• Gupta, Rainu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiana: Tondon Publications.</li></ul>	

	<ul style="list-style-type: none"> <li>Govt. of India: Programme of Action-National policy on Education, Ministry of Human Resources Development, New Delhi, 1986</li> <li>Walia, J.A. (2011): Philosophical, Sociological and Economic Bases of Education, Jalandhar: Ahim Paul Publishers.</li> <li>Walia, J.A. (2011): Modern Indian Education and its Problems, Paul Publishers, Gopal Nagar, Jullundhur City</li> <li>Taneja, V.R. (2005). Foundation of Education, Chandigarh: Abhishek Publishers.</li> <li>Paulo Freire (1996) Pedagogy of the Oppressed, Penguin Books. Sodhi T.S. &amp; Suri A. (1998) :</li> <li>Philosophical and Sociological Foundation of Education, Patiala :Bawa Publications.</li> <li>Part Joe (1963). Selected readings in the Philosophy of Education. New York: McMillan.</li> <li>Pandey, R.S. (2013). Education in Emerging Indian Society. Agra: Aggarwal Publications</li> <li>K. Ellis John J. Cogan, Kenneth Honey (1981). Introduction to Foundation of Education. New Jersey: Prentice Hall.</li> </ul>
Other References	<ul style="list-style-type: none"> <li>Dewey John(1940). Democracy &amp; Education. New York: Mac Millan. D'Souza A. A. (1969).</li> <li>The Human Factor in Education, New Delhi: Orient Longmans.</li> </ul>

## MOE 102: Psychology of Learning and the Learner

<b>School: SOE</b>		<b>Batch 2021-23</b>
<b>Program: MA(Edu)</b>		<b>Current Academic Year-2021-22</b>
<b>Branch:</b>		<b>Semester: I</b>
1	Course Code	MOE 102
2	Course Title	<b>Psychology of Learning and the Learner</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core
5	Course Objectives	<ul style="list-style-type: none"> <li>To revisit and re-conceptualize key notions and concept of educational psychology, growth and development.</li> <li>To understand and critically analyze the theoretical perspectives on different dimensions of development of learning in relation to existing school practices.</li> <li>Critically examine the core principles and key constructs of psychological theories of learning, intelligence and personality, constructivism and practice them in the field.</li> <li>To conceptualize the different needs of the learners and suggest a framework for their learning process.</li> <li>To discuss the strategies for the effective management of learning for the differently abled learners.</li> </ul>
6	Course Outcomes	<p>After the completion of this course, the student will be able to-</p> <p><b>CO1:</b>Re-conceptualize the concept of educational psychology, growth and development in the context of their characteristics and principles.</p> <p><b>CO2:</b>Describe the theoretical perspectives on different dimensions of development of learning and imply them in existing school environment.</p> <p><b>CO3:</b>Critically examine the core principles and key constructs of psychological theories of learning, intelligence and personality, constructivism and practice them in the field.</p> <p><b>CO4:</b>Critically explore the connections between the study of individual differences and broader socio-cultural contexts.</p> <p><b>CO5:</b>Visualize the brief epistemological frame of major curricular areas.</p>
7	Course Description	This course aims to promote understanding of the major theoretical traditions in personality, learning motivation and cognition, situating



		<p>them in their socio-historical context. It examines the assumptions, debates, dialectics and shifting stance across these traditions. It builds a nuanced understanding of the developmental, contextual and cultural differences in the ways individuals think, learn, develop and experience the world. Finally, it provides perspective on the contributions of each tradition to educational inquiry, research and discourse building. The organic unity between personality, learning and cognition constitutes the running thread along which the course has been visualized.</p>
8	Outline syllabus	
	<b>Unit 1</b>	<b>Psychology and Development</b>
	A	Psychology: meaning & characteristics, Educational Psychology: meaning and Importance of Educational Psychology.
	B	Concept of growth & development, stages of development in the context of physical, mental, social and emotional development
	C	Critical review of the theoretical perspectives on different dimensions of development of learning in relation to existing school practices: Cognitive(Piaget); Language (Chomsky); Emotional (Harry Harlow & John Bowlby); Psycho-social (Erickson); Moral Reasoning (Kohlberg)
	<b>Unit 2</b>	<b>Perspectives on the nature of Human Learning and Motivation</b>
	A	Learning: nature, laws of Learning and factors affecting learning.
	B	<p>The Behaviourist Perspective: (Classical and Operant Conditioning)</p> <p>The Gestaltian Perspective: (Kohler, Kofka)</p> <p>The Humanistic Perspective: (Rogers)</p> <p>The Social- Cognitive Perspective (Albert Bandura)</p> <p>The Contextualist Perspective (Vygotsky, and Howard Gardner)</p>
	C	Motivation in Learning: Types, perspectives to motivation: humanistic (Maslow); Cognitive (Weiner)
	<b>Unit 3</b>	<b>Perspectives in Personality and Cognitive process</b>

	A	Personality: Meaning and factors affecting personality
	B	The Psychoanalytic and Neo-Freudian Perspective: Sigmund Freud and Alfred Adler  The Trait perspective: Allport
	C	The Psychometric Perspective (Guilford's Structure of Intellect Model)  The Information Processing Perspective (Sternberg)
	<b>Unit 4</b>	<b>Understanding differences in Individual learners to facilitate learning</b>
	A	Differences in learners based on predominant learning styles and teaching
	B	Understanding differences based upon cognitive abilities in children such as giftedness, creativity, learning disability, low intellectual functioning (slow learner) and under achievement.
	C	Understanding and management of learners with emotional and behavioural disorders: Attention deficit disorder, autism, depression, anxiety disorders.
	<b>Unit 5</b>	<b>Practicum: Project /assignment/experiential learning/Debate &amp; Discussion</b>
	A	Any TWO of the following <ul style="list-style-type: none"> <li>• Case Study of one student with adjustment problems</li> <li>• Undertake a case study of a student at secondary level and assess intelligence, personality and aptitude</li> <li>• Visiting institutes dealing with mental health problems of individuals, interaction with faculty, preparation and presentation of report.</li> <li>• Identification of learning difficulties of the student in any subject area through administration of the diagnostic test and development of remedial instruction.</li> <li>• Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.</li> <li>• Reflection on the current social, political and economic issues followed by discussion and detailed report.</li> </ul>

	Mode of examination	Evaluation	
	Weightage Distribution	Written Examination	Project /assignment/experiential learning
		70 %	30 %
	Text book/s*	<ul style="list-style-type: none"> <li>Hilgard and Atkinson: Introduction to Psychology, Oxford and IBH Publisher, Bombay.</li> <li>Jaiswal, R.L.: Foundation of Educational Psychology: Allied Publishers, Bombay. Jersey, 1989</li> <li>Mangal S.K.: Advanced Educational Psychology; (English and Hindi) New Delhi, Prentice Hall of India Pvt, Ltd</li> <li>C.S. Shukla: Modern Educational psychology</li> <li>, Dhanpatrai Pub. Company Pvt. Ltd., New Delhi</li> <li>Ausubel D.P. and Robison F.G. School learning An introduction to educational Psychology, New York Holt, Rinehart &amp; Winston Inc 1969.</li> <li>Bernard H.W.: Psychology of learning &amp; Teaching, New York McGraw Hill B</li> <li>Bichler R.F. and Jack Snowman: Psychology Applied to Teaching Houghton Mifflin Company, Boston 1986</li> <li>Bigge M.L.: Learning Theories for Teachers, Harper and Row publishers, 1971.</li> <li>Bower G.H. and Hilgard E.R.: theories of Learning New Delhi Prentice Hall India Pvt. Ltd.</li> <li>C.L. Kundu: Personality Development, Sterling publishers Pvt. Ltd., New Delhi,</li> <li>Dececo, J.P. (1977). <i>The Psychology of learning and instruction</i>, Prentice Hall, Delhi.</li> <li>Eason, M.E. (1972). <i>Psychological foundation of education</i>, N.Y. Holt, Rinehart and Winston, Inc.</li> <li>Grammage, P. (1990) <i>Teacher and pupil: some socio-psychological principles and applications</i> (3<sup>rd</sup> Edition) Illinois: Scott. Pressman Little, Brown Higher Education.</li> <li>Guilford, J.P. (1967). <i>Nature of Human Intelligence</i>, New York: McGraw Hill.</li> <li>Newell, A. &amp; Simon, H.A. (1972). <i>Human problem solving</i>. Englewood Cliffs, NJ: Prentice Hall.</li> <li>Segal, J.W. Chipman, S.F., &amp; Glaser, R. (1985). <i>Thinking and learning skills: Relating Instruction to Basic Research</i>. (Vol. I). Hillsdale, NJ: Erlbaum.</li> <li>Synder, C.R. &amp; Shane J. Lopez (2007). <i>Positive psychology</i>.</li> </ul>	

		<p>SAGE Publications. U.K.</p> <ul style="list-style-type: none"> <li>• Lieber, C.M. (2002) <i>Partners in learning: from conflict to collaboration</i>. Cambridge, M.A, Educators for Socialresponsibility.</li> <li>• Pintrich, P.R.; and Schunk, D.H. (1996). <i>Motivation in education: theory, research and applications</i>. Englewood Cliffs, N.J.Merill.</li> </ul>
	Other References	<ul style="list-style-type: none"> <li>• Robson, S. &amp; Quinn, S.F. (2015) <i>The Routledge Handbook of Young Children's Thinking and Understanding</i>(Eds). NY: Routledge</li> <li>• Friedman, Howard, S. &amp;Schustack, Miriam, W.(2003) <i>Personality: Classic Theories and Modern Research</i>. New Delhi: Pearson Education.</li> <li>• Gardner H. E. (1995) <i>Reflections on Multiple Intelligences: Myths and Messages</i>.( pp.77, 200-209). Phi Delta KappanInternational.</li> <li>• Balagopalan, S. (2011) Introduction: Children's lives and the Indian context, <i>Childhood</i>, 18(3), pp.291–297.</li> <li>• Bissell, S. (2003). The social construction of childhood: A Perspective from Bangladesh in N.Kabeer, G.B. Nambissan, R. Subrahmanian (Eds.), <i>Child Labour and the Right to Education in South Asia: Needs Versus Rights?</i>, New Delhi: Sage, pp. 47-72.</li> </ul>

## MOE103: Societal Context of Education

School: SOE		Batch 2021-23
Program: MA(Edu)		Current Academic Year: 2021-22
Branch:		Semester: I
1	Course Code	MOE 103
2	Course Title	Societal Context of Education
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core
5	Course Objective	<p>To enable the students to-</p> <ol style="list-style-type: none"> <li>1. Develop the understanding about schooling/education in socio-cultural contexts.</li> <li>2. Explain the role of education in the social structure, systems and functions.</li> <li>3. Develop an understanding of the educational problems faced by different groups.</li> <li>4. Develop the reflections upon the contemporary sociological theories of education.</li> <li>5. Critically evaluate and develop their capacity to understand social implications of education.</li> </ol>
6	Course Outcomes	<p>The pupil teachers will be able to –</p> <p><b>CO1:</b> Explain the meaning and social dimensions of schooling/education in reference to larger societal context.</p> <p><b>CO2:</b> Analyse the role of education in impeding or obstructing equal opportunity and social mobility.</p> <p><b>CO3:</b> Examine the structure and functions of social diversity in establishing the equitable education system for all.</p> <p><b>CO4:</b> Describe the suitable alternative educational model to counter the contingent of emergent social forces on education system.</p> <p><b>CO5:</b> Interpret the social implications of education in context of contemporary educational practice.</p>
7	Course Description	This course intends to develop the understanding of societal context of education and schooling. Moreover, by influencing the social forces on

		education systems, this paper highlights the major advances on the issue of social equal opportunity, human rights and educational access and their educational development in the society. The course also aims at promoting an appreciation of the role of context and culture on development and learning in culturally diverse societies, the challenges which children experience in their development and learning, particularly in the context of diversity. The socio-cultural perspective of education in the contemporary society would form the context in which educational opportunity of different social groups are shaped and determined by these forces.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Education and Socio-cultural contexts</b>
	A	Understanding education within the socio-psychological, cultural, economic and political context.
	B	Different dimensions of schooling - socio-spatial; rural-urban, caste, ethnicity
	C	School as site of creative engagement of children with society (looking beyond texts- formation of consciousness)
	<b>Unit 2</b>	<b>Education and Social Structure</b>
	A	<b>Education and Social Structure:</b> Meaning and Definition of Social Structure; Role and Function of Education in Social Structure
	B	<b>Education and Social Stratification:</b> Concept, Theories and Types of Social Stratification, Education and Social Stratification
	C	<b>Education and Social Mobility</b> Concept, Theories and Types of Social Mobility , Education and Social Mobility, Discourse on Social Mobility and Education
	<b>Unit 3</b>	<b>Social Diversity and Education</b>
	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)
	<b>Unit 4</b>	<b>Contemporary Social Perspectives of Education</b>

	A	<b>liberal Perspectives of Education</b> Dewey, L., Gramsci, Ivan Illich		
	B	Multicultural Perspective of Education: Multiculturalism and Education		
	C	Schooling as Socio-Cultural Process (structural functionalist perspective, theory of cultural reproduction, feminist perspective)		
	<b>Unit 5</b>	<b>PRACTICUM/PROJECT</b>		
	A	Students will be expected to undertake a project based on a question or idea arising out of different units of the syllabus. They can do such a project either individually or jointly with other students. Project reports can be used as basis for internal assessment, in addition to tests and/or book reviews and other assignments.		
	B			
	C			
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> <li>• Bénéï, Véronique (2009) <i>Schooling India: Hindus, Muslims, and the forging of citizens</i>. Permanent Black, New Delhi, India.</li> <li>• Fuhrman, Susan, and Marvin Lazerson, eds. 2005. <i>The public schools</i>. New York: Oxford Univ. Press.</li> <li>• Gutmann, Amy. 1999. <i>Democratic education</i>. Rev. ed. Princeton, NJ: Princeton Univ. Press.</li> <li>• Jaggar, Alison. (1983). <i>Feminist Politics and Human Nature</i>. Sussex: Harvester Press.</li> <li>• Kelly, G. and A. Nihlen. (1982) <i>Schooling and the Reproduction of Patriarchy</i>, in: M. W. Apple (Ed.). <i>Cultural and Economic Reproduction in Education</i>, London: Routledge and Kegan Paul.</li> <li>• Krishna Kumar. (2014). <i>Politics of Education in Colonial India</i>. New Delhi, India ; Abingdon, UK : Routledge</li> <li>• Nambissan, Geetha &amp; Rao, Srinivasa. (2012). <i>Sociology of Education in India: Changing Contours and Emerging Concerns</i>. New Delhi: OUP.</li> <li>• Pathak, Avijit. (2002). <i>Social implications of schooling; knowledge, pedagogy, and consciousness</i>. Delhi : Rainbow Publishers.</li> <li>• Sarangapani, M. Padma. 2003. <i>Constructing School Knowledge: An Ethnography of Learning in an Indian Village</i>.</li> </ul>		

		<p>New Delhi: Sage.</p> <ul style="list-style-type: none"> <li>• Giddens, Anthony. (1990). <i>Sociology</i>, Cambridge: Polity Press</li> <li>• Gupta, Dipankar. (1991). <i>Social Stratification</i>, New Delhi: Oxford University Press.</li> <li>• Sharma, K.L. (1994). <i>Social Stratification and Mobility</i>. Jaipur, New Delhi: Rawat Publications.</li> <li>• Shukla, S. and Krishna Kumar (eds) (1985).</li> <li>• <i>Sociological Perspectives in Education</i>, Delhi: Chanakaya Publication.</li> <li>• Apple, M. 2004. <i>Ideology and Curriculum</i>. New York: Routledge Falmer.</li> <li>• Giroux, H. 2005. <i>The Terror of Neoliberalism: Cultural Politics and the Promise of Democracy</i>. Boulder: Paradigm Publishers.</li> <li>• Sen, Amartya and Dreze.1996.India: Economic Development and Social Opportunity. Oxford University Press.</li> <li>• Raju, Saraswati. (2006). <i>Locating Women in Social Development</i>, in India: Social Development Report, New Delhi: Oxford University Press.</li> <li>• <b>Articles:</b></li> <li>• Claudia Buchmann and Emily Hannum. 2001. Education and Stratification in Developing Countries: A Review of Theories and Research. <i>Annual Review of Sociology</i> , 2001, Vol. 27 (2001), pp. 77-102</li> <li>• Chatterjee, Esha, Sonalde Desai, and Reeve Vanneman. 2018. Indian paradox: Rising education, declining women's employment. <i>DEMOGRAPHIC RESEARCH</i>, VOLUME 38, ARTICLE 31, PAGES 855,878 PUBLISHED 6 MARCH. <a href="http://www.demographic-research.org/Volumes/Vol38/31/DOI:10.4054/DemRes.2018.38.31">http://www.demographic-research.org/Volumes/Vol38/31/DOI:10.4054/DemRes.2018.38.31</a></li> <li>• Brown, Phillip. 2013. Education, opportunity and the prospects for social mobility. <i>British Journal of Sociology of Education</i>, Vol. 34, No. 5/6, Education and Social Mobility (September/November 2013), pp. 678-700.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Savarimuthu, Savarimuthu, "Education and Social Mobility in Tamil Nadu, India: An Empirical Study of Intergenerational Occupational Mobility and Occupational Aspiration" (1977). <i>Dissertations</i>.1745.<a href="https://ecommons.luc.edu/luc_diss/1745">https://ecommons.luc.edu/luc_diss/1745</a></li> <li>• Althusser, L. 1971. 'Ideology and ideological state apparatuses', in L. Althusser. 'Lenin and Philosophy' and Other Essays. London: New Left Review.</li> <li>• Clarke, S. 2005. 'The Neoliberal Theory of Society,' in A. Saad-Filho&amp; D. Johnston (eds.,) <i>Neoliberalism: A Critical Reader</i>. Ann Arbour, MI: Pluto Press, 50-59.</li> <li>• Geetha Nambissan. Poverty, Markets and Elementary Education in India. Working Papers of the Max Weber Foundation's Transnational Research Group India "Poverty Reduction and Policy for the Poor between the State and Private Actors: Education Policy in India since the Nineteenth Century"</li> <li>• Geetha B. Nambissan. 2009. Exclusion and Discrimination in Schools: Experiences of Dalit Children. Working Paper Series, Vol.1 No.1. Indian Institute of Dalit Studies and UNICEF.</li> <li>• Alam, M. Sanjeer (2007). Interrogating gendered inequality in educational attainment in India. <i>Social Change</i>. <a href="#">Volume: 37 issue: 4</a>, page(s): 153-179</li> <li>• Alam, M. Sanjeer (2007). Genesis and Perpetuation of Social Disparities in School Education in India: An Exploratory Analysis. <i>Journal of Educational Planning and Administration</i>, 21(2), pp. 109–123.</li> <li>• Anderson, C. Arnold and P.J Foster (1964). Discrimination and Inequality in Education. <i>Sociology of Education</i>, 38 (1), pp. 1–18.</li> <li>• Banerjee, Rukmani (2000). Poverty and Primary Schooling: Field Studies from Mumbai and Delhi. <i>Economic and Political Weekly</i>, 35 (10), pp. 799–802.</li> <li>• Bernstein, Basil (1974). Social Class, Language and</li> </ul>
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		<p>Socialisation. <i>Current Trends in Linguistics</i>, 12, pp. 1545–1562.</p> <ul style="list-style-type: none"> <li>• Bourdieu, Pierre (1977). Cultural Reproduction and Social Reproduction. In J. Karabel (Ed.), <i>Power and Ideology in Education</i>. New York: Oxford University Press.</li> <li>• Wolfe, Barbara L. and Jere R. Behrman (1984). ‘Who Is Schooled in Developing Countries? The Roles of Income, Parental Schooling, Sex, Residence and Family Size’, <i>Economics of Education Review</i>, Vol. 3(3): 231–45.</li> <li>• Alam, M. Sanjeer and S. Raju (2007). Contextualising Inter, Intra-religious and Gendered Literacy and Educational Disparities in Rural Bihar. <i>Economic and Political Weekly</i>, 42 (18), pp. 1613–22.</li> <li>• Geetha B. Nambissan. 1996. Equity in Education? Schooling of Dalit Children in India. EPW, April 20-27.</li> <li>• Henry Levin, 1987. “Education as a Public and Private Good”. <i>Journal of Policy Analysis and Management</i>, Summer.</li> <li>• Schultz, T.W. 1961. Investment in Human Capital, <i>American Economic Review</i>.</li> </ul>
	Other References	<ol style="list-style-type: none"> <li>1) Stub, Holger R. (1975). <i>The Sociology of Education</i>, Illinois: The Dorsey Press.</li> <li>2) Turner, J.H. (1987). <i>The Structure of Sociological Theory</i>, Jaipur: Rawat Publication.</li> </ol>

## MOE 104: Curriculum Planning, & Development

<b>School: SOE</b>		<b>Batch 2021-23</b>
<b>Program: MA(Edu)</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch:</b>		<b>Semester: I</b>
1	Course Code	MOE 104
2	Course Title	Curriculum Planning, & Development
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> <li>1. To make the students able to understand the concept of curriculum and syllabus and explain the process of development.</li> <li>2. To make them able to explain the foundations and types of curriculum.</li> <li>3. To make them able to analyse the different components of curriculum planning and designing.</li> <li>4. To make them able to analyse and apply the eclectic model of curriculum development.</li> <li>5. To make them able to synthesize the conditions of curriculum transaction.</li> </ol>
6	Course Outcomes	<p>After completing the course, the students will be able to:</p> <p><b>CO1:</b> Reflect upon the concept of curriculum and syllabus and explain the process of curriculum development.</p> <p><b>CO2:</b> Analyse the levels of teachers' participation in curriculum development</p> <p><b>CO3:</b> Explain the components of curriculum planning and reflect on the models of curriculum development.</p> <p><b>CO4:</b> Describe the models of curriculum development.</p> <p><b>CO5:</b> Explain formative and summative evaluation for curriculum.</p>
7	Course Description	<p>The purpose of this course is to help the scholars build a theoretical foundation of curriculum development. This course will orient the learners to what curriculum is and what processes are involved in curriculum development, how curriculum is understood both as explicitly planned course and as through latent or hidden experiences gained in school settings. The learners will get to understand the nuances between the curriculum that is intended (through policy frameworks), how it gets implemented (in schools) and what aspects will help in gauging its attainment.</p>
8	Outline syllabus	
	<b>Unit 1</b>	<b>Fundamentals of Curriculum</b>

	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
	<b>Unit 2</b>	<b>Curriculum Planning and Development</b>
	A	Curriculum planning and level of planning, Issues in Curriculum planning
	B	Approaches to curriculum Planning, Curriculum Development as a continuous and cyclic process
		Teachers' role in curriculum construction and transaction. Use of ICT in curriculum transaction
	<b>Unit 3</b>	<b>Models of Curriculum Development</b>
	A	Tylers-1949 model , Hilda Taba 1962 Mode
	B	Nicholls and Nicholls- 1972 model , Willes and Bondi-1989 model
	C	Need, assessment model , Futuristic model  (With special reference to analysis of needs, selection of objectives, selection and organisation of content and learning experiences and evaluation).
	<b>Unit 4</b>	<b>Curriculum Evaluation</b>
	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
	<b>Unit 5</b>	<b>Practicum(Any Two)</b>
	A	Critical analysis of NCF2005 or SCF2011 or NCFTE 2009/ Evolution of a textbook developed by any agency at National/State/local level as per recommendations of NCFTE-2009

	B	Reviewing curriculum research related articles		
	C	Reviewing one- and two-year curricula of teacher education and locating the factors for change. -project		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<b>ASSIGNMENT WORK</b> <b>The students may undertake any one of the following activities:</b> <ul style="list-style-type: none"> <li>• Presentation of a Seminar on ‘Models of Curriculum’</li> <li>• Presentation of a Seminar on ‘Teachers’ Participation in Curriculum development’</li> <li>• Presentation of Seminar on ‘Formative and Summative Evaluation’</li> <li>• Presentation of a Seminar on ‘Critical Evaluation of National Curriculum Framework (NCF)-2005’</li> <li>• Any other approved activity of relevance</li> </ul> <ul style="list-style-type: none"> <li>• Aggarwal, Deepak (2007). <i>Curriculum development: Concept methods and techniques</i>. New Delhi: Book Enclave.</li> <li>• Bhalla, Navneet (2007). <i>Curriculum development</i>. New Delhi: Authorpress.</li> <li>• Chandra, Arvind (2008). <i>Curriculum development and evaluation in education</i>. New Delhi: Sterling Publishers.</li> <li>• Dash, B.N.(2007). <i>Curriculum planning and development</i>. New Delhi: Dominant Publishers</li> <li>• Erickson, H.L. (2002). <i>Concept based curriculum and instruction: Teaching beyond the facts</i>. California: Corsion Press.</li> <li>• Faunse, Ronald C. and Bossing, Nelson L. (2001). <i>Developing the core curriculum</i>. New York: Prentice Hall.</li> <li>• Gunter, Mary Alice <i>et al.</i> (2007). <i>Instruction A model’s approach</i>. Boston: Pearson Education.</li> <li>• Kelly, A.V. (2004). <i>The Curriculum theory and practice</i>. New Delhi: Sage Publications.</li> <li>• Krug, Edward A. (2006). <i>Curriculum planning</i>. New York: Harper and Row.</li> <li>• Leonard, Paul J. (2002). <i>Developing the secondary school curriculum</i>. New York: Holt, Rinchart and Winston.</li> </ul>		

		<ul style="list-style-type: none"> <li>• Linn, Robert L. and Gronlund, Norman E. (2000). <i>Measurement and assessment in teaching</i>. Boston: Pearson Education.</li> <li>• Mukunda, Kamala V. (2009). <i>What did you ask at school today: A handbook of child learning</i>. Noida: Harper Collins Publishers.</li> <li>• Mrunalini T. (2008): Curriculum Development. Neelkamal Publications.</li> <li>• Hyderabad.</li> <li>• Mrunalini T. (2012): Curriculum development: Perspectives, Principles and Issues.</li> <li>• Pearson Education, Delh</li> <li>• NCERT (1984). <i>Curriculum and evaluation</i>. New Delhi: Publication Division, NCERT.</li> <li>• NCERT (2000). <i>National curriculum framework for school education</i>. New Delhi: Publication Division, NCERT.</li> <li>• NCERT (2005). <i>National curriculum framework</i>. New Delhi: NCERT.</li> <li>• NCERT (2006). <i>Systematic reforms for curriculum change</i>. New Delhi: Publication Division, NCERT.</li> <li>• NCTE (2009, 2015). <i>National curriculum framework for teacher education</i>. New Delhi: NCTE.</li> <li>• Taba, Hilda (1962). <i>Curriculum development: Theory and practice</i>. New York: Harcourt Brace.</li> <li>• Talla, Mrunalini (2012). <i>Curriculum development: Perspectives, Principles and issues</i>. New Delhi: Pearson.</li> <li>• Taylor, Ralph W. (1974). <i>Basic principles of curriculum and instruction</i>. Chicago: The University of Chicago Press.</li> <li>• UNESCO (1981). <i>Curriculum and lifelong education</i>. Paris: UNESCO.</li> <li>• Vaishnav, R. and Parasher, G.S. (2010). <i>Computer aided instructional design in education</i>. New Delhi: KitabiDunia.</li> </ul>

## MOE 105: Introduction to Educational Research

<b>School: SOE</b>		<b>Batch : 2021-23</b>
<b>Program: MA(Edu)</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch:</b>		<b>Semester: I</b>
1	Course Code	MOE 105
2	Course Title	Introduction to Educational Research
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core
5	Course Objective	<p>The students will be able:</p> <ol style="list-style-type: none"> <li>1. To develop a research orientation among students and to acquaint them with fundamentals of research methodology.</li> <li>2. To understand the basic framework of research process.</li> <li>3. To identify various sources of information for literature review and data collection.</li> <li>4. To evaluate various research designs and techniques.</li> <li>5. To reflect on various methods used in educational research.</li> </ol>
6	Course Outcomes	<p><b>CO1:</b>To developing the understanding about the concept and fundamentals of research methodology.</p> <p><b>CO2:</b>Understand the use of quantitative &amp; qualitative tools, techniques and processes of doing research.</p> <p><b>CO3:</b>Developing the skill in preparing, and analyzing the data.</p> <p><b>CO4:</b>Familiarize with various methods used in educational research.</p> <p><b>CO5:</b>Developing the skill necessary to evaluate research designs and techniques</p>
7	Course Description	This paper helps in developing the understanding about the concept and fundamentals of research methodology, understanding the use of quantitative & qualitative tools, techniques and processes of doing research and developing the skill necessary to evaluate research designs and techniques.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Fundamentals of Educational Research</b>

	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)		
	<b>Unit 2</b>	<b>Research Problem</b>		
	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.		
	<b>Unit 3</b>	<b>Research Tools</b>		
	A	Types of data and Data Collection: Qualitative and Quantitative		
	B	Observation, Questionnaires, Interview		
	C	Survey, Inventory, Documentary Sources, Rating Scales and Tests		
	<b>Unit 4</b>	<b>Sampling</b>		
	A	Population and Sample, Sampling Frame, Sample Size		
	B	Types of Samplings: probability and non-probability techniques of sampling		
	C	Merits and Demerits of different types of sampling, The Research Report – Writing and Evaluation.		
	<b>Unit 5</b>	<b>Types of QualitativeResearch</b>		
	A	Grounded Theory, Ethnography, Case Study		
	B	Phenomenological Study, Biographical Studies		
	C	Philosophical research, Historical Research		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1) Beach, D., Bagley, C., & da Silva, S. M. (Eds.). (2018). <i>The Wiley handbook of ethnography of education</i> . John Wiley & Sons.		



		<ol style="list-style-type: none"> <li>2) Denzin, N. K., &amp; Lincoln, Y. S. (Eds.). (2011). <i>The Sage handbook of qualitative research</i>. Sage.</li> <li>3) Flick, U. (Ed.). (2017). <i>The Sage handbook of qualitative data collection</i>. Sage.</li> <li>4) Hayhoe, S. (2020). <i>An introduction to grounded methodology for emerging educational researchers</i>. Routledge.</li> <li>5) Hennink, M., Hutter, I., &amp; Bailey, A. (2020). <i>Qualitative research methods</i>. Sage.</li> <li>6) Hesse-Biber, S. N., &amp; Leavy, P. (2010). <i>The practice of qualitative research</i>. Sage.</li> <li>7) Lochmiller, C. R., &amp; Lester, J. N. (2015). <i>An introduction to educational research: Connecting methods to practice</i>. Sage Publications.</li> <li>8) Silverman, D. (Ed.). (2020). <i>Qualitative research</i>. Sage Publications Limited.</li> <li>9) Suter, W. N. (2011). <i>Introduction to educational research: A critical thinking approach</i>. SAGE publications.</li> </ol>
	Other References	<ol style="list-style-type: none"> <li>1) Flick, U. (2018). <i>Designing qualitative research</i>. Sage.</li> <li>2) Hesse-Biber, S. N., &amp; Johnson, R. B. (Eds.). (2015). <i>The Oxford handbook of multimethod and mixed methods research inquiry</i>. Oxford University Press.</li> <li>3) Iphofen, R., &amp; Tolich, M. (Eds.). (2018). <i>The SAGE handbook of qualitative research ethics</i>. Sage.</li> <li>4) Tashakkori, A., Johnson, R. B., &amp; Teddlie, C. (2020). <i>Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences</i>. Sage Publications.</li> <li>5) Tobin, K., Kincheloe, J., &amp; Steinberg, S. R. (2015). <i>Doing educational research: A handbook</i>. BRILL.</li> <li>6) William, W. (2009). <i>Research methods in education</i>. Pearson Education India.</li> </ol>

## MOE 106: Information and Communication Technology

School:SOE		Batch :2021-23
Program: MA(Edu)		Current Academic Year:2021-22
Branch:		Semester: I
1	Course Code	MOE 106
2	Course Title	Information and Communication Technology
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Co- requisite
5	Course Objective	<ol style="list-style-type: none"> <li>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.</li> <li>2. To understand the role of ICT in education in relation to various policies and curriculum frameworks on ICT and in diverse socioeconomic contexts.</li> <li>3. To get a rich learning experience through various ICT tools which will enable them to engage diverse classroom contexts,</li> <li>4. To critically assess the quality and efficacy of resources and tools available,</li> <li>5. To access and suitably modify open educational resources,</li> </ol>
6	Course Outcomes	<p><b>CO1:</b>To understand the practical issues related to Information and Communication Technologies.</p> <p><b>CO2:</b>To critically analyse the use of ICT in educational pedagogy and assessment.</p> <p><b>CO3:</b>To apply various ICT tools in diverse classroom contexts.</p> <p><b>CO4:</b>To critically analyse the ICT resources and tools for effective teaching learning process and assessment.</p> <p><b>CO5:</b>To create pedagogies materials to increase their professional skills.</p>
7	Course Description	<p>Overall Objective of this course is to develop awareness among you about the importance and need of incorporating modern ICT Skills in education. This course will give you a clear understanding of what is happening to different aspects of ICT worldwide. This course is also designed in a way to make the learners critically aware about the various issues in the integration of ICT in education. After completing this course, you will be getting familiar with the meaning, need, significance</p>

		and emerging trends of ICT skills in education. Once you complete the course, you can surely master in various ICT Skills.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Developing Critical Understanding of ICT in Education</b>
	A	Challenges of ICT in education: Access, equity and quality
	B	ICT integration in School and Teacher Education
	C	Integrated Vs Outsourced approach (at school). Skill development, Pedagogical integration, Subject Specific approaches (teacher education)
	<b>Unit 2</b>	<b>ICT: Curriculum and Pedagogy</b>
	A	Web technologies in education: Evolution, possibilities, challenges and emerging trends
	B	Critical perspectives on ICT based Pedagogical Approaches and Models. Mobile and ubiquitous learning environment
	C	ICT for assessment of/for learning at school and teacher education contexts
	<b>Unit 3</b>	<b>ICT for Professional Development and Educational Research</b>
	A	Continuous Professional Development (CPD) of teachers and teacher-educators through professional networks, virtual communities, MOOC, webinar, web conferencing, etc.
	B	Concept of IPR – copy right, trademarks, and patents; components of copy right and  various legal instruments related to copy right; alternatives to copy right, open licences
	C	ICT in Educational Research: use of ICT tools in various research processes (locating literature; data collection, data analysis etc.)
	<b>Unit 4</b>	<b>E-Content Development</b>
	A	Basics of Static E-Content Development
	B	Information Collection Strategies. Life cycle of E-Content

		development		
	C	Publishing e-content and Pedagogical Issues Plagiarism.		
	<b>Unit 5</b>	<b>Practicum( Any Two)</b>		
		<ul style="list-style-type: none"> <li>• Allocate the resources for Assistive technology for the children with special needs and prepare report.</li> <li>• Prepare e-content on a topic of your choice for a school subject/ Teacher education subject</li> <li>• Prepare a question paper using any software like Hot Potatoes.</li> <li>• Interview the teachers and teacher educators to know Pedagogical changes Achievable through ICT such as 'Integration of ICT into teaching and learning process'</li> <li>• Find out the Best practices in ICT followed in schools or teacher education institutions and prepare a report.</li> </ul>		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30 %	20%	50%
	Text book/s*	<ol style="list-style-type: none"> <li>1. Benkler, Y (2006) <i>The Wealth of Networks: How social production transforms markets and freedom</i>. Yale University Press</li> <li>2. Cuban, L. (2001). <i>Oversold &amp; Underused: Computers in the classroom</i>. Cambridge, MA: Harvard University Press.</li> <li>3. Khirwadkar, A (2010). <i>E-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms</i>. New Delhi: Sarup Book Publication Ltd</li> </ol> <p>Web Links</p> <p><a href="http://mhrd.gov.in/sites/upload_files/mhrd/files/revised_policy%20document%20ofICT.pdf">http://mhrd.gov.in/sites/upload_files/mhrd/files/revised_policy%20document%20ofICT.pdf</a></p> <p><a href="http://opensource.org/osi-open-source-education">http://opensource.org/osi-open-source-education</a></p> <p><a href="http://unesdoc.unesco.org/images/0021/002134/213475e.pdf">http://unesdoc.unesco.org/images/0021/002134/213475e.pdf</a></p> <p><a href="http://www.fsf.org/licensing/">http://www.fsf.org/licensing/</a></p> <p><a href="http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_gro">http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_gro</a></p>		

		<p>up/educational_technology.pdf</p> <p><a href="http://www.teindia.nic.in/NCF.aspx">http://www.teindia.nic.in/NCF.aspx</a></p> <p><a href="http://www.teindia.nic.in/Reports_New.aspx">http://www.teindia.nic.in/Reports_New.aspx</a></p> <p><a href="http://mhrd.gov.in/documents_reports?field_documents_reports_category_tid=19">http://mhrd.gov.in/documents_reports?field_documents_reports_category_tid=19</a></p>
	Other References	<p>References</p> <p>Abbott, C. (2001). ICT: Changing Education . London: Routledge Falmer. (chap 3&amp;7; pg. 28-44, 102-118)</p> <p>Bates, A. (2015). Teaching in a digital age. Retrieved from <a href="http://opentextbc.ca/teachinginadigitalage/">http://opentextbc.ca/teachinginadigitalage/</a></p> <p>Brooks, D. W., &amp; Nolan ,D. E., &amp; Gallagher, S. M. (2002). Web-Teaching: A Guide to Designing Interactive Teaching for the World Wide Web (Second ed.). New York: Kluwer Academic Publishers. (chap 1-6, 10, 15,16; pg 1-106, 169-182, 235-264)</p> <p>Dunn, L., Morgan, C., O'Reilly, M., &amp; Parry, S. (2004). The student assessment handbook: New directions in Traditional and online assessment. London: Routledge Falmer, Taylor &amp; Francis Group. (chap 6,13,16,17; pg 41-46,105-120,143-170)</p> <p>Fallows , S., &amp;Bhanot, R. (2002). Educational Development through Information and Communications Technology. London: Kogan Page. (chap 1, 9, 11-13, 17,18; pg. 1-7, 100-112, 122-149, 182-209)</p> <p>Kats , Y. (2010). Learning Management System Technologies and Software Solutions for Online</p>

		<p>Teaching: Tools and Applications. New York: Information Science Reference. (chap 1-4,7,16; pg. 1-80, 120-137,291-313)</p> <p>Reddi, U. V. (Ed.). (2003). Educational Multimedia: A Handbook for Teacher-Developers. New Delhi: Commonwealth Educational Media Centre for Asia. (chap 5-9, pg. 27-62)</p> <p>Song, H. &amp;. (2010). Handbook of Research on Human Performance and Instructional Technology. Hershey: Information Science Reference. (chap 7; pg. 119-130)</p> <p>Stallman, R. M. (2010). Free Software, Free Society : Selected Essays of Richard M. Stallman (Second ed.). Boston: Free Software Foundation, Inc. (chap 1,2,5,6,27-31; pg. 3-24,37-56,165-204)</p> <p>Suggestive:</p> <p>Bracey , B., &amp; Culver , T. (Eds.). (2005). Harnessing the Potential of ICT for Education: A Multistakeholder Approach. New York: The United Nations Information and Communication Technologies Task Force. (pg. 32-62, 153-158 &amp; 185-190)</p> <p>Dabbagh, N. (2005). Pedagogical models for E-Learning: A theory-based design framework. International Journal of Technology in Teaching and Learning, 1(1), 25-44.</p> <p>Florian, L., &amp; Hegarty, J. (Eds.). (2004). ICT and Special Educational Needs: A tool for inclusion . Berkshire: Open University Press. (chap 1; 7-20)</p> <p>Kasinathan, G. (2009). ICTs in School Education - Outsourced versus Integrated Approach,</p>
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		<p>Policy Brief. Retrieved August 10, 2011, from IT for Change:  <a href="https://www.itschool.gov.in/pdf/Study_by_IT4Change_Bangalore1307.10.pdf">https://www.itschool.gov.in/pdf/Study_by_IT4Change_Bangalore1307.10.pdf</a></p> <p>Koehler, M. J., &amp; Mishra, P. (2009). What is technological pedagogical content knowledge?</p> <p>Contemporary Issues in Technology and Teacher Education, 9(1), 60-70.</p> <p>Kwan, R., Fox, R., Chan, F. T., &amp; Tsang, P. (Eds.). (2008). Enhancing Learning Through Technology: Research on Emerging Technologies and Pedagogies. Singapore: World Scientific Publishing. (chap 1,13; pg. 1-16,201-216)</p> <p>3</p> <p>Leask, M. (Ed.). (2001). Issues in Teaching using ICT. London: Routledge Falmer. (chap 1,8; pg. 3-14, 105-115)</p> <p>Mishra, P., &amp; Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017-1054. doi: 10.1111/j.1467-9620.2006.00684.x.</p> <p>Monteith, M. (Ed.). (2004). ICT for Curriculum Enhancement. Bristol: Intellect Books. (chap 2,3,8,9; pg. 26-56, 113-139)</p> <p>Pritchard, A. (2007). Effective Teaching with Internet Technologies: Pedagogy and Practice. New Delhi: Sage Publications. (chap 1,2; pg. 1-27)</p>
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## SEMESTER-II

### MOE 107: Inclusive Education

<b>School: SOE</b>		<b>Batch : 2021-23</b>
<b>Program: MA(Edu)</b>		<b>Current Academic Year: 2021</b>
<b>Branch: Education</b>		<b>Semester: II</b>
1	Course Code	MOE107
2	Course Title	Inclusive Education
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	CORE
5	Course Objective	<p>To enable the students to:</p> <ol style="list-style-type: none"> <li>1. Familiarize student- teachers with the concept of Inclusive Education.</li> <li>2. Facilitate the course candidates develop a pedagogical thought built upon acknowledging, accepting and valuing diversity, based on various models.</li> <li>3. Acquaint with the national and global commitments towards the education of children with diverse needs.</li> <li>4. Develop Understanding of the nature, needs and functional assessment of learners with reference to diverse needs.</li> <li>5. Enhance capacity of a critical attitude in the field of Inclusive Education.</li> </ol>
6	Course Outcomes	<p>On completion of this course the student teachers will be able to:</p> <p><b>CO1:</b>Construct sensitivity towards inclusive education.</p> <p><b>CO2:</b>Optimize her/his potential for addressing diversity.</p> <p><b>CO3:</b>Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.</p> <p><b>CO4:</b>Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.</p> <p><b>CO5:</b>Reflect and critically engage with recent researches in the field.</p>
7	Course Description	The purpose of this course is to develop foundational skills for setting up an inclusive program that meets the needs of students with disabilities in general education settings. The course will emphasize many of the behind-the-scenes strategies and



		activities that must be completed on a regular basis to make inclusive education effective and efficient. This course will provide an overview of Inclusive Education and its historical perspectives. It will give a knowledge about the National and global commitments towards the education of children with diverse needs.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Inclusive education genesis and concept</b>
	A	Definition, concept and importance of Inclusive Education
	B	The Philosophical, Sociological Historical and Political foundations of Inclusion
	C	Continuous professional development of teachers for successful implementation and continuation of inclusive practices in schools
	<b>Unit 2</b>	<b>Special Education, Integrated Education and Inclusive education</b>
	A	<b>Special Education model:</b> medical model; charity model
	B	<b>Integrated Education:</b> concept of integration education and its challenges (integration is only partial).
	C	<b>Inclusive education:</b> its approach, focus on the learning needs of all with a specific focus on those who are vulnerable to marginalization and exclusion.
	<b>Unit 3</b>	<b>Policies and practices</b>
	A	<b>International policies;</b> The Salamanca statement, UN convention on the rights of the child, UNESCO agenda on inclusive education, DfEE green paper, sustainable development goals,
	B	<b>Policies of inclusive Education in India:</b> Action Plan for Inclusive Education Of Children and Youth with Disabilities (IECYD) 2005, Sarva Shiksha Abhiyan (Education for All Campaign), National Policy for Persons with Disabilities 2006, The Rights of Persons with Disabilities Bill, 2012. RPWD Act 2016, RTE 2009, NEP-2020
	C	<b>Best practices:</b> Niti Aayog Action Plan, Amar Jyoti, The district level practices for administrators in USA as per district level policy documents. Research studies on inclusive settings and practices

		in UK & USA		
	<b>Unit 4</b>	<b>The Making of Inclusive School:</b> Three dimensions to make a school inclusive; policies, practice and culture.		
	A	Types and nature of disabilities ;Identification and certification of various disabilities ;Physical infrastructural requirement		
	B	Types of human resource required for education, therapy, and adjustment ; Types of educational aid required ;Types of teaching strategies required- peer teaching, collaborative learning, IEP and competency based		
	C	Types of curricular adaptation and modifications; Evaluation provisions and types ; Counselling services for students, peers, teachers and parents ;Monitoring of inclusive school and inclusive index Regulations and financial provisions for inclusive education		
	<b>Unit 5</b>	<b>Research Perspectives</b>		
		<ul style="list-style-type: none"> <li>• Paradigms that Shape research in Inclusion</li> <li>• Methodological debates and Challenges</li> <li>• Court cases</li> <li>• Specific disability management</li> <li>• Prevention of disability</li> <li>• Social security measures</li> <li>• Data bases on disabled</li> </ul>		
	Mode of examination	Theory		
	Weightage Distribution	C A 3 0 %	MTE  20%	ETE  50%
	Text book/s*	Allan, Julie (2008)_ <i>Rethinking inclusive education: the philosophers of difference in practice.</i> -- Netherland: Springer, 145		

		<p>Timmons, Vianne. Ed(2009). <i>Inclusive education across culture</i> Alur, Mithu. -- Los Angeles: Sage,</p> <p>Bach, Michael. Ed. (2005) <i>Inclusive education: From Rhetoric to reality</i>. by Alur, Mithu. -- New Delhi: Viva, ISBN: 81-309-0157-9.</p> <p>Bach, Michael(2010). Journey for inclusive education in the Indian Sub-continent/by Alur, Mithu.-- New York: Routledge,</p> <p>Alur, Mithu and Evans, Jennifer Early intervention in inclusive education in Mumbai: The 'why' and the 'how'.-- Mumbai: The Spastics Society of India,</p> <p>Moore, Michele.(2004) <i>Action research for inclusive education: Changing places, changing practices, changing minds</i> by Armstrong, Felicity.-- London: Routledge Falmer,</p> <p>Armstrong, Felicity(2003) <i>Spaced Out: Policy, difference and the challenge of Inclusive education</i>.-- London: Kluwer Academic,</p> <p>Arnot, Madeleine. Ed (2012) <i>Sociology of disability and inclusive education: Tribute to Len Barton</i>.-- New York: Routledge</p> <p>Barton, L. ed Policy; experience and change: Cross-Cultural reflections on Inclusive education.-- UK: Springer, 2008. Best practices in inclusive education in SSA.--</p> <p>Corbett, Jenny Supporting inclusive education: A connective pedagogy.-- London: Routledge, 2001.</p> <p>Das, Ashima.; Das, Shankar.; Kattumuri, Ruth Inclusive Education: Contextual Working Model.-- New Delhi: Concept Publishing Company Pvt. Ltd., 2013.</p> <p>India. Ministry of Human Resource Development Confluence.-- New Delhi: MHRD, 2008.</p> <p>India. Ministry of Human Resource Development. DEE&amp;L Responding to children with special needs - A manual for planning and implementation of inclusive education in Sarva Shiksha Abhiyan.-- New Delhi: Department of Elementary Education and Literacy, 2006.</p> <p>Jha, Madan Mohan 2010, From Special to Inclusive Education in India.-- Delhi: Pearson,</p> <p>Deppeler, Joanne and Harvey, David, Inclusive education: A practical guide to supporting diversity in the classroom/by Loreman, Tim. -- London: Routledge Falmer, 2005, 2010.</p> <p>Mishra, O.P. A study of local NGOs to assess their possible role in implementing inclusive education under Sarva Shiksha Abhiyan (SSA).-- New Delhi: NIEPA (Unpublished), 2003.</p> <p>Mitchell, David. Ed.(2005) <i>Contextualizing inclusive education : Evaluating old and new international perspectives</i>.-- London:</p>
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		Routledge, Mohanty, Susandhya(2011). Inclusive Education/by Mohanty, Jagannath.-- New Delhi: Deep & Deep Publications,
	Other References	Right of Persons With Disabilities Act (2016). Sustainable Development Goals 2030 National curriculum framework (2009), NCERT RCI Act (1996) National Trust Act Education codes of any two states RTE Act 2009 and model rules Census data 2011 on disability Madan Mohan Jha; 2002, School without walls- inclusive Education for All. Heinemann Educational Publisher Madumita Puri and George Abraham, 2004, Handbook on Inclusive Education for Educators, administrators and Planners, Within walls without boundaries, sage Publications India Pvt. Ltd. Gary Thomas and Mark Vaughan, 2004, Inclusive education readings and reflections., open University Press Dianne F. Bradley Margret e King series diane M tessier- Switlick, 1997, Teaching Students in Inclusive Settings from theory to Practice , prited by Allyn & Bacon

### MOE 108: Language and Society

<b>School: SOE</b>		<b>Batch 2021-23</b>	
<b>Program: MA(Edu)</b>		<b>Current Academic Year: 2021-22</b>	
<b>Branch:</b>		<b>Semester: II</b>	
Course Code	MOE108		
Course Title	Language and Society		
Credits	4		
Contact Hours (L-T-P)	4-0-0		
Course Type	Generic Elective		
Course Objectives	<ol style="list-style-type: none"><li>1. To explain “language” in linguistic terms and describe its relationship to society and the individual</li><li>2. To discuss the aspects of linguistic variation and multilingualism</li><li>3. To analyze the dynamics of conversation and how linguistic resources are used by individuals to project social identity</li><li>4. To familiarise with the basic principles of sociolinguistic research methodology, and be able to critically appraise research in this area.</li><li>5. To describe the tools and techniques of research in the broad area of ‘language and society’</li></ol>		
Course Outcomes	<p>Through successfully completing this course, you will be able to:</p> <p><b>CO1:</b>To demonstrate an understanding of the social dimension of language</p> <p><b>CO2:</b>To reflect on the ways that language can vary and issues of linguistic discrimination</p> <p><b>CO3:</b>To critically engage in discussion on how language can reflect, reinforce, create, and contest societal power structures and the ‘social identity’ of the speaker</p> <p><b>CO4:</b>To demonstrate familiarity with basic principles of sociolinguistic research methodology, and be able to critically appraise research in this area.</p> <p><b>CO5:</b>To appraise sociolinguistic data and analysis in written and oral formats</p>		
Course Description	<p>This course will focus on understanding the ways in which language and society affect one another. We'll examine how linguistic variation corresponds to large-scale social categories like age, gender, race/ethnicity, and socioeconomic class, as well as how individual speakers use language to construct identities, portray stances, and achieve interactional goals. We'll explore how language is a social practice that is situated in history, and how language can reflect, reinforce, create, and contest societal power</p>		

	structures. Students will participate in hands-on sociolinguistic research to examine directly how language and society are intertwined.
Outline syllabus	
<b>Unit 1</b>	<b>Sociolinguistics</b>
A	Applied linguistics and Sociolinguistics
B	Applied Sociolinguistics
C	Language as Social Semiotic, Sociolinguistic style
<b>Unit 2</b>	<b>Multilingualism and Language Contact</b>
A	Regional Dialects, Social Dialects, and Accents Diglossia and Code-Switching
B	Multilingualism as a societal phenomenon in India
C	Issues and challenges of Multilingual Education: Language Policy and planning
<b>Unit 3</b>	<b>Language and Identity at School</b>
A	Language ideologies Language and Social Class
B	Language, Gender, and sexuality
C	Language and Sub-cultures
<b>Unit 4</b>	<b>Education and Sociolinguistic Research</b>
A	Classroom Discourse and Discourse Analysis Understanding ‘Discourse’ and ‘discourse’
B	Written and Spoken Discourse Communities of practice, Speech Acts, and Discourse Markers
C	Concept of Indexicality, Stance, Positioning Narrative analysis
<b>Unit 5</b>	<b>Education and Sociolinguistic Research: Practicum</b>
A	Record, transcribe and translate naturally occurring conversation
B	Identify and discuss Stance, Positioning, and Indexicality in the data
C	Analysis of transcribed data using Unit 3 (a), (b), or (c) as a broad research area

Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30 %	20%	50%
Text book/s*	<ol style="list-style-type: none"> <li>1) Bucholtz, M., &amp; Hall, K. (2004). Language and identity. <i>A companion to linguistic anthropology</i>, 1, 369-394.</li> <li>2) Bucholtz, M., &amp; Hall, K. (2010). Locating identity in language. <i>Language and identities</i>, 18, 28.</li> <li>3) Meyerhoff, M. (2018). <i>Introducing sociolinguistics</i>. Routledge.</li> <li>4) Ochs, E. (1992). 14 Indexing gender. <i>Rethinking context: Language as an interactive phenomenon</i>, 11(11), 335.</li> <li>5) Talbot, M. (2019). <i>Language and gender</i>. John Wiley &amp; Sons.</li> </ol>		
Other References	<ol style="list-style-type: none"> <li>1) Agnihotri, R. K. (2007). Towards a pedagogical paradigm rooted in multilinguality. <i>International Multilingual Research Journal</i>, 1(2), 79-88.</li> <li>2) Bayley, R., Cameron, R., &amp; Lucas, C. (Eds.). (2013). <i>The Oxford handbook of sociolinguistics</i>. Oxford University Press.</li> <li>3) Bergvall, V. (2014). <i>Rethinking language and gender research: Theory and practice</i>. Routledge.</li> <li>4) Coulmas, F. (2017). <i>An introduction to multilingualism: Language in a changing world</i>. Oxford University Press.</li> <li>5) Chomsky, Noam. (2003). <i>On language</i>. Penguin Books. India.</li> <li>6) Coates, J., &amp; Pichler, P. (2011). <i>Language and gender. A reader</i>. John Wiley &amp; Sons; 2nd Edition.</li> <li>7) De Fina, A., &amp; Georgakopoulou, A. (2019). <i>The handbook of narrative analysis</i>. John Wiley &amp; Sons.</li> <li>8) Du Bois, J. W. (2007). The stance triangle. <i>Stancetaking in discourse</i>:</li> </ol>		

*Subjectivity, evaluation, interaction, 164(3), 139-182.*

- 9) García, O., Flores, N., & Spotti, M. (Eds.). (2017). *The Oxford handbook of language and society*. Oxford University Press.
- 10) Hall, K., & Bucholtz, M. (Eds.). (2012). *Gender articulated: Language and the socially constructed self*. Routledge.
- 11) Herman, L., & Vervaeck, B. (2019). *Handbook of narrative analysis*. U of Nebraska Press.
- 12) Horner, K., & Weber, J. J. (2017). *Introducing multilingualism: A social approach*. Routledge.
- 13) Holmes, J. (2013). *An introduction to sociolinguistics*. Routledge
- 14) Irvine, J. T., Gal, S., & Kroskrity, P. V. (2009). Language ideology and linguistic differentiation. *Linguistic anthropology: A reader, 1*, 402-434.
- 15) Johnstone, B. (2017). *Discourse analysis*. John Wiley & Sons.
- 16) Markee, N. (2015). *The handbook of classroom discourse and interaction*. John Wiley & Sons.
- 17) Mohanty, A. K. (2018). *The multilingual reality: Living with languages*. Multilingual Matters.
- 18) Mohanty, A. K. (2010). Languages, inequality and marginalization: Implications of the double divide in Indian multilingualism. *International Journal of the Sociology of Language, 2010(205)*, 131-154.
- 19) Mohanty, A. K. (2006). Multilingualism of the unequals and predicaments of education in India: Mother tongue or other tongue. *Imagining multilingual schools, 262*, 283.
- 20) Mohanty, A., Panda, M., Pal, R., Menken, K., & Garcia, O. (2010). Language policy in education and classroom practices in India. *Negotiating language policies in schools: Educators as policymakers, 211-231*.
- 21) Panda, M., & Mohanty, A. (2014). Language policy and education: Towards multilingual education. In *Psychology, development and social policy in India* (pp. 103-129). Springer, New Delhi.
- 22) Pavlenko, A., & Blackledge, A. (Eds.). (2004). *Negotiation of identities in*



*multilingual contexts* (Vol. 45). Multilingual Matters.

- 23) Rumenapp, J. C. (2016). Analyzing discourse analysis: Teachers' views of classroom discourse and student identity. *Linguistics and Education*, 35, 26-36.
- 24) Rymes, B. (2015). *Classroom discourse analysis: A tool for critical reflection*. Routledge.
- 25) Smakman, D., & Heinrich, P. (Eds.). (2015). *Globalising sociolinguistics: Challenging and expanding theory*. Routledge.
- 26) Stavans, A., & Hoffmann, C. (2015). *Multilingualism*. Cambridge University Press.
- 27) Walsh, S. (2006). *Investigating classroom discourse*. Routledge.

## MOE 109: Gender Studies

<b>School: SOE</b>	<b>Batch: 2021-23</b>
<b>Program: MA(Edu)</b>	<b>Current Academic Year: 2021-22</b>
<b>Branch:</b>	<b>Semester: II</b>
Course Code	MOE109
Course Title	Gender Studies
Credits	4
Contact Hours (L-T-P)	4-0-0
Course Type	Generic Elective
Course Objective	<ol style="list-style-type: none"> <li>1. To familiarise with the concepts of gender and gender identity construction.</li> <li>2. To explain the complex relationship between patriarchy and sexuality.</li> <li>3. To discuss the complex ways in which gender intersects with class, race, ethnicity, sexuality and age within various spheres and institutions of society.</li> <li>4. To discuss school as a gendered space and the role of teachers, textbooks, and curriculum in gender construction.</li> <li>5. To discuss different forms of expression for social transformation.</li> </ol>
Course Outcomes	<p><b>CO1:</b>To know the concepts of gender performativity and gender identity construction.</p> <p><b>CO2:</b>To become aware of the processes and mechanics of patriarchy to control sexuality.</p> <p><b>CO3:</b>To critically engage with the complex ways in which gender intersects with class, race, ethnicity, sexuality and age within various spheres and institutions of society.</p> <p><b>CO4:</b>To understand the processes of cultural reproduction of hegemonic gender relations in text books, classroom processes and student teacher interactions.</p> <p><b>CO5:</b>To challenge gender inequalities to bring about social transformation.</p>

<b>Course Description</b>	<p>This course is intended to engage students with the issue of patriarchy, hierarchy, power, dominance, subjugations and their relation to equality regarding Gender. It attempts to engage students with a comprehensive understanding of the fundamental criterion through which the status of Gender Equality can be examined. The students engaging with this course, would get the opportunity and an academic space to comprehend and develop their perspectives around the idea of equality of women and transgender individuals. This paper shall promote democratic participation, challenge notions of patriarchy and unfold the sociological discourse of equality in education. Through successfully completing this course, students will be better prepared to participate in and contribute effectively to the larger public conversation about the role of gender in society; to apply the critical tools of women's and gender studies in their academic, personal and occupational lives; and to take more advanced classes in this field.</p>
<b>Outline syllabus</b>	
<b>Unit 1</b>	<b>Gender: Key Concepts</b>
A	Gender as a Performance: Doing gender
B	The Politics of Gender: Complementarity, Inequality, Dependence, Subordination
C	Gender Hierarchy and Hegemonic femininities and masculinities
<b>Unit 2</b>	<b>Conceptualizing Patriarchy and Sexuality</b>
A	Gender work and Spaces, Unequal burdens of morality and ethics,
B	Heteronormativity, Queer Theory
C	Globalization, Market-economy, and Neo-patriarchy
<b>Unit 3</b>	<b>Production and Reproduction of Gender</b>
A	Biology and Culture: Concepts of male and female
B	Gender and Intersectionality: Family, Religion, Class, & Caste (Indian Context)

C	Social Reproduction of Gender: Culture , Media and popular culture (films, advertisements etc.)		
<b>Unit 4</b>	<b>Gender and School</b>		
A	Hidden Curriculum, Education and Social Stratification		
B	Feminist Pedagogy and Gender Responsive Pedagogy		
C	Trans/Queer Bodies and the Classroom		
<b>Unit 5</b>	<b>Agency, Resistance, and Relative Autonomy: Practicum</b>		
A	Gender Positivity: Poetry, Street Play, Narratives, Dance Choreography (Review and self composition)		
B	Women and Trans individuals' voices and agency I:Autobiographies, novels, memoir (Book Review)		
C	Women's voices and agency II: Documentaries, films and other forms of expression (Film/Documentary Review)		
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	1) Bhasin, Kamala. (2004). Understanding Gender: Gender Basics. <i>New Delhi: Women Unlimited.</i> 2) Bhasin, Kamla. (1994). What is Patriarchy? New Delhi: Kali for Women. 3) Geetha, V.(2002). Gender. Stree: Kolkata 4) Geetha, V. and Revathi, A. (2011). The truth about me: A hijra life story 5) National Curriculum Framework. (2005). Position Paper on Gender Issues in Education 6) NCERT. Perspectives on Gender and Society. Volume 1. 7) NCERT. Gender and School Processes. Volume 2 8) NCERT. Gender and Women's Empowerment. Volume 3.		

	9) Srivastava, G. (2017). Gender concerns in education. NCERT.
Other References	1) Ahmed, S. (2016). <i>Living a feminist life</i> . Duke University Press. 2) Bhog, Dipta. (2002). Gender and Curriculum, Review of Women Studies, Economic and Political Weekly, 37(17). 1638-1642. 3) Chakravarti, U. (2014). <i>Rewriting history: The life and times of Pandita Ramabai</i> . Zubaan. 4) Chowkhani, K. (2013). Sexuality education: why we need it. <i>Teacher Plus</i> , 5. 5) Dave, N. N. (2012). <i>Queer activism in India: A story in the anthropology of ethics</i> . Duke University Press. 6) Dube, L. (2001). Anthropological explorations in gender: Intersecting fields. New Delhi: Sage Publications Pvt. Limited. 7) Ehrensaft, Diane. (2011). <i>Gender Born, Gender Made: Raising Healthy Gender Nonconforming Children</i> . New York: The Experiment 8) Finch, M., & Finch, P. (2018). <i>Phoenix Goes to School: A Story to Support Transgender and Gender Diverse Children</i> . Jessica Kingsley Publishers. 9) Jaffrey, Zia. <i>The Invisibles: A Tale of Eunuchs in India</i> . 10) Hasan, Zoya and Menon, Ritu.. 2005. <i>Educating Muslim Girls: A Comparison of Five Indian Cities</i> Delhi: Women Unlimited 11) Kathuria, P., & Bhaiya, A. (2018). <i>Indian feminisms: individual and collective journeys</i> . Zubaan: Delhi. 12) Kumar, Krishna (2013) <i>Choori Bazar me Larki</i> . Rajkamal, Delhi 13) Majumdar, M. (2004). <i>Social status of women in India</i> . New Delhi: Dominant Publishers. 14) Menon, N. (2012). <i>Seeing like a feminist</i> . Penguin UK. 15) Mills, Mary Beth. <i>Gender and Inequality in the global labour</i>

	<p>force. Annual Review of Anthropology, 2003, 32:1, 41-62</p> <p>16) Narrain, A., &amp; Chandra, V. (2015). <i>Nothing to fix: Medicalisation of sexual orientation and gender identity</i>. SAGE Publications India.</p> <p>17) Pande, Alka. Ardhanarishvara: The Androgyne Probing the Gender Within. New Delhi: Rupa &amp; Co, 2004 . • The Invisibles: A Tale of the Eunuchs of India by Zia Jaffrey</p> <p>18) Rege, S. (2014). <i>Writing caste/writing gender: Narrating Dalit women's testimonies</i>. Zubaan.</p> <p>19) Runkle, Susan. Making Miss India: Constructing Gender, Power and the Nation, in South Asian Popular Culture, October 2004, vol.2, no.2, pp-145-159.</p> <p>20) Kumar, R. (2014). <i>The history of doing: An illustrated account of movements for women's rights and feminism in India, 1800-1990</i>. Zubaan.</p> <p>21) Mallon, G. (2021). <i>Strategies for Child Welfare Professionals Working with Transgender and Gender Expansive Youth</i>. Jessica Kingsley Publishers.</p> <p>22) Raimedhi, I. (2015). Half of the sky. Sage Publications.</p> <p>23) Saeger, K. (2006). Finding our way: Guiding a young transgender child. <i>Journal of GLBT Family Studies</i>, 2(3-4), 207-245.</p> <p>24) Sarkar Aanchal, 2006, Gender and Development, Pragun Publication, New Delhi. Print.</p> <p>25) Sharma, A. (2002). Women in Indian religions. New Delhi: Oxford University</p> <p>26) Tendon, N. (2008). Feminism: A paradigm shift. Atlantic Publisher.</p> <p>27) NCERT-National Curriculum Framework 2005 Position Paper no.3.2 by National Focus Group on Gender issues in Education,</p>
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### Suggested Projects

- Analysis of films including songs, advertisements in print and electronic media.
- Analysis of folk songs, literature in different languages and myths
- An analytical study of textbooks published by different states, private publishers and NCERT.
- A study of data about girls from scheduled castes and tribes, minorities and rural backgrounds from different sources such as, enrollment in school and university at different levels, results of Grade X and Grade XII examinations and enrollment in different programmes in higher education. A critical study of schemes such as KGBV, NPEGEL, Ladli and so on. A comparative study of the daily routine of a girl and boy from the same family.

### MOE 110: Data Analysis: Statistical Tests and Techniques

<b>School: SOE</b>		<b>Batch : 2021-23</b>
<b>Program: MA(Edu)</b>		<b>Current Academic Year:2021-22</b>
<b>Branch: Education</b>		<b>Semester: II</b>
1	Course Code	MOE 110
2	Course Title	<b>Data Analysis: Statistical Tests and Techniques</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core
5	Course Objectives	To make the students able to: 1) Test hypotheses by using different statistical techniques; 2) Analyze quantitative data of educational research based on types of measurement; 3) Analyze qualitative data in educational research; 4) Use different software for data analysis; 5) Develop a research report, research abstract the research paper.
6	Course Outcomes	The students will be able to: <b>CO1:</b> Test hypotheses by using different statistical techniques; <b>CO2:</b> Analyze quantitative data of educational research based on types of measurement; <b>CO3:</b> Analyze qualitative data in educational research; <b>CO4:</b> Use different software for data analysis; <b>CO5:</b> Develop a research report, research abstract the research paper.
7	Course Description	Basic purpose of this paper is to enable students in Testing hypotheses by using different statistical techniques; Analyzing quantitative data of educational research based on types of measurement; qualitative data in educational research and Develop a research report, research abstract the research paper.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Standardization of Tools</b>
	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)		
	<b>Unit 2</b>	<b>Regression and Correlation</b>		
	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		
	<b>Unit 3</b>	<b>Inferential Statistics-Parametric</b>		
	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.		
	<b>Unit 4</b>	<b>Analysis of Qualitative Data</b>		
	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. }		
	<b>Unit 5</b>	<b>Report Writing</b>		
	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	C	MTE	ETE
		A		
		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, 5 <sup>th</sup> 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, VakilsFeffer 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 (4 <sup>th</sup> 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	

**MOE111: Mathematics Education**

<b>School: SOE</b>		<b>Batch : 2021-2023</b>
<b>Program: MA(Edu)</b>		<b>Current Academic Year: 2021</b>
<b>Branch :Education</b>		<b>Semester: II</b>
1	Course Code	MOE 111
2	Course Title	Mathematics Education
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Discipline Elective
5	Course Objectives	<p>To enable the students to:</p> <ol style="list-style-type: none"> <li>1. Understand the nature and fundamental processes of Mathematics.</li> <li>2. Explain the significance and contribution of various Mathematicians.</li> <li>3. Acquaint with the development of Mathematics Education.</li> <li>4. Design teaching strategies to develop mathematical knowledge, skills and logical thinking.</li> <li>5. Evaluate mathematics as a tool for development of an individual and society.</li> </ol>
6	Course Outcomes	<p>The Students will be able to :</p> <p><b>CO1:</b>Understand the nature and fundamental processes of Mathematics.</p> <p><b>CO2:</b>Understand the significance and contribution of various Mathematicians.</p> <p><b>CO3:</b>Able to write aims and objectives of pedagogy of mathematics.</p> <p><b>CO4:</b>Use strategies for teaching mathematics.</p> <p><b>CO5:</b>Construct and administer achievement test in school.</p>
7	Course Description	The aim of the course is to sensitize students that, not only do they need to reflect on their own knowledge of mathematical content but they also need to connect to children and their experiences. Engagement with this course should enable students to learn and reflect on what research has to say about children and their mathematics education and use it to promote learning.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Knowledge about Mathematics</b>

	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;		
	<b>Unit 2</b>	<b>Views on Mathematics Education</b>		
	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		
	<b>Unit 3</b>	<b>Children’s Conceptualization of Mathematics</b>		
	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		
	<b>Unit 4</b>	<b>Aspects of Teaching Mathematics</b>		
	A	Beliefs about teaching-learning processes		
	B	Planning for teaching		
	C	Hidden curriculum: Social justice, gender differences, individual differences, Inclusive environment		
	<b>Unit 5</b>	<b>Communicating Mathematics</b>		
	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.		

		<p>2) Douglas, H. Clements, Julie, S. (2009). Learning and Teaching Early Math: The Learning Trajectories Approach. UK: Routledge</p> <p>3) Nunes, T. and P. Bryant, (Eds.) (1996). Children doing mathematics. UK: Blackwell publishers limited.</p>
	Other References	<p>1) Orton A. (2004). Learning Mathematics, issues, theory and classroom practice. London: Continuum, pp. 1-26, 156-174, 175-193</p>

**MOE 112: SCIENCE EDUCATION**

<b>School: SOE</b>		<b>Batch : 2021-23</b>
<b>Program: MA(Edu)</b>		<b>Current Academic Year 2021-22</b>
<b>Branch: Education</b>		<b>Semester: II</b>
1	Course Code	MOE112
2	Course Title	Science Education
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Discipline Elective
5	Course Objectives	<p>The course will enable the students to –</p> <ol style="list-style-type: none"> <li>1. understand the nature of science as a dynamic expanding body of knowledge and as a social endeavor;</li> <li>2. understand the difference and complementarity between Science and Technology;</li> <li>3. know about the curricular trends in Science Education;</li> <li>4. understand diversity of instructional materials, their role and the need for contextualization in science education;</li> <li>5. appreciate &amp; analyze the role commissions and committees on curriculum of Science education;</li> <li>6. understand various approaches to science instruction;</li> <li>7. understand the role of visual &amp; performing arts in science instruction</li> <li>8. understand the role of assessment in the teaching – learning process in science;</li> <li>9. familiarize with new, innovative trends in assessment;</li> </ol>
6	Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p><b>CO1:</b> Explain the nature of Science as dynamic body of knowledge; Differentiate and establish the complementarities between Science and other subjects.</p> <p><b>CO2:</b> Acquaint the knowledge about curricular trends &amp; diversity of instructional materials in science.</p> <p><b>CO3:</b> Develop the skill of applying various approaches to science instruction.</p> <p><b>CO4:</b> Apply the new, innovative trends of assessment, assessment tools and measurements.</p> <p><b>CO5:</b> Develop the conceptual and procedural knowledge of various trends in science.</p>

7	Course Description	This course aims to develop an understanding of the nature and concept of science as a discipline and science as a social endeavor. it exposes students to various curricular trends, approaches of science instruction and assessment tools. The course addresses recommendations of commissions and committees on curriculum of Science that allow students to have a relook at the discipline as well as its reflection in the school curriculum. This course can be of interest to any M.Ed. student (having a basic background in school science) wishing to understand the field of science; it will, however, be essential for all those who wish to specialise in Science Education.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Nature, Concept of Science</b>
	A	What is Science? Evolution of science as a discipline. Science as a dynamic expanding body of knowledge; Development of scientific knowledge; Scientific method and Scientific Explanation.
	B	Science as a social Endeavor-social, historical, political and cultural influence on science, Feminist perspectives on democratizing science.
	C	Relation of science to other school subjects, Science and Technology; complementarities between Science and Technology.
	<b>Unit 2</b>	<b>Curricular Trends in Science Education</b>
	A	Trends in science education from the beginning of the nineteenth century to the present- at national and international level.
	B	Recommendations of commissions and committees on curriculum of Science - NCF- 1972, 77, 79, 2005& NEP 2020 related to Science.
	C	Criteria of validity of science curriculum: content, cognitive, process, historical, environmental, ethical.
	D	Instructional materials including textbook: contextualization, criteria and concerns including all stakeholders in their development.
	<b>Unit 3</b>	<b>Approaches to Science Learning</b>
	A	Constructivist paradigm of science learning: inquiry method, problem solving strategies, investigatory approach, guided discovery approach, inductive method, project based learning,

		planning different types of projects, cooperative and collaborative learning, activity based learning,.
	B	Integration of theories and experiments in science: Role of experiments in science, development of laboratory design, planning and organisation of laboratory work, reporting skills, procedural knowledge, improvisation in the laboratory and low cost science experiment, ICT based science education.
	C	Integration of visual and performing arts in teaching of science
	<b>Unit 4</b>	<b>Assessment trends in Science Education</b>
	A	Role of assessment in Science Teaching and Learning, Review and Critique of the traditional methods of assessment, Changing trends in assessment: from single attribute to multidimensional assessment, from learning outcome to learning experiences, performance based assessment of Projects models, activities and investigative skills
	B	Assessment of affective measures in Science: use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews; Portfolios: Planning and assessment of Portfolios in Science learning.
	C	Assessment of Laboratory skills and procedural knowledge through Activities and Experiments.
	<b>Unit 5</b>	<b>Practicum: Project /assignment/experiential learning/Debate &amp; Discussion</b>
	A	Any TWO of the following <ul style="list-style-type: none"> <li>• Improvisations and Science Kits</li> <li>• Developing Teaching-Learning resources.</li> <li>• Students will be required to submit a review of 5 research papers on Science.</li> <li>• Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment</li> <li>• Critical analysis of pedagogical practices of Science subject in adapted schools.</li> <li>• Critical analysis and evaluation of Text books prescribed in different boards for Science students.</li> <li>• Visit to science centre/science museum and presenting the report.</li> </ul>



	B	Students will be required to participate in group discussion on any relevant topic/issue	
	Mode of examination	Theory	
	Weightage Distribution	Written Examination	Project /assignment/experiential learning/Debate & Discussion
		70 %	30 %
	Text book/s*	<ol style="list-style-type: none"> <li>1. <u>National Education Policy 2020 - Ministry of Education</u>  <a href="https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf</a></li> <li>2. Aikenhead, G.S. (2006) <i>Science Education for Everyday Life</i>. Teachers College Press.</li> <li>3. Chapters II, III, VII Chakrabarti, P. (2010) 'Science and <i>Swadeshi</i>: The Establishment and Growth of the Bengal Chemical &amp; Pharmaceutical Works', in Uma Das Gupta (ed.)</li> <li>4. Mahanti, S. (2013) A Perspective on Scientific Temper in India, <i>Journal of Scientific Temper</i>, Vol 1, 1 &amp;2,46-62</li> <li>5. Aikenhead, G.S. (2006) <i>Science Education for Everyday Life</i>. Teachers College Press, N.Y. p 1-23, 107-127</li> <li>6. Kourany, J. (2010) <i>Philosophy of Science after Feminism</i>. Oxford University Press. p3-20</li> <li>7. Conner, C. (2005) <i>A People's History of Science: Miners, Midwives and 'Low Mechanics'</i>. P 1-22, 276- 294. Nation Books, New York.</li> <li>8. NCERT, (2005). '<i>Focus Group Report</i>' <i>Teaching of Science</i> NCERT New Delhi.</li> <li>9. NCERT, <i>National Curriculum Framework- 2005</i>, NCERT. New Delhi.</li> <li>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.</li> <li>11. &amp;Robert, S. (1989). <i>Teaching Modern Science</i> (5th edition). U.S.A: Merill Publishing Co.</li> <li>12. E.D., Obourn. S., &amp; Hoffman. C.W. (1985) <i>Modern Science Teaching</i>. New Delhi: Sterling Publishing (Pvt) Ltd. MacMillan Company Press.</li> </ol>	

	<ol style="list-style-type: none"> <li>13. Maddox, B. (2002) <i>Rosalind Franklin: The Dark Lady of DNA</i>. Harper Collins, London. P165-213.</li> <li>14. Hodson, D. (1988). 'Science curriculum change in Victorian England: A Case Study of the Science of Common Things.' In <i>International Perspectives in Curriculum History</i>. London, Routledge</li> <li>15. Heiss, Obourn. &amp; Hoffman. (1985) <i>Modern Science in Secondary Schools</i>. New Delhi: Sterling Publishing Private Ltd.</li> <li>16. Patton, M.Q. (1980). <i>Qualitative Evaluation Methods</i>. New Delhi: Sage Publications.</li> <li>17. Siddifit, S. (1985). <i>Teaching of Science Today and Tomorrow</i>. New Delhi: Doaba's House.</li> <li>18. Ravikumar, S. (2000). <i>Teaching of Science</i>. Mangaldeep Publications, Jaipur.</li> <li>19. Singh, U. &amp; Nayak, A. (1997). <i>Teaching of Science</i>. Commonwealth Publications, New Delhi.</li> <li>20. Alan J. McCormack. <i>Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k 12 science curriculum</i>. Kraus International Publications</li> <li>21. International Journal of Science Education; Taylor &amp; Francis. •Journal of Research in Science Teaching (Wiley-Blackwell).</li> <li>22. Minkoff, E.C. &amp; Baker, P.J. (2004). <i>Biology Today: An Issues Approach, garland science</i>. New York. Pp.1-32. Biology: Science &amp; Ethics.</li> <li>23. Minkoff, E.C. and Pamela J. Baker (2004). <i>Biology Today: An issues Approach</i>. Garland Science New York pp. 1-32, Biology: Science and Ethics.</li> <li>24. Novak, J.D. &amp; Gowin, D.B. (1984). <i>Learning how to learn</i>; Cambridge University Press.</li> <li>25. Science &amp; Children (NSTA's peer reviewed journal for elementary teachers).</li> <li>26. Science Teacher (NSTA's peer reviewed journal for secondary science teachers).</li> <li>27. Steve Alsop &amp; Keith Hicks (2003). <i>Teaching Science</i>. Kogan Page India Private Limited.</li> </ol>
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		28. Sutton, C. (1992). <i>Words, Science and Learning</i> . Open University Press, 29. Derry, G.N. (1999). <i>What Science is and how it Works</i> . Princeton, New Jersey: Princeton University Press. Chapters I-VIII
	Other References	28) Bremmer, J. (1967). <i>Teaching Biology</i> , Macmillan, London. 29) Buffaloe, N. and Throneberry, J.B. (1972). <i>Principles of Biology</i> , University Press, New Delhi: Prentice- Hall of India Ltd. 30) Green, T.L. (1965). <i>The Teaching of Biology in Tropical Secondary Schools</i> , London: Oxford University Press. 31) Bhanumathi, S. (1994) <i>Small Scale Chemical Techniques – Chemistry Education</i> (April-June) 20-25. 32) Black, P (1998). <i>Testing: Triend or Foe? Theory and practice of Assessment and Testing</i> . Falmer Press, London. 33) Carey, S. (1986). <i>Cognitive Science and Science Education</i> . American Psychologist. 41 (10), 1123-1130 34) Chalmers, A. (1999). <i>What is the thing called Science</i> . 3 <sup>rd</sup> Ed. Open University Press, Buckingham. 35) Driver. R, Leach. J, Millar. R and Scott, P. (1996). <i>Young Peoples' Image of Science</i> . Open University Press, Buckingham. 36) Gipps, C.V. (1994). <i>Beyond Testing</i> . Falmer Press, London.

**MOE 113: Social Science Education**

<b>School: SOE</b>		<b>Batch : 2021-23</b>
<b>Program: MA(Edu)</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch: Education</b>		<b>Semester: II</b>
1	Course Code	MOE113
2	Course Title	Social Science Education
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Discipline Elective
5	Course Objectives	<p>To enable the students to:</p> <ol style="list-style-type: none"> <li>1. Develop an understanding the general concepts of social sciences and social science education.</li> <li>2. Enabling to understand the objectives of teaching social science.</li> <li>3. Understand the role of various methods and approaches of teaching social sciences.</li> <li>4. Employ appropriate evaluation techniques and strategies of social science.</li> <li>5. To provide practical knowledge and skills related with the teaching of social science.</li> </ol>
6	Course Outcomes	<p>After the completion of course the students will be able to:</p> <p><b>CO1:</b> Define, Explain and apply the various concepts of Social science education.</p> <p><b>CO2:</b> To evaluate the objectives of social science.</p> <p><b>CO3:</b> To critically analyze the various approaches of social science.</p> <p><b>CO4:</b> Effectively use various evaluation strategies for teaching social sciences.</p> <p><b>CO5:</b> Apply the theoretical understanding to get practical exposure.</p>
7	Course Description	The course will clear various concepts of Social science education. Students will be able to analyze the various approaches of social science. Course will impart the knowledge of evaluation strategies to the students and develop their research skills.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Conceptualization of Social Science Education</b>
	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	Construction of social perspectives in social sciences: social thought, social change, social continuity and social progress.
	<b>Unit 2</b>	<b>Objectives &amp; Aspects of Social Science</b>
	A	Learning objectives: Meaning; Bloom, Anderson and Krathwohl's Taxonomy, Learning objectives in the Constructivist perspective. Affective domain and its execution in teaching of social science
	B	Approaches to planning, formulation and organization of social science curriculum; social science curriculum at various stages of education;
	C	Development of curricular materials viz. textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials – their conceptualization and processes. Development of E-content
	<b>Unit 3</b>	<b>Approaches to Pedagogy of Social Science</b>
	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
	<b>Unit 4</b>	<b>Evaluation in Social Science</b>
	A	Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnostic test and remediation
	B	Preparation of different types of test and assessment tools, Alternative assessment: rubrics, portfolios and projects

	C	Online evaluation tools		
	<b>Unit 5</b>	<b>Research/Project</b>		
	A	Preparation of ATR (achievement test report, blue print )		
	B	Latest research in social science		
	C	Book review of NCERT social science books of 6 to 10 class		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30 %	20%	50%
	Text book/s*	1) Alan J Singer (2003) Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey. 2) Ashley Kent, (2001) Reflective Practice in Geography Teaching, Paul Chapman Educational Publishing, Ltd. 3) Avijit Pathak, (2002) Social Implications of Schooling: Knowledge, Pedagogy and Consciousness, Rainbow Publishers, New Delhi. 4) Binning and Binning (1952) Teaching Social Studies in Secondary Schools, McGraw Hills, New York. 5) David Lambert and David Balderstone (2000), Learning to Teach Geography in Secondary School: A Companion to School Experience, Routledge Falmer, London. 6) Digumarti Bhaskara Rao and Ranga Rao (2007), Techniques of Teaching Economics, Sonali Publications, New Delhi. 7) Ferris, J.Pamela (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach, McGraw Hills, New York. 8) Jack Zevin, (2000) Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools, Lawrence Erlbaum Associates, Mahwah, New Jersey.		
	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
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### MOE 114: Language Education

<b>School: SOE</b>		<b>Batch: 2021-23</b>
<b>Program: MA(Edu)</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch: Education</b>		<b>Semester: II</b>
<b>1</b>	<b>Course Code</b>	<b>MOE 114</b>
<b>2</b>	<b>Course Title</b>	<b>Language Education</b>
<b>3</b>	<b>Credits</b>	4
<b>4</b>	<b>Contact Hours (L-T-P)</b>	4- 0 -0
	<b>Course Status</b>	Discipline Elective
<b>5</b>	<b>Course Objectives</b>	<p>The course will enable the students to –</p> <ol style="list-style-type: none"> <li>1.To explain the nature and functions of language and the implications of planning for teaching language and linguistics.</li> <li>2.To study the mechanics of language learning and to examine various theories of language learning and teaching.</li> <li>3.To study and analyze different approaches, methods and techniques of teaching language and teaching literature in the context of first language and second language.</li> <li>4.To describe the issues of language diversity, policy formulation and multilingualism with respect to language education in India.</li> <li>5.To describe various areas of research in language education and survey various problems with respect to language learning and reflect upon them.</li> </ol>
<b>6</b>	<b>Course Outcomes</b>	<p>After the completion of this course, the student will be able to-</p> <p><b>CO1:</b>Comprehend the nature and functions of language and also cite their own examples.</p> <p><b>CO2:</b>To analyze the mechanics of language learning and to differentiate among various theories of language learning and teaching.</p> <p><b>CO3:</b>To appreciate the different approaches, methods and techniques of teaching language and teaching literature in the context of first language and</p>



		second language. <b>CO4:</b> To identify and reflect upon the issues of language diversity policy formulation and multilingualism with respect to language education in India. <b>CO5:</b> To explore various areas of research in language education and survey various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.
7	<b>Course Description</b>	This course provides an overview of an introduction to language in all its aspects as studied in the field of linguistics, including a focus on how this approach relates to language education. It explores historical, and socio-cultural aspects of language, and then addresses the system of language, looking at the phonology, morphology, syntax, semantics, pragmatics, and discourse analysis. It covers broad areas of linguistics at the introductory level, familiarizing students with general principles and key vocabulary in these areas, and exploring the relationship between the study of linguistics and language teaching.
8	<b>Course Outlines</b>	
	<b>Unit 1</b>	<b>Language and Linguistics</b>
	A	Nature and functions of Language, Principles of Language and Language Learning,
	B	Applied linguistics, psycholinguistics, sociolinguistics and their relevance in and contribution to Language teaching and learning.
	C	The Indian tradition: Yask, Panini, Patanjali, Bhartrihari, The western tradition: the behavioristic and the cognitivist.
	<b>Unit 2</b>	<b>Language Learning and Language Acquisition</b>
	A	The first language, the second language and the other languages acquisition. Factors effecting teaching and learning of languages,
	B	Pedagogy of Language Teaching- Learning: Grammar translation, structural, various audio-lingual, communicative innovativetechniques,

	C	<ul style="list-style-type: none"> <li>• Evaluation of language learning: discrete vs holistic approach, innovative techniques,</li> <li>• Language and Literature, nature, interrelationship, differences, techniques, evaluation, creativity.</li> </ul>
	<b>Unit 3</b>	<b>Language Learning: Multilingual Context</b>
	A	Understanding language diversity: issues, problems and challenges related to dialects, standard language, regional languages,
	B	<ul style="list-style-type: none"> <li>• Discourse Analysis: theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis,</li> <li>• Developing sensitivity to language diversity, Provisions in the Indian Constitution,</li> </ul>
	C	<ul style="list-style-type: none"> <li>• Policy formulation and Language Education: National level, status and need survey, trend analysis, three language formula lessons from other multilingual countries viz. Switzerland, Israel, Canada etc.</li> </ul>
	<b>Unit 4</b>	<b>Language Education Programmes, Curriculum Development and Research</b>
	A	<ul style="list-style-type: none"> <li>• Preparation of language teachers-Pre-service, In service programmes, Distance education programmes – Rationale, Pedagogical content, instructional materials, Problems and alternative course designs,</li> </ul>
	B	<ul style="list-style-type: none"> <li>• Curriculum development: factors that influence the curriculum, dimensions, objectives, selection of content, transaction and evaluation, development of instructional material and evaluation,</li> </ul>
	C	<ul style="list-style-type: none"> <li>• Research in language education: trends, gaps, priorities.</li> </ul>
	<b>Unit 5</b>	<b>Practicum</b>
	A	A study of research papers, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Comparison with writings in English.
	B	Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.

	C	Seminar on L.1 and L.2 research and theories.		
	<b>Mode of Examination</b>	Theory		
	<b>Weightage Distribution</b>	CA	MTE	ETE
		30%	20%	50%
	<b>Text books*</b>	<ul style="list-style-type: none"> <li>•Schiffrin, Deborah. et. al.(2001). <i>The Handbook of Discourse Analyses</i>. Blackwell Publishing.</li> <li>• Bennett, W.A. (1969) <i>Aspects of Language and Language Teaching</i>, London, Cambridge University Press.</li> <li>• Britton, James (1973), <i>Language and Learning</i>, England. Penguin Books.</li> <li>• Brooks, Nelson (1964), <i>Language and Language Learning</i>, , New York, Harcourt Brace &amp; world, INC.</li> <li>• Byrnes (2006), <i>Advanced Language Learning: The contribution of Halliday and Vygotsky</i>, Continuum International Publishing Group.</li> <li>• Gary N. Chambers (2020)., <i>Curriculum Integrated Language Teaching</i>, 10.1017/9781108687867,</li> <li>• Chomsky Noam (2003) <i>On language</i>, Penguin Books, India.</li> <li>• Crystal, David (1987), <i>The Cambridge Encyclopedia of Language</i>, New York, Cambridge University Press.</li> <li>• Gleason, J. Berko (Ed.) (1993) <i>The Development of Language</i>, New York, Macmillan.</li> <li>• Halliday (1968) <i>The Linguistics, Science and Language Teaching</i>, London, Longmans.</li> <li>• Krashen, Stephen (1988), <i>Second Language Acquisition and Second Language Learning</i>, Prentice Hall International.</li> <li>• Lyons, John (1981) <i>Language and Linguistics- An Introduction</i>, New York, Cambridge University Press</li> <li>• Richards, Rogers.</li> <li>• Simon, Green (Ed.) <i>New Perspectives in Teaching and Learning Modern Languages Multilingual Matters</i>, Frankfurt Lodge, Clevedon Hall, Victoria Road, U.K.</li> <li>• Vygotsky, L.S. (1978), <i>Mind and Society</i>, Cambridge, M.A: The MIT Press.</li> <li>• Yule, George (1985), <i>The Study of Language</i>, New York,</li> </ul>		

	<p>Cambridge University Press.</p> <ul style="list-style-type: none"> <li>• Byrnes, Heidi (2006). <i>Advanced Language Learning: The Contribution of Halliday and Vygotsky</i>. Continuum International Publishing Group.</li> <li>• Andrea Enikő Lypka, Dustin De Felice, (2020) <i>Telecollaborative Storytelling, Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms</i>, 10.4018/978-1-7998-2722-1.ch008, (146-165).</li> </ul>
<b>Other References</b>	<ul style="list-style-type: none"> <li>• Agnihotri. R.K., &amp; Singh, R. (2012). <i>Indian English: Towards a new paradigm</i>. Hyderabad: Orient Blackswan.</li> <li>• Heather, C. (2015). Teaching argument writing: An inquiry process. <i>Making the Common Core Come Alive.</i>, 5(1), 1–6</li> <li>• Lee, Y. (2014). Inquiry-based teaching in second and foreign language pedagogy. <i>J Language Teach Res</i>, 5(6), 1236–1244</li> <li>• Qing, L., &amp; Jin, S. (2007). An analysis of language teaching approaches and methods: Effectiveness and weakness. <i>US-China Educ Rev</i>, 4(1), 69–71.</li> <li>• Wale, B.D., Bishaw, K.S. (2020). Effects of using inquiry-based learning on EFL students' critical thinking skills. <i>Asian J Second Foreign Lang Educ</i>, 5, 9.</li> <li>• Pennycook, A. (2018). Posthumanist applied linguistics. <i>Applied Linguistics</i>, 39(4), 445–461.</li> <li>• Purpura, J. E., Brown, J. D., &amp; Schoonen, R. (2015). Improving the validity of quantitative measures in applied linguistics research 1. <i>Language Learning</i>, 65(S1), 37–75.</li> <li>• Hamza R'boul, <i>Interculturally Relevant Pedagogy, Disciplinary Literacy Connections to Popular Culture in K-12 Settings</i>, 10.4018/978-1-7998-4721-2.ch012, (252-272), (2021)</li> <li>• Zsuzsanna I. Abrams, (2020). <i>Intercultural Communication and Language Pedagogy</i>, 10.1017/9781108780360.</li> </ul>

**\* MOOC- Swayam/NPTEL/Multidisciplinary- 4 credits**

**\*OPE-I Swayam/MOOC/University offered- 2 credits**

## SEMESTER III

### MPA 301 ACTION RESEARCH

<b>School: SOE</b>		<b>Batch: 2021—2022</b>
<b>Program: MA(Edu)</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch: Education</b>		
1	Course Code	MPA 301
2	Course Title	Action Research
3	Credits	4
4	Contact Hours (L-T-P)	0-0-4
	Course Type	Co Requisite
5	Course Objective	<p>The student will be able to</p> <ol style="list-style-type: none"> <li>1. identify, Apply and solve problems through action research in diverse teaching and learning scenario</li> <li>2. develop an interconnection between research, and practice by applying action research methods to teaching learning environments</li> <li>3. utilize methodologies and ethics applicable to action research in educational scenario</li> </ol>
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p><b>CO1:</b>to identify action research problems.</p> <p><b>CO2:</b>generate an action plan on an action research problem</p> <p><b>CO3:</b> apply different kinds of action research methods</p> <p><b>CO4:</b> apply the ethics involved in action research</p> <p><b>CO5:</b> execute action research in the teaching learning scenario</p>
7	Course Description	<p>A prospective teacher educator should always be concerned with the teaching learning process one is involved in. Many researches show action research to be an immediate methodology at hand for utilization to delineate problems of immediate concern to the educator. The course of action research will give the prospective teacher educators the needful knowledge by the application of methodologies and theories to ensure the further enrichment of the teaching and learning process.</p>
8		

	<b>Unit 1</b>	<b>Action Research problem identification</b>			
	A	<ul style="list-style-type: none"> <li>A report on Overview of major areas of action research in education using one type of action research namely technical-collaborative and scientific-technical positivist action research.</li> </ul>			
	B	<ul style="list-style-type: none"> <li>Action research problem identification on any particular area of education through participation and collaboration.</li> </ul>			
	<b>Unit II:</b>	<b>Design an action research plan</b>			
	A	Prepare an action research plan involving the different steps. Researcher and the mentor problem would discuss underlying causes and possible interventions.			
	B	Prepare action research Design involving tools like structure/semi structured interview questionnaire (online or offline), photographs and records in action research, field notes, Analytic memos			
	<b>Unit III:</b>	<b>Action research -Execution</b>			
	A	<ul style="list-style-type: none"> <li>Students will carry out the action research they have designed</li> </ul>			
	B	<ul style="list-style-type: none"> <li>Students will prepare action research report</li> </ul>			
	<b>Transaction Mode</b>	<i>A Activity based approach will be followed where students are regarded as active learners where they will learn in collaboration. Critical appraisal of different tools and methods used in action research is stressed herein. Seminars and open forums will accompany the discussion on action research.</i>			
	Mode of examination	Practical			
	Weightage Distribution	CA	MTE	ETE	
		40%	-	60%	
	Suggested Readings*	McKernan, J. (1991) Curriculum Action Research. London: Kogan Page. Schon, D. (1983) The Reflective Practitioner: how Professionals Think in Action. New York: Basic Books. Zuber-Skerritt, O. (1982) Action Research in Higher Education. London: Kogan. Jean McNiff & Jack Whitehead (2013) Doing and Writing Action Research Sage india Meyer, M. D. (1995). Classroom research: A new frontier, part 1. Research &			

		Teaching in Developmental Education, 11(2), 93-96. Retrieved January 5, 2008 from <a href="http://www.rit.edu/~jwsldc/NYCLSA/RTDE/articles/11-2d.html">http://www.rit.edu/~jwsldc/NYCLSA/RTDE/articles/11-2d.html</a> .
	Other References	<p>Denzin N.K. and Lincoln, Y.S. (1994). Handbook of Qualitative Research, Sage: London.</p> <p>Banks &amp; Banks; chapter 1: Banks, J. "Multicultural education: Historical developments, dimensions and practice." McNiff: chapters 1-4.</p> <p>Lundell, D. B., &amp; Higbee, J. L. (2002). Histories of Developmental Education. Minneapolis: University of Minnesota, The Center for Research on Developmental Education and Urban Literacy.</p> <p>Payne, E. M. &amp; Lyman, B. (1996). Issues affecting the definition of developmental education. In J. L. Higbee and P. Dwinnell, Defining developmental education: Theory, research and pedagogy. Coldstream, IL: National Association for Developmental Education.</p>

## MPA 302 Annotated Bibliography Writing Practical

<b>School: SOE</b>	<b>Batch 2021-23</b>
<b>Program: MA(Edu)</b>	<b>Current Academic Year-2021-22</b>
<b>Branch: Education</b>	<b>Semester: III</b>
Course Code	MPA 302
Course Title	Annotated Bibliography
Credits	3
Contact Hours (L-T-P)	0-0-4
Course Type	Practicum
Course Objectives	<ol style="list-style-type: none"> <li>1. To explain the concept of annotated bibliography</li> <li>2. To explain the academic tone and structure for writing annotations</li> <li>3. To enable the learner for writing annotations for an article</li> <li>4. To enable the learner for writing annotations for a research paper and dissertation</li> <li>5. To enable the learner for writing annotations for a book</li> <li>6. To enable the learner for writing annotations for a policy document or curriculum.</li> </ol>
Course Outcomes	<p><b>CO1:</b>The learner will develop an understanding of the concept, process and types of annotated bibliography</p> <p><b>CO2:</b>The learner will be able to dissect the key points of an article and research paper to write annotations.</p> <p><b>CO3:</b>The learner will be able infer the fundamental themes of the book for writing the annotations.</p> <p><b>CO4:</b>The learner will be able to examine a dissertation to annotate the key findings.</p> <p><b>CO5:</b>The learner will be able to interpret a policy document and a curriculum for writing the annotations.</p>
Course Description	This course aims to enable the researcher to write annotations for different types of academic writing; book, research paper, dissertation, article, policy document and curriculum. This will help the researcher in



	developing the in-depth understanding of their research area.	
Outline syllabus		
<b>Unit 1</b>	<b>Understanding the concept and process writing annotations</b>	
A	Concept of annotated bibliography	
B	Process of writing annotations	
C	Types of academic text available for annotations	
<b>Unit 2</b>	<b>Annotated Bibliography for articles and research papers</b>	
A	Identifying the main points of the article for annotations	
B	Structure for writing the annotations for research papers	
<b>Unit 3</b>	<b>Annotated Bibliography for books and dissertations</b>	
A	Techniques for reading a book and dissertation; skimming, scanning, etc.	
B	Basic structure for writing annotations for book and dissertation	
<b>Unit 4</b>	<b>Annotated Bibliography for policy documents and curriculum</b>	
A	Strategies for reading policy documents and curriculum frameworks	
B	Techniques for critiquing the policy and frameworks	
C	Key points for annotating the policy document and curriculum framework.	
<b>Unit 5</b>	<b>Practical</b>	
	Writing the annotations for 5 articles , 10 research paper, 1 book, 3 dissertation, 1 policy and 1 framework	
Evaluation		
Weightage Distribution	Written Examination	Project /assignment/experiential learning
	70 %	30 %
References	1. Becker, H. S. (2008). Tricks of the trade: How to Think About Your Research While You're Doing It. University of Chicago Press. 2. Creswell, J. W. (2013). Qualitative Inquiry and Research Design: Choosing Among Five	

	<p>Approaches. Sage.</p> <p>3. Olin &amp; Uris Libraries, Cornell University, and California Polytechnic State University Library;  <a href="http://www.unm.edu/~unmvclib/handouts/annotatedbibliography/sample.pdf">http://www.unm.edu/~unmvclib/handouts/annotatedbibliography/sample.pdf</a></p> <p>4. UTA libraries; <a href="https://libguides.uta.edu/researchprocess/bib">https://libguides.uta.edu/researchprocess/bib</a></p> <p>5. Dominican University of California;  <a href="https://libguides.dominican.edu/annotatedbibliography">https://libguides.dominican.edu/annotatedbibliography</a></p> <p>6. Grant, M. J. &amp; Booth, A. (2009) <a href="#">A typology of reviews: An analysis of 14 review types and associated methodologies</a>. Health Information &amp; Libraries Journal 26(2), 91-108</p> <p>7. Mc Laughlin Libraries;  <a href="https://guides.lib.uoguelph.ca/AnnotatedBibliography">https://guides.lib.uoguelph.ca/AnnotatedBibliography</a></p>
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**MPA 303 META ANALYSIS AND ACADEMIC INTEGRITY**

<b>School: SOE</b>	<b>Batch 2021-23</b>
<b>Program: MA(Edu)</b>	<b>Current Academic Year-2021-22</b>
<b>Branch: Education</b>	<b>Semester: III</b>
Course Code	MPA 303
Course Title	Meta Analysis and Academic Integrity
Credits	3
Contact Hours (L-T-P)	0-0-4
Course Type	Practicum
Course Objectives	<ol style="list-style-type: none"> <li>1. To explain the concept and process of systematic review of literature.</li> <li>2. To distinguish between different systematic review of literature and review of literature in general.</li> <li>3. To enable the learner with the skills and competencies required for conducting systematic review of literature.</li> <li>4. To explain the concept and process of Meta-analysis</li> <li>5. To enable the learner with the skills and competencies required for conducting meta-analysis.</li> </ol>
Course Outcomes	<p><b>CO1:</b>The student will be able to select relevant and appropriate literature for systematic review of literature.</p> <p><b>CO2:</b>The student will be able to efficiently originate the systematic review of literature.</p> <p><b>CO3:</b>The student will be able to arrange and analyse articles for meta-analysis.</p> <p><b>CO4:</b>The student will be able to use appropriate academic tone for writing systematic review of literature and meta-analysis.</p> <p><b>CO5:</b>The student will be able to search the web for relevant literature.</p> <p><b>CO6:</b>The student will be able to understand the principles of cyber security and internet ethics.</p>
Course Description	This course aims to enable the students to plan and perform a systematic literature review in order to answer a formulated research. It is an inclusive, apparent search conducted over multiple databases for the

	purposes of strengthening the core foundations of their dissertation research work. It is focused on individual learners' area of research. The course also enables the researcher to conduct meta analysis with respect to their field of study.
Outline syllabus	
<b>Unit 1</b>	<b>Understanding the concept and process of Systematic review of literature.</b>
A	Concepts and need for systematic review of literature
B	Process of systematic review of literature
C	Basic rules for writing systematic review of literature
<b>Unit 2</b>	<b>Meta-analysis: concept and process</b>
A	Concept and need of meta-analysis
B	Selecting research papers for meta-analysis
C	Process and styles of conducting meta-analysis
<b>Unit 3</b>	<b>Basics of searching the literature</b>
A	Introduction to various database; Google Scholar, EBSCO, JSTOR, DOAJ, etc
B	Techniques for searching like keywords and Boolean logic
C	Citation software like Mendeley and Zotaro for organizing research papers
<b>Unit 4</b>	<b>Cyber security and Internet ethics</b>
A	Explaining the concept of cyber security and internet ethics
B	Principles of cyber security and internet ethics
C	Prevention from internet threats like malware, data breach etc
<b>Unit 5</b>	<b>Practicals</b>
A	Find research papers and other relevant literature for systematic review of literature and meta-analysis
B	Conduct the systematic review of literature or meta-analysis based on the selected literature

C	Write and present a review paper bases on systematic review of literature or meta-analysis	
Evaluation		
Weightage Distribution	Written Examination	Project /assignment/experiential learning
	70 %	30 %
References	<ul style="list-style-type: none"><li>• Dewey, A. &amp; Drahota, A. (2016) Introduction to systematic reviews: online learning module <i>Cochrane Training</i> <a href="https://training.cochrane.org/interactivelearning/module-1-introduction-conducting-systematic-reviews">https://training.cochrane.org/interactivelearning/module-1-introduction-conducting-systematic-reviews</a></li><li>• Gough, David A., David Gough, Sandy Oliver, and James Thomas. <a href="#">An Introduction to Systematic Reviews</a>. Systematic Reviews. London: SAGE, 2012.</li><li>• Grant, M. J. &amp; Booth, A. (2009) <a href="#">A typology of reviews: An analysis of 14 review types and associated methodologies</a>. Health Information &amp; Libraries Journal 26(2), 91-108</li><li>• Munn, Z., Peters, M. D. J., Stern, C., Tufanaru, C., McArthur, A., &amp; Aromataris, E. (2018). <a href="#">Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach</a>. BMC Med Res Methodol, 18(1), 143. <a href="https://doi.org/10.1186/s12874-018-0611-x">https://doi.org/10.1186/s12874-018-0611-x</a></li><li>• Pittway, L. (2008) <a href="#">Systematic literature reviews</a>. In Thorpe, R. &amp; Holt, R. The SAGE dictionary of qualitative management research. SAGE Publications Ltd doi:10.4135/9780857020109</li><li>• Tranfield, D., Denyer, D &amp; Smart, P. (2003) <a href="#">Towards a methodology for developing evidence-informed management knowledge by means of systematic review</a>. <i>British Journal of Management</i> 14(3), 207-222</li><li>• Irwig L, Tosteson ANA, Gatsonis C, Lau J, Colditz GA, Chalmers TC, Mosteller F. Guidelines for Meta-analysis Evaluating Diagnostic Tests. Ann Intern Med 1994;120:667-676. Irwig- Ann INtern Med 1994.pdf</li></ul>	

## MPA 304 SYNOPSIS WRITING

<b>School: SOE</b>	<b>Batch 2021-23</b>
<b>Program: MA(Edu)</b>	<b>Current Academic Year-2021-22</b>
<b>Branch: Education</b>	<b>Semester: III</b>
Course Code	MPA 304
Course Title	Synopsis Writing
Credits	3
Contact Hours (L-T-P)	0-0-3
Course Type	Practicum
Course Objectives	<ol style="list-style-type: none"> <li>1. To explain the concept and process of educational research.</li> <li>2. To distinguish between different types of research.</li> <li>3. To enable the learner with the skills and competencies to identify research gaps and develop research questions.</li> <li>4. To facilitate the learner in identifying appropriate research methodology.</li> <li>5. To enable the learner in identifying adequate data analysis techniques.</li> <li>6. To explain the basic structure and academic tone for writing the research synopsis.</li> </ol>
Course Outcomes	<p><b>CO1:</b> The learner will understand the concept, process and types of educational research.</p> <p><b>CO2:</b> The learner will be able to identify current research gap.</p> <p><b>CO3:</b> The learner will be able to efficiently originate the research questions and research objectives.</p> <p><b>CO4:</b> The learner will be able to select appropriate research methodology according to the research questions.</p> <p><b>CO5:</b> The learner will be able to identify the adequate data analysis technique.</p> <p><b>CO6:</b> The learner will be able to use appropriate academic tone for writing synopsis.</p>
Course Description	<p>This course aims to enable the researcher to plan and write a research synopsis. A research synopsis is a research plan that briefly outlines the entire research process. It is a documented plan for future research. The synopsis helps in systematic conveyance of the research. It allows the reflective analysis of the future research and thus provides scope for improvisation.</p>
Outline syllabus	

<b>Unit 1</b>	<b>Understanding the concept and process of Educational Research</b>	
A	Concept of educational research	
B	Process of educational research	
C	Basic types of educational research	
<b>Unit 2</b>	<b>Literature Review, Research Gaps and Research questions</b>	
A	Searching appropriate literature	
B	Analyzing the research gap	
C	Formulating research questions, objectives and research questions	
<b>Unit 3</b>	<b>Research Methodology</b>	
A	Identifying best suitable research methodology for the planned research	
B	Selecting/constructing adequate tools and techniques for data collection	
C	Choosing adequate sample for data collection	
<b>Unit 4</b>	<b>Writing Research synopsis</b>	
A	Explanation of the basic structure of the research synopsis	
B	Awareness on academic for writing the research synopsis	
<b>Unit 5</b>	<b>Practical</b>	
	Writing the research synopsis for the dissertation (to be done in semester-IV)	
Evaluation		
Weightage Distribution	Written Examination	Project /assignment/experiential learning
	70 %	30 %
References	8. Becker, H. S. (2008). Tricks of the trade: How to Think about Your Research While You're Doing It. University of Chicago Press.  9. Charmaz, K. (2004). Premises, Principles, and Practices in Qualitative Research: Revisiting the Foundations. Qualitative Health Research, 14(7), 976-993.  10. Creswell, J. W. (2013). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. Sage.  11. Denzin, N. K., & Lincoln, Y. S. (2011). The SAGE Handbook of	

	<p>Qualitative Research. Sage.</p> <p>12. Hennink, M., Hutter, I., &amp; Bailey, A. (2010). Qualitative Research Methods. Sage.</p> <p>13. Miles, M. B., Huberman, A. M., &amp; Saldaña, J. (2013). Qualitative Data Analysis: A Methods Sourcebook. SAGE Publications, Incorporated.</p> <p>14. Saldaña, J. (2015). The Coding Manual for Qualitative Researchers. Sage.</p> <p>15. Sandelowski, M., &amp; Barroso, J. (2003). Writing the Proposal for a Qualitative ResearchMethodology Project. Qualitative Research, 13(6), 781-820.</p> <p>16. Cohen, L., Manion, L., &amp; Morrison, K. (2018). Research methods in education.</p>
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### MPA 305: Research Plan Presentation

<b>School: SOE</b>		<b>Batch : 2021-23</b>
<b>Program: MA(Edu)</b>		<b>Current Academic Year: 2022-23</b>
<b>Branch: Education</b>		<b>Semester: III</b>
1	Course Code	MPA 305
2	Course Title	Research Plan Presentation( practical)
3	Credits	3
4	Contact Hours (L-T-P)	0-0-3
	Course Type	Co-requisite
5	Course Objective	<p>The course has the following specific aims:</p> <ol style="list-style-type: none"> <li>1.To develop the art of careful and detailed study.</li> <li>2. To develop the competencies of exploring the possibilities of what is not known.</li> <li>3. TO develop an understanding of analysis and interpretation of data.</li> <li>4.To facilitate an understanding of ethical issues in research</li> <li>5. To develop research writing skills.</li> </ol>
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p><b>CO1:</b> Demonstrate the understanding for writing a good research plan.</p> <p><b>CO2:</b>Analyse data and synthesize research findings</p> <p><b>CO3:</b> Demonstrate an understanding of ethical issues associated with the research practitioner.</p> <p><b>CO4:</b> Write at least one research paper and publish it.</p> <p><b>CO5:</b>Use research findings in the theory and practice of Education</p>
7	Course Description	It is a practical work based course to provide first-hand experience and to develop research writing skills into practice.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Doing Research</b>
	A	Synopsis, meaning

	B	Meaning and definition of Research		
	C	Steps of Research		
	<b>Unit 2</b>	<b>Research Variables</b>		
	A	Identifying the problem		
	B	Reviewing the literature		
	C	Identifying the variables		
	<b>Unit 3</b>	<b>Hypothesis and Sampling</b>		
	A	Defining Terms and concepts		
	B	Formulating Hypothesis/ Research Questions		
	C	Selection of Population and Sample		
	<b>Unit 4</b>	<b>Research Design</b>		
	A	Research Methodology/Design		
	B	Selection of Appropriate tools		
	C	Collection of Data		
	<b>Unit 5</b>	<b>Report Writing</b>		
		Analysis of Data		
		Interpretation of Data		
		Report Writing		
	Mode of examination	Practical		
	Weightage Distribution	CA		ETE
		40%		60%
	Text book/s*			
	Other References			

**\* OPE-II Swayam /NPTEL/University offered- 2 credits**

## SEMESTER IV

### MOE401: Professional Competency

School: SOE		Batch 2021-23
Program: MA(Edu)		Current Academic Year: 2021-22
Branch: Education		Semester: IV
1	Course Code	MOE 401
2	Course Title	<b>Professional Competency</b>
3	Credits	2
4	Contact Hours (L-T-P)	2-0-0
	Course Type	Core
5	Course Objective	<p>To enable the students to</p> <ol style="list-style-type: none"> <li>1. To enable the learners, inculcate the professional competencies necessary for education in heterogeneous educational contexts.</li> <li>2. To ensure that learners have the knowledge necessary to treat didactics from a specific, interdisciplinary and transdisciplinary perspective, both in the initial stage of training and throughout their professional lives.</li> <li>3. To generate the synergies that favour continuity between educational cycles and stages in schools and other socio-educational, family and community contexts.</li> <li>4. To encourage professional practices based on fundamental rights, equal opportunities between men and women, universal access for the disabled, values inherent to peaceful and democratic cultures and on understanding culture and hard work as values.</li> <li>5. To promote professional abilities specially</li> </ol>
6	Course Outcomes	<p>The pupil teachers will be able to –</p> <p><b>CO1:</b>Respect the fundamental rights of equality between men and women, promoting human rights and the values of a culture of peace and democracy.</p> <p><b>CO2:</b>Communicate with the different educational agents effectively in the different educational scenarios: in the classroom, in the teaching team and with the educational community.</p> <p><b>CO3:</b>Reflect, act and solve problematic situations in the educational field. Detect situations that require your own specific intervention or from other professionals. Know how to derive.</p> <p><b>CO4:</b>Manage adequate information for the development of the proper functions of the profession. Know and understand the changing social reality in</p>

		<p>which educational work is developed.</p> <p><b>CO5:</b> Recognize the changes in society and know how to evolve with them. Know how to change.</p> <p><b>CO6:</b> Assume the commitment of personal and professional development with oneself and the community.</p> <p><b>CO7:</b> Adapt learning proposals to the most significant cultural evolutions.</p>
7	Course Description	It focuses on concept of professional competence ,instructional competence, organizational competence and Competencies with new trends in evaluation Assessment procedures,
8	Outline syllabus	
	<b>Unit 1</b>	<b>Introduction to Competency</b>
	A	Competency Standards
	B	Teaching Competency
	C	Characteristics of Profession and Professional attributes
	<b>Unit 2</b>	<b>Instructional Competences</b>
	A	Conceptual Competencies and Context Competence
	B	Transactional Competence and Competences related to use of latest information and Communication Technologies in Teaching Learning Process
	C	Competences to develop teaching learning materials
	<b>Unit 3</b>	<b>Organizational Competences</b>
	A	Adjustment Competence Competences related to identifying and mobilizing resources.
	B	Competence related to working /dealing with parents/ community and Community members
	C	Co-ordination and Competence Management Competence
	<b>Unit 4</b>	<b>Evaluative Competence</b>
	A	Competencies with new trends in evaluation Assessment procedures

	B	Competencies of Construction of evaluative tests and scales		
	C	Data analysis and Interpretation of results		
	<b>Unit 5</b>	<b>PRACTICUM</b>		
	A	Mini Project on Evaluating and critiquing on Professional competencies of teachers on Higher Education		
	B			
	C			
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ul style="list-style-type: none"> <li>Teacher competence in higher education. The chapter from book. Retrieved in February 2012 from <a href="http://www.egyankosh.ac.in/bitstream/123456789/24676/1/Unit6.pdf">http://www.egyankosh.ac.in/bitstream/123456789/24676/1/Unit6.pdf</a></li> <li>Competence (human resources). Wikipedia. The Free Encyclopedia website. Retrieved in February 2012 from <a href="http://en.wikipedia.org/wiki/Competence_%28human_resources%29">http://en.wikipedia.org/wiki/Competence_%28human_resources%29</a></li> <li>Diagram of teaching. Macmillan publisher website. Retrieved in January 2012 from <a href="http://www.mindseries.net/upload/assets/4/assets/3996/2950b6162255a6a6c6c875b0346f8d9c4e408e99/Spode_Diagram_graphic.pdf">http://www.mindseries.net/upload/assets/4/assets/3996/2950b6162255a6a6c6c875b0346f8d9c4e408e99/Spode_Diagram_graphic.pdf</a>.</li> <li>Shmelev, A. G. Psychodiagnosis of personnel characteristics. Saint-Peterburg, 2002.</li> <li>Buharkova, O. V., Gorshkova, E. G. Image of the leader: technology of creation and promotion. Training programme. Saint-Peterburg, 2007.</li> <li>Ivanitsky, A. T. Training of personnel development in the educational collective: methodological guide. Saint-Peterburg, 1998</li> </ul>		
	Other References	<ul style="list-style-type: none"> <li>Kan-Kalik, V. A., Nikandrov, N. D. Pedagogical creativity. Moskov, 1990.</li> <li>Conceptual Framework: Preparing the Future-Ready Educator. Official website of Department of Education at Davidson College. Retrieved in February 2012 from <a href="http://www.davidson.edu/academic/education/framework.html">http://www.davidson.edu/academic/education/framework.html</a>.</li> </ul>		

<b>School: SOE</b>		<b>Batch 2021-23</b>		
<b>Program: MA(Edu)</b>		<b>Current Academic Year: 2021-22</b>		
<b>Branch: Education</b>		<b>Semester: IV</b>		
1	Course Code	<b>MOE 402</b>		
2	Course Title	<b>Professional Ethics of Teachers</b>		
3	Credits	2		
4	Contact Hours (L-T-P)	2-0-0		
	Course Type			
5	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. 3.To let pupil become aware of philosophical backgrounds of ethics 4. To let people aware of necessity of moral values in the profession 5. To help people nurture culture of ethical integrity in profession		
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- <b>CO1:</b> Examine the philosophical foundations for professional ethics in education. <b>CO2:</b> identify and interpret basic dilemmas in the selection of learning materials, teaching approaches, and classroom interactions. <b>CO3:</b> formulate an ethical approach for oneself based on familiarity with the theories in the discipline of ethics.		
7	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	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	<p>Strike, K. A. and P.L. Ternasky. (1993). Character and Moral reasoning. Ethics for Professionals in Education. New York: Teachers' College Press.</p> <p>Starratt, R. J. (1999). Building an Ethical School: A theory for Practice in Educational Leadership. <i>Educational administration Quarterly</i>, Vol. 27, No.2, PP-185-202</p>
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## CCU 801: COMMUNITY CONNECT

<b>School: SOE</b>		<b>Batch: 2021—2023</b>
<b>Program:MA(Edu)</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch: Education</b>		<b>Semester : IV</b>
1	Course Code	CCU 801
2	Course Title	<b>Community connect</b>
3	Credits	2
4	Contact Hours (L-T-P)	0-0-2
	Course Type	Co-requisite
5	Course Objective	<p>The course has the following specific aims:</p> <ol style="list-style-type: none"> <li>1. <i>Contribute to the holistic development of students</i> by making them more aware of socially and economically disadvantaged communities and their specific issues</li> <li>2. <i>Provide more richer context to classrooms</i>, so as to make them more effective laboratories of learning by aligning them to social realities beyond textbooks</li> <li>3. <i>Provide scope to faculty members to align their teaching and research goals</i> by giving them ample opportunity to carry out community oriented projects</li> <li>4. <i>Ensure that the community connect programs provides benefits to communities</i> in tangible ways so that they may feel perceptibly better off post the interaction and involvement of the Sharda academic community</li> <li>5. <i>Provide ample opportunity for Sharda University academic community to contribute</i> effectively to society and nation building</li> </ol>
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p><b>CO1:</b> Students learn to be sensitive to the living challenges</p>



		of disadvantaged communities.  <b>CO2:</b> Students learn to appreciate societal realities beyond textbooks and classrooms  <b>CO3:</b> Students learn to apply their knowledge via research, and training for community benefit  <b>CO4:</b> Students learn to work on socio-economic projects with teamwork and timely delivery  <b>CO5:</b> Students learn to engage with communities for meaningful contribution to society		
7	Course Description	This course provides an opportunity to associate with the real life experience of community. This course will enable the pupil teachers to feel the problems at community level. This course enables a pupil teacher to have better understanding various types of thinking and attitudes of community members.		
8	Outline syllabus			
	Unit 1	<ul style="list-style-type: none"><li>Finalization of topics to be surveyed by students must be done with the consultation of allotted supervisors in between:</li><li>Preparation and finalization of Questionnaire:</li></ul>		
	Unit 2	<ul style="list-style-type: none"><li>Data Collection /Field Survey</li><li>Data analysis and report writing</li></ul>		
	Unit 3	<ul style="list-style-type: none"><li>Presentation of Report</li><li>Submission of final Report</li><li>Viva</li></ul>		
	Mode of examination	Viva		
	Weightage Distribution	CA	MTE	ETE
		40%	0%	60%
	Suggested Readings*			

### MPA401: Academic Writing

<b>School: SOE</b>	<b>Batch 2021-23</b>
<b>Program: MA</b>	<b>Current Academic Year-2021-22</b>
<b>Branch:</b>	<b>Semester: I</b>
Course Code	MPA 201
Course Title	Academic Writing
Credits	2
Contact Hours (L-T-P)	0-0-2
Course Type	
Course Objectives	<p>The students will be able to-</p> <ol style="list-style-type: none"> <li>1. To distinguish between different types of academic writings.</li> <li>2. To identify and avoid the plagiarism.</li> <li>3. To understand the basic skills of performing quality literature review.</li> <li>4. To practice the basic skills of research paper, review paper and thesis writing.</li> <li>5. To target the research work to suitable journal and communicate for publication</li> </ol>
Course Outcomes	<p>The student will be able to-</p> <p><b>CO1:</b>Choose appropriate research topics for Dissertation  <b>CO2:</b>Write a detailed outline for research paper  <b>CO3:</b>Find source material for research papers  <b>CO4:</b>Use appropriate academic tone and language and avoid plagiarizing  <b>CO5:</b>Document sources by creating an appropriate reference list</p>
Course Description	This course aims to fill this gap by providing the fundamental knowledge required for effective and result oriented academic writing. It focuses on the application of this knowledge which completely depends on an individual learner and his or her area of research.
Outline syllabus	
<b>Unit 1</b>	<b>Understanding the process of academic writing</b>
A	Academic & research writing: Introduction to different types of Academic writing
B	Importance of academic writing
C	Basic rules of academic writing.
<b>Unit 2</b>	

A	Academic reading and writing	
B	Survey reading, Close reading, Inquiry reading, Critical reading	
C	Styles of research writing with appropriate academic tone and language, Avoiding Plagiarism	
<b>Unit 3</b>	<b>Literature Review</b>	
A	Process and importance of Literature review	
B	Sources of literature- on line and offline data base	
C	Literature management tools	
<b>Unit 4</b>	<b>Referencing and citation</b>	
A	APA style	
B	MLA style	
C	Harvard	
<b>Unit 5</b>	<b>Practicum</b>	
A	Research proposal writing	
B	Abstract, Conference Paper	
C	Book/ Book Chapter writing	
Evaluation		
Weightage Distribution	Written Examination	Project /assignment/experiential learning
	70 %	30 %
References	<ul style="list-style-type: none"><li>Jonathan Culler and Kevin Lamb. Just being difficult?Academic writing in the public arena Stanford, Calif.: Stanford University Press, 2003. ISBN 0-8047-4709- 1.</li><li>William Germano. Getting It Published, 2nd Edition: A Guide for Scholars and Anyone Else Serious About Serious Books. ISBN 978-0-226-28853-6.</li><li>Wellington, J. J. Getting published: a guide for lecturers and researcher London; New York: Routledge Falmer, 2003. ISBN 0-415-29847-4.</li><li>John A. Goldsmith et al. "Teaching and Research" in The Chicago Guide to Your Academic Career. ISBN 0-226-30151-6.</li></ul>	

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|  | <ul style="list-style-type: none"><li>• Cary Nelson and Stephen Watt. "Scholarly Books" and "Peer Review" in Academic Keywords: A Devil's Dictionary for Higher Education. ISBN 0-415- 92203-8.</li><li>• Carol Tenopir and Donald King. "Towards Electronic Journals: Realities for Librarians and Publishers. SLA, 2000. ISBN 0-87111-507-7.</li><li>• Björk, B-C. (2007) "A model of scientific communication as a global distributed information system" Information Research, 12(2) paper 307.</li><li>• Furman, R. (2007). Practical tips for publishing scholarly articles: Writing and publishing in the helping professions. Chicago: Lyceum Books.</li><li>• Murray, Rowena (November 2009). Writing for Academic Journals. Open University Press. p. 288. ISBN 978-0-335-23458-5.</li><li>• Lyons L H &amp;Heasley B (2010): Study Writing – A course in writing skills for academic purposes. Cambridge University Press.UK</li></ul> |
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**MPA 402: Dissertation**

<b>School:SOE</b>		<b>Batch :2021-2023</b>
<b>Program: MA(Edu)</b>		<b>Current Academic Year:2022-23</b>
<b>Branch:Education</b>		<b>Semester: IV</b>
1	Course Code	MPA 402
2	Course Title	Dissertation
3	Credits	10
4	Contact Hours (L-T-P)	0-0-10
	Course Type	Co-requisite
5	Course Objective	<ol style="list-style-type: none"> <li>1) To orient students to develop positive attitude towards the educational researches;</li> <li>2) To enable to identify research problem/topic;</li> <li>3) To help students to formulate research questions, objectives, hypotheses etc.</li> <li>4) To enable students to make research design or actual plan of work;</li> <li>5) To orient students with the techniques of field survey and collecting information from different sources</li> </ol>
6	Course Outcomes	<p><b>CO1:</b> To enable students to analysis data/information qualitatively and to interpret that;</p> <p><b>CO2:</b> To acquaint students with the documentation procedure of the project report</p> <p><b>CO3:</b> Write at least one research paper from the dissertation and publish it.</p> <p><b>CO4:</b>Analyse data and synthesize research findings</p> <p><b>CO5:</b> Demonstrate an understanding of ethical issues associated with the research practitioner.</p>
7	Course Description	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>

		<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>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) ;</li> <li>II. Project Submission Seminar for critical, technical and academic discussion with the worked-out project (to be examined by the faculty members).</li> <li>III. Document of the Project Report ( to be examined by the External Expert and the Supervisor,)</li> </ol>
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### MPA 403: Research Paper Presentation (practical)

<b>School: SOE</b>		<b>Batch: 2021—2023</b>
<b>Program: M.A</b>		<b>Current Academic Year: 2022-23</b>
<b>Branch: Education</b>		<b>Semester: IV</b>
1	Course Code	MPA 403
2	Course Title	Research Paper Presentation
3	Credits	3
4	Contact Hours (L-T-P)	0-0-3
	Course Type	Practical
5	Course Objectives	<p>The course has the following specific aims:</p> <ol style="list-style-type: none"> <li>1. To provide value addition to develop research skills.</li> <li>2. To let student to understand the recent policy-relevant issues in the field of developmental education</li> <li>3. To engaging students in active class discussions and participations.</li> </ol>
6	Course Outcomes	<p>On the completion of this course, the pupil-teachers will be able to-</p> <p><b>CO1:</b> fostering the in-depth study of a particular topic of interest.</p> <p><b>CO2:</b> discuss ideas in an innovative and creative manner.</p> <p><b>CO3:</b> facilitate discussion in variety of controversial issues and topics of present significant.</p> <p><b>CO4:</b> apply to use feedback from each other to augment their ideas</p>
7	Course Description	This course requires the students must read the research papers in advance of class and the present the papers through active class discussions and analysis of different perspectives.
	1	The research paper presentation shall be a core paper for all the students and each student is required to select one broad topic for presentation from the area of his /her choice in the field of education under the guidance of a faculty member of the School of Education. Evaluation of students in this paper will be done by internal and external examinations.
	2	Each student should create a written summery of the presentation for the class (8-10 pages).

	3	Students will try to consider multiple perspectives. Look at their topic from a cross cultural point of view (e.g. explore socio-economic status, gender, race, nationality) or consider how policymakers might view the issue differently from developmental researchers.		
	4	Each student in his/her presentation must include four research journal articles in their presentation.		
	5	Presentation of research paper of the students will be graded for their content, the quality of preparation, and the extent to which presentation engages in the class in a meaningful discussion		
	Mode of examination	-----		
	Weightage Distribution	Project		
	Weightage Distribution Text book/s*	----	----	



## Value added courses

### VACSOE02 Recent Techniques and Trends In Education

<b>School: SOE</b>		<b>Batch: 2021—2023</b>	
<b>Program: MA(Edu)</b>		<b>Current Academic Year: 2021-22</b>	
<b>Branch: Education</b>		<b>Semester: IV</b>	
1	Course Code	<b>VACSOE02</b>	
2	Course Title	<b>Recent Techniques and Trends in Education</b>	
3	Credits	0	
4	Contact Hours (L-T-P)	2-0-0	
	Course Type	Value Added Courses	
5	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 the Recent Techniques and Trends in Education	
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- <b>CO1:</b> explain the concepts in Recent Techniques and Trends in Education <b>CO2:</b> identify and Analyse the Recent Techniques and Trends in Education <b>CO3:</b> explain different models and theories in Recent Techniques and Trends in Education <b>CO4:</b> analyse the reasons for the failures of some of the trends in past	
7	Course Description	It is a value-added course which emphasizes the need of developing innovative attitude imbibing the Recent Techniques and Trends in Education into teaching. This paper will be very helpful in appreciating and critically analyzing change in technological systems, trends and actions at the national, international level in nurturing the new developments in education	
	1	Modern trends in curriculum Design and construction	
	2	Trends in methodology, pedagogy and evaluation	
	3	Modern tools and techniques in knowledge creation and dissemination	
	4	Modern trends in planning and financing education	
	5	Critical analysis Report - on any one of the trend / technique in education	
	Mode of examination	-----	
	Weightage Distribution	Project	Viva
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	Text book/s*	<ol style="list-style-type: none"> <li>1. Bates, A. and Poole, G. (2003) Effective Teaching with Technology in Higher Education: Foundations for Success San Francisco: Jossey-Bass</li> <li>2. Anderson, T. (ed.) (2008) The Theory and Practice of Online Learning Athabasca AB: Athabasca University Press.</li> <li>3. Gardner, H. (2006) Multiple Intelligences: New Horizons and Theory in Practice New York: Basic Books</li> <li>4. Harasim, L. (2012) Learning Theory and Online Technologies New York/London: Routledge</li> <li>5. McCoughlin, C. and Lee, M. (2011) 'Pedagogy 2.0: Critical Challenges and Responses to Web 2.0 and Social Software in Tertiary Teaching', in Lee, M. and McCoughlin, C. (eds.) Web 2.0-Based E-Learning Hershey NY: Information Science Reference</li> <li>6. Morrison, Gary R. (2010) Designing Effective Instruction, 6th Edition. Hoboken NJ: John Wiley &amp; Sons.</li> <li>7. Picciano, A., Dziuban, C. and &amp; Graham, C. (eds.), (2013) Blended Learning: Research Perspectives, Volume 2. New York: Routledge,</li> <li>8. Schunk, D. (2011) Learning Theories: An Educational Perspective (6th edition) New York: Pearson</li> <li>9. Becker, H. J. (1994). Analysis and trends of school use of new information technologies. Irvine, CA: University of California, Irvine, Department of Education.</li> <li>10. Anyon, J. (Ed.) (2009). Theory and educational research: Toward critical social explanation. New York, NY: Routledge.</li> </ol>
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### VACSOE04 Sustainable Development

<b>School: SOE</b>		<b>Batch: 2021—2023</b>
<b>Program: MA (Edu)</b>		<b>Current Academic Year: 2021-22</b>
<b>Branch: Education</b>		<b>Semester: IV</b>
1	Course Code	<b>VACSOE04</b>
2	Course Title	<b>Sustainable Development</b>
3	Credits	0
4	Contact Hours (L-T-P)	2-0-0
	Course Type	Value Added Courses
5	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 the sustainable and unsustainable practices.
6	Course Outcomes	On the completion of this course, the pupil-teachers will be able to- <b>CO1:</b> explain the meaning and origin of the concept of sustainable development <b>CO2:</b> identify and analyse the indicators of unsustainable growth <b>CO3:</b> explain different parameters and its relevance to sustainable development <b>CO4:</b> analyse the reasons for the failures of some of the earlier approaches
7	Course Description	It is a value-added course which emphasizes the need of developing positive attitude towards sustainable development practices. This paper will be very helpful in deciding a much needed desirable direction of change in social and economic systems, policies, programmes and actions at the national, community or individual levels for achieving sustainable lifestyles.
	1	Meaning of Sustainability and Sustainable Development
	2	Dimensions of Sustainable Development
	3-	Parameters of Sustainable Development: Carrying Capacity, Inter and Intra-generational Equity, Gender Disparity and Diversity
	4-	Approaches to Study Sustainable Development:

		Positivist Approach, Multi-dimensional Approach, Eco-system Approach		
	5-	Project		
	Mode of examination	-----		
	Weightage Distribution	Project	Viva	
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	Text book/s*	1. Brundtland Commission Report (1987). World Commission on Environment and Development, <i>Our Common Future</i> , Oxford University Press, Oxford 2. Dresner, S. (2002). <i>The Principles of Sustainability</i> , Earthscan, London. 3. Commoner, Barry (1972). <i>The Closing Circle: Nature, Man and Technology</i> , Bantam, New York. 4. Human Development Report (1994) United Nations Development Program, Oxford University Press.		