

SYLLABUS

Semester: I

CC-I: Philosophical Foundations of Education

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	I
Course Title	CC-I: Philosophical Foundations of Education
Course Code	EDN21001
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	CC-I
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none">• Develop an understanding about the contribution of Philosophy of Education to education as a discipline.• Develop capacity to build an Indian Philosophy of Education to set goals of education in India.• Acquaint themselves with the educational contributions of some great thinkers on education and develop competency to apply their contributions, especially to contemporary Indian education scenario.• Understand some concepts related to social philosophy of education and build competency to interpret and evaluate those concepts fully.• Develop insights to apply the above competencies in the practices of education.
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall and explain key concepts and theories in philosophical foundations of education.</p> <p>CO2: Demonstrate understanding of the relationship between philosophical perspectives and educational practices.</p> <p>CO3: Apply philosophical principles to analyze and evaluate educational policies and practices.</p> <p>CO4: Critically analyze different philosophical perspectives on</p>

	<p>education and their implications for teaching and learning.</p> <p>CO5: Evaluate the impact of philosophical foundations on educational systems and social structures.</p> <p>CO6: Develop a personal philosophy of education based on a synthesis of various philosophical perspectives.</p>
--	--

Course Outline

Module	Description
I	<p>Philosophical Basics of Education</p> <ul style="list-style-type: none"> • Philosophy: Concept and branches. • Philosophy of Education: Concept, Meaning, Nature, Scope. • Educational Philosophy: Concept, Meaning, Nature, Scope. • Concepts and nature of Metaphysics, Epistemology and Axiology • Differences among Metaphysics, Epistemology and Axiology • Role of Metaphysics, Epistemology and Axiology in Education
II	<p>Contribution of Indian Schools of Philosophy</p> <ul style="list-style-type: none"> • Sankhya, Yoga, Vedanta Philosophy – with special reference to Aims of Education, Methods of Teaching and acquiring valid knowledge • Jainism, Buddhism & Islamic traditions – with special reference to Aims of Education, Methods of teaching and acquiring knowledge.
III	<p>Contribution of Western Schools of Philosophy</p> <ul style="list-style-type: none"> • Idealism, Naturalism & Realism and their contribution to Education with special reference to information, knowledge and wisdom • Pragmatism, Marxism & Existentialism - Introduction, Knowledge & wisdom and their contribution to Education with special reference to information, knowledge and wisdom
IV	<p>Contribution of Great Indian Educational Philosophers</p> <ul style="list-style-type: none"> • Rabindra Nath Tagore & Mohandas Karamchand Gandhi. • Jiddu Krishnamurti & Savitribai Phule (Educational implications, Aims, Contents & curriculum, Methods of teaching and Role of Teacher)
V	<p>Contribution of Great Western Educational Philosophers</p> <ul style="list-style-type: none"> • Bertrand Russell & Paulo Freire. • Wollstonecraft & Nel Noddings. (Educational implications, Aims, Contents & curriculum, Methods of teaching and Role of Teacher)

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Mukherjee, R. K. Ancient Indian Education, Delhi, Motilal Banarasidas, 1974.
- Narareth, M. P. Education Goals, Aims and Objectives, New Delhi, Vikash. 1984.
- Narvene, V.S. (1978) Modern Indian Thoughts, New York, Orient Longmans Ltd.
- Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) The Blackwell Guide to the Philosophy of Education, Blackwell Publishing Ltd.
- Pandey, R. S. An Introduction to Major Philosophies of Education, Agra, Vinod Pustak Mandir. 1996.
- Park J. (Ed) (1963) Selected Readings in Philosophy of Education, New York: The MacMillan Company.
- Rusk, Robert R. (1962) Philosophical Bases of Education, Warwick Square: University of London.
- Saxena Swaroop, N.R. (2001) Philosophical and Sociological Foundations of Education, Meerut: Surya Publication.
- Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.

CC-II: Psychological Foundations of Education

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	I
Course Title	CC-II: Psychological Foundations of Education
Course Code	EDN21002
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	CC-II
Course Objective	The objectives of this course are <ul style="list-style-type: none">• The contributions of different schools of psychology to education.

	<ul style="list-style-type: none"> • The nature of various processes of growth and development in order to develop educational programmes. • The nature of learning and transfer of learning. • The nature of motivation and its relation to learning
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Identify and explain key psychological theories and concepts related to education, including learning theories, developmental theories, and motivation theories.</p> <p>CO2: Interpret and compare different psychological perspectives on education, such as behaviorism, constructivism, and social cognitive theory, to understand how they influence teaching and learning practices.</p> <p>CO3: Apply psychological principles and theories to analyze and solve real-world problems related to education, such as addressing student behavior issues, designing effective learning environments, and promoting student motivation and engagement.</p> <p>CO4: Examine and evaluate research studies and educational practices through a psychological lens, to identify underlying psychological factors that impact student learning and academic achievement.</p> <p>CO5: Critically evaluate the effectiveness of educational interventions and practices based on psychological evidence, and propose evidence-based recommendations for improving educational policies and practices.</p> <p>CO6: Integrate and synthesize knowledge from various psychological theories and perspectives to develop innovative and effective teaching strategies that cater to diverse student needs and enhance learning outcomes.</p>

Course Outline

Module	Description
I	Major Schools of Educational Psychology <ul style="list-style-type: none"> • Behaviourism – Characteristics & significance in Education. • Cognitivism – Characteristics & significance in Education. • Humanism – Characteristics & significance in Education. • Constructivism – Characteristics & significance in Education.
II	Theory of Growth and Development <ul style="list-style-type: none"> • Cognitive development- Piaget’s theory and its educational • Psycho Social Development – Erikson’s theory of psychosocial • Psycho-Sexual Development – Freud’s Theory • Moral and Pro Social Development- Kohlberg’s theory • Holistic Theory of development - Steiner
III	Intelligence & Creativity and Personality <ul style="list-style-type: none"> • Intelligence – Concept, nature, types & measurement.

	<ul style="list-style-type: none"> Theories of intelligence – Guilford, Gardner, Sternberg Emotional intelligence – Concept, Nature, Theory (Goleman) & Measurement: Educational implications. Creativity – Concept, Nature, Theory (Sternberg) and Nurturance, Relationship with Meta-cognition. <ul style="list-style-type: none"> Personality – Concept, Nature, Importance & Development & Importance. Measurement of Personality
IV	Learning Theories <ul style="list-style-type: none"> Basic concepts of Learning: Concept, Nature and types Connectionist behaviourist Theories (Thorndike, Pavlov, Hull, Skinner-synoptic views) Cognitive Field Theories (Gestalt, Lewin, Tolman) Humanistic Theories (Maslow & Rogers)
V	Individual Difference <ul style="list-style-type: none"> Concept & Types (Intra & Inter) Role of Heredity & Environment Implications of Individual Differences (Biological, Physical, Emotional, Cognitive, Social & Moral) for organizing Educational Programs According to Individual differences Child-rearing practices

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation	End Semester Examination
	50%	50%

Suggested Readings:

- Aggarwal, J.C. (1995). Essentials of Educational Psychology, Vikash Publishing House Private Limited. New Delhi.
- Anastasi, A. & S. Urbina. Psychological Testing (4th Ed.) (2004). Pearson Education.
- Baron, R.A. and Byrne, D. (1995) Social Psychology, New Delhi. Prentice Hall of India Pvt. Ltd.
- Bigge, L. Morris. (1982): Learning Theories for Teachers, Harper and Row Publishers, New York.

- Bower, G.H. and Hilgard, R.R.(1986),Theories of Learning, (5thed.), Prentice Hall, New Delhi.

CC-III: Sociological Foundations of Education

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	I
Course Title	CC-III: Sociological Foundations of Education
Course Code	EDN21003
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	CC-III
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • To develop knowledge about Education & Society. • To transact different determinants of Sociology in Education • To apply Sociological Concepts of different segments to our society • To enable learners to correlate Education & sociology • To understand sociological theories and its practices in our educational system
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall the key concepts and theories in the field of sociology of education.</p> <p>CO2: Explain how social institutions influence education systems and policies.</p> <p>CO3: Analyze and critique the impact of social stratification on educational opportunities and outcomes.</p> <p>CO4: Compare and contrast different sociological perspectives on education.</p> <p>CO5: Assess the effectiveness of various educational reforms through a sociological lens.</p> <p>CO6: Propose innovative solutions to address social inequalities in education based on sociological principles.</p>

Course Outline

Module	Description
I	Basics of Educational Sociology <ul style="list-style-type: none"> • Meaning & nature of Sociology of Education. • Approaches to Sociology of Education: Symbolic Interaction, Structural Functionalism, and Conflict Theory. • Social Dynamics in Education.
II	Socialization and Education <ul style="list-style-type: none"> • Agencies: Family, Peer-group, Community, Educational Institutions, Mass-Media • Social Process: Co-operation, Competition, Conflict' Integrity: Concept, Nature, Educational Importance. • Concept & Development of Self, Self -Esteem, and Social Feelings.
III	Social Change and Education <ul style="list-style-type: none"> • Social Change – Concept, Nature, Factors, and Theory (P. Sorokin) • Structural Process of Social Change-Industrialisation & Urbanisation • Cultural Process of Social Change – Sanskritisation, Globalization & Westernisation • Relationship between Education and Social Change.
IV	Contribution of Indian Social Thinkers of Education <ul style="list-style-type: none"> • B.K.Sarkar • Radhakamal Mukherjee • D.P. Mukherjee • G.S. Ghurey
V	Emerging Sociological Issues in Indian Education <ul style="list-style-type: none"> • Inequality of educational opportunities and their impact on social growth and development; • Education of the socially and economically disadvantages section of the society, with special reference to schedule caste and schedule tribes, Women and rural population; • Discriminatory issues-Caste & Gender • Drug Abuse & Drug Addiction.

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Chube, S. P.: Philosophical & Sociological Foundation of Education. Vinod Pustak Mandir, Agra, 1981.
- Shukla, S. .& Kumar, K. : Sociological Perspective in Education, Chanakya Publication, New Delhi, 1985
- Bhatt, B. D. & Sharma, S. R.: Sociology of Education, Kanishka Publishers House, 1993.
- Cook, L. A. &Cook, E.: A Sociological Approach to Education, McGraw Hill, New York, 1950.
- Sharma, K. L.: Social Stratification in India: Issues & Themes, Sage Publication, New Delhi, 1997.
- Talesra, H.: Sociological Foundations of Education: Kanishka Publishers, New Delhi, 2002.
- Sharma, Y. K.: Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 2004.

AEC – IA: Creative Innovation in Education

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	I
Course Title	AEC – IA: Creative Innovation in Education
Course Code	EDN21004
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	AEC – IA
Course Objective	The objectives of this course are <ul style="list-style-type: none">• Understand various creative forms and their integration in education• Integrate singing method in education.• Understand the importance of dramatic way of presentation.• Understand the efficacy of different art forms in education.

	<ul style="list-style-type: none"> • Develop creativity through different creative art forms. • Use art of drawing and painting in education process.
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall and explain various creative forms and their integration in education.</p> <p>CO2: Interpret and compare Integrate singing method in education.</p> <p>CO3: Apply dramatic way of presentation.</p> <p>CO4: Examine and evaluate the efficacy of different art forms in education.</p> <p>CO5: Critically evaluate features of and understanding of philosophy for development of humanity.</p> <p>CO6: Create the notation of a song.</p>

Course Outline

Module	Description
I	Conceptual framework of Creativity <ul style="list-style-type: none"> • Nature& Concept of Creativity • Characteristics of Creativity • Conditions of Creativity
II	Development of Creativity <ul style="list-style-type: none"> • Nurturing and stimulation of Creativity • Methods of Creativity: Problems Solving and Brain storming
III	Music and its Application in Education <ul style="list-style-type: none"> • Concept of Sur, Taal, and laya (Sargam), Folk Songs • Different Forms of Music
IV	Drama and its Application in Education <ul style="list-style-type: none"> • Use of Drama for Educational and social change; • Use of Drama Techniques in the Classroom: • Voice and speech, mime and movements
V	Dance and its Application in Education <ul style="list-style-type: none"> • Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances. • Integration of Dance in educational practices (Action songs, Nritya Natika)
VI	Creative Art Forms and its Application in Education <ul style="list-style-type: none"> • Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms • The use of different art forms in Education: Creative writing, Model making (Clay modelling, Origami, Puppet making), Decorative Art (Rangoli, Ikebana, Wall painting-Mural). • Designing (Computer graphics, CD Cover, Book cover, Collage work) • Preparation of Educational quizzes and games

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Getzels, S. W. & Jack, P. L. Creativity and Intelligence American Sociological Review.
- Gowan, J. C. Dewas G. D, Torrance, E. P. Creativity & its Educational Implication
- Kneller, G. E. The Art and Science of Creativity
- Mangal S.K. Advanced Educational Psychology PHI learning private limited Delhi 2016
- Mehdi, B. Creativity in Teaching and Learning. (New Delhi: NCERT, 1981)

AEC-IB: Yoga Education

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	I
Course Title	AEC-IB: Yoga Education
Course Code	EDN21005
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	AEC-IB
Course Objective	The objectives of this course are <ul style="list-style-type: none"> • Understand the concept and principles of Yoga • Develop awareness about the historical aspects of Yoga • Learn some meditational practices and techniques • Learn to maintain a healthy condition of body and mind • Learn the utility of yoga in modern life
Course Outcome (CO)	After completion of this course, students will be able to: CO1: Define and explain the fundamental principles and

	<p>philosophy of yoga.</p> <p>CO2: Compare and contrast different styles and approaches to yoga practice.</p> <p>CO3: Apply yoga techniques for stress management, relaxation, and improving overall health and wellness.</p> <p>CO4: Critically analyze research studies and literature on the benefits of yoga for different populations.</p> <p>CO5: Assess the progress and development of individuals in their yoga practice over time.</p> <p>CO6: Create innovative and creative yoga sequences and flows for diverse populations and settings.</p>
--	---

Course Outline

Module	Description
I	<p>Introduction to Yoga and Yogic Practices</p> <ul style="list-style-type: none"> • Introduction to Yoga: Concept & Principles • The schools of Yoga: Raja Yoga and Hatha Yoga • History of development of yoga and Yogic practices for healthy living • Classical approach to yoga practices viz. Kriyas, Yama, Niyama, Asana, Pranayama • Bandha, Mudra & dhyana as per yogic texts and research based principles of Yoga
II	<p>Ancient Systems of Indian Philosophy and Yoga System</p> <ul style="list-style-type: none"> • Ancient systems of Indian Philosophy • Yoga & Sankhya philosophy & their relationship • Pantanjali Yoga Shastra: Ashtanga yoga and kriya yoga in sadhnapada
III	<p>Concept of Health Education</p> <ul style="list-style-type: none"> • Aim and objective of Health education • Structure and function of human body and the principles of first aid • First aid Equipment • Need of warming up and cooling down before and after
IV	<p>Yoga and Stress Management</p> <ul style="list-style-type: none"> • Stress –Concept & Causes • Role of Yoga to cope with stress • Types of Yogic practices for stress management • Cyclic meditation for stress management • Concept of load yogic practices
V	<p>Yoga and Health</p> <ul style="list-style-type: none"> • Need of yoga for a positive health for the modern human • Concept of health and disease: medical & Yogic perspectives • Concept of Panch Kosa for an Integrated & positive health • Utilitarian Value of Yoga in Modern Age

Evaluation:

Mode of Evaluation	Theory
--------------------	--------

Weightage	Continuous and Comprehensive Evaluation	End Semester Examination
	50%	50%

Suggested Readings:

- Swami Shivananda Yoga Asanas : Divine Life Society, 1972.
- Jha Vinay Kant (2015), Patanjalis Yoga Sutras – Commentary By Swami Vivekananda, Solar Books, Dariya Ganj, New Delhi
- Raja Yoga-Vivekananda Swami-Adyar Publication, Madras
- Universe of Swami Vivekanand & Complete Wholistic Social Development, www.icorecase.org
- Yoga Education – Master of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi

AEC – IC: Creative Writing in Education

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	I
Course Title	AEC – IC: Creative Writing in Education
Course Code	EDN21006
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	AEC – IC
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • Meaning of effective and understandable writing • Meaning and essence of Nature, Purpose, Perspective, sensitivity to catch and hold attention, connectivity and relation and use of clarity, brevity in writing • Organize simple academic representation to express and

	appreciate the sense of effective writing.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: Identify and explain effective and understandable writing. CO2: Interpret and compare attention, connectivity and relation and use of clarity, brevity in writing. CO3: Apply simple academic representation to express. CO4: Examine and evaluate Nature, Purpose, Perspective, sensitivity to catch and hold. CO5: Critically evaluate the sense of effective writing. CO6: Propose the dramatization of Ideas.

Course Outline

Module	Description
I	Meaning, Concepts, and Characteristics of Writing <ul style="list-style-type: none"> • Understanding, Skills and Professional Knowledge about the art of Writing • Developing the Creative Ability in a professional career as a freelance writer • Assimilation of information about a writer's art • Developing Imaginative Writing Skills in relation to feature articles • Writing Scripts for public deliverance • Language and Rhythm of Writing • Imagery and Symbols of Writing
II	General Principles of Writing <ul style="list-style-type: none"> • Fundamental Norms of Writing • Structure of Materials • Dramatization of Ideas • Preparing a Press copy
III	Feature Writing <ul style="list-style-type: none"> • Writing about women or other gender • Book Reviews • Travel Writing • Interviews
IV	Introduction to Academic Writing <ul style="list-style-type: none"> • Styles of Writing: Through exploration of different sources (journals, books, academic, magazines, working papers, etc.) • Essentials of good academic writing. • Paraphrasing and acknowledging • Editing and Proof reading • Referencing as per an accepted referencing style guide (APA etc.)
V	Academic Writing in Education <ul style="list-style-type: none"> • Article writing • Research Paper writing • Synopsis writing • Report writing • Field Report writing

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Austen, Veronica J. "The Value Of Creative Writing Assignments In English Literature Courses." *New Writing: The International Journal For The Practice & Theory Of Creative Writing* 2.2 (2005): 138. Publisher Provided Full Text Searching File. Web. 1 Sept. 2016.
- APA (2012) style Manual USA, American Psychological Association
- Brown, Kristine and Susan Hood. *Academic Encounters*. Cambridge University Press, 2002.
- Murray, R (2004) *Wring for Academic Journals*, Maidenhead: Open University Press.

Semester: II

CC-IV: History of Education & Contemporary Issues in Education

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	II
Course Title	CC-IV: History of Education & Contemporary Issues in Education
Course Code	EDN21007
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	CC-IV
Course Objective	The objectives of this course are <ul style="list-style-type: none">• Acquaint with the education system of ancient, modern

	<p>and colonial India</p> <ul style="list-style-type: none"> • Recognize the development of education at different levels • Determine the current trends of education in India • Acquaint with the education system of modern India • Identify the important problems and their needed solutions in the field of education in India
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall key events and figures in the history of education, from ancient civilizations to modern times.</p> <p>CO2: Summarize major theories and philosophies that have influenced the development of educational systems.</p> <p>CO3: Analyze the impact of societal, political, and economic factors on the evolution of education.</p> <p>CO4: Compare and contrast traditional and contemporary educational practices.</p> <p>CO5: Evaluate the role of education in social reform movements throughout history.</p> <p>CO6: Develop informed perspectives on current debates and trends in education policy and practice.</p>

Course Outline

Module	Description
I	<p>Education in Ancient and Medieval Period</p> <p>Vedic, Brahmanic, Buddhist, Jain Education, and Islamic Education</p> <ul style="list-style-type: none"> • Aims and Objectives • Subjects of Study • Methods of teaching including teacher-pupil relationship • Evaluation System • Centre of Learning
II	<p>Education in Pre Independence India</p> <ul style="list-style-type: none"> • Macaulay's Minute on Indian Education (1835) • Wood's Despatch (1854) • First Indian Education Commission or Hunter Commission (1882) • Indian University Commission (1902) • Calcutta University Commission or Sadler Commission (1917- 1919) • Post war Education Commission or Sargent Report
III	<p>Education in Post-Independence India</p> <ul style="list-style-type: none"> • Radhakrishnan Commission (1948-1949) • Mudaliar Commission (1952-53)

	<ul style="list-style-type: none"> • Kothari Commission (1964-1966) • National Education Policy (2020)
IV	Current Initiatives in Indian Education <ul style="list-style-type: none"> • Sarva Shiksha Abhiyan (2000) • Rashtriya Madhyamik Shiksha Abhiyan (2009) • Right to Education Act (2009) • Knowledge Commission (2009) • Rashtriya Uchcharat Shiksha Abhiyan (2013)
V	Present Issues and Challenges of Education <ul style="list-style-type: none"> • Poverty and Unemployment • Population Overshoot • Brain-drain • Adult Education • Professional growth of Teachers

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Aggaral, J. C., (2001). Modern Indian Education: History, Development and Problems, Delhi, Shipra Publication.
- Aggarwal, J. C and Gupta, S. (2007), Secondary Education: History, Problems and Management, Delhi, Shipra Publication.
- Chakraborty, A & Islam, N (2014) Sikshar Itihas O Sampratik Ghatanaprabaha, Classique Books, Kolkata
- Ghosh, R (2014) Yuge Yuge Bharater Siksha, Soma Book Agency, Kolkata

CC-V: Educational Measurement and Evaluation

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	II
Course Title	CC-V: Educational Measurement and Evaluation
Course Code	EDN21008
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	CC-V
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • To develop understanding of the concepts of measurement and evaluation in education. • To be acquainted with the process of Evaluation • To be acquainted with different types of measuring instruments and their uses. • To develop understanding of the concepts of validity and reliability and their importance in educational measurement. • To be acquainted with the principles of test construction.
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall and recognize the key concepts and principles of educational measurement and evaluation.</p> <p>CO2: Demonstrate an understanding of the various methods and techniques used in educational measurement and evaluation.</p> <p>CO3: Apply the principles of educational measurement and evaluation to design and conduct assessments in educational settings.</p> <p>CO4: Analyze assessment data to identify strengths and areas for improvement in educational programs and interventions.</p> <p>CO5: Evaluate the validity, reliability, and fairness of educational assessments and make recommendations for improvement.</p> <p>CO6: Design and implement innovative assessment strategies that align with best practices in educational measurement and evaluation.</p>

Course Outline

Module	Description
I	Measurement and Evaluation Process <ul style="list-style-type: none"> • Concept, scope and Need of Measurement and Evaluation • Taxonomies of Educational Objectives • Evaluation: functions and Basic principles, Interrelationship between measurement and evaluation in education
II	Types of Tools of Measurement and Evaluation <ul style="list-style-type: none"> • Tools of Measurement And Evaluation – Subjective And Objective Tools • Tests: essay type test and objective test, Norm-referenced and Criterion-referenced tests • Questionnaires • Interview • Rating scale • Inventories and Schedules
III	Educational Implication of Psychological Tests <ul style="list-style-type: none"> • Intelligence • Attitude • Creativity • Personality
IV	Standardization of Tools <ul style="list-style-type: none"> • Basic characteristics of good tools – Validity, Objectivity, Reliability, Usability and Norms • Item analysis • Test standardization • Steps involved in standardizing a test
V	Current Changes in Measurement & Evaluation <ul style="list-style-type: none"> • Grading System • Semester system • Continuous Internal Assessment system • Question bank • Use of Computer

Evaluation:

Mode of	Theory
---------	--------

Evaluation		
Weightage	Continuous and Comprehensive Evaluation	End Semester Examination
	50%	50%

Suggested Readings:

- Measurement and Assessment in teaching (8thed.)-Robert L. Linn & Norman E. Gronlund:Pearson Education
- Essentials of Educational Measurement (5thed.) Robert L. Eble & David A. Frisbie: Prentice Hall of India, New Delhi
- Principle of Educational and Psychological Testing (3rded.)-Frederick G. Prown-Holt, Rinehart and Winter, New York
- New Approaches to Measurement and Evaluation-K.S. Singh-Sterling Publishers Pvt. Ltd.
- Test, Measurements and Research Methods in Behavioral Science-A.K. Singh: BharatiBhavan

CC-VI: Information and Communication Technology in Education

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	II
Course Title	CC-VI: Information and Communication Technology in Education
Course Code	EDN21009
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	CC-VI
Course Objective	The objectives of this course are <ul style="list-style-type: none"> • To make students aware about fundamentals of computer

	<p>hardware and software.</p> <ul style="list-style-type: none"> • To develop capability in students to use computers for teaching-learning activities. • To use computers for collection and dissemination of information throughout the world.
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall and recognize the importance of integrating information and communication technology in education to address gender issues.</p> <p>CO2: Understand the significance of gender-sensitive education policies and practices in utilizing technology for promoting equality and inclusivity in educational settings.</p> <p>CO3: Apply various ICT tools and strategies to design and implement gender-responsive curriculum and teaching methods in the digital age.</p> <p>CO4: Analyze the impact of ICT on educational opportunities and outcomes for different genders, and critically evaluate existing digital resources for bias and stereotypes.</p> <p>CO5: Assess the effectiveness of ICT interventions in addressing gender disparities in education and propose improvements or innovative solutions for more equitable practices.</p> <p>CO6: Develop innovative ICT-based projects and initiatives that empower individuals from diverse genders and promote a culture of gender equality and diversity in the learning environment.</p>

Course Outline

Module	Description
I	<p>Fundamentals of Computer</p> <ul style="list-style-type: none"> • Concept of Computer, Block diagram of computers, classification of computers • Input devices (keyboard, mouse, scanner, microphone, joystick, web camera, digital camera) • Processing devices (CPU and its Components) • Memory Devices (Primary: RAM, ROM, Secondary: Hard Disk, Floppy Disk, CD-ROM, Pen Drive) • Output Devices (Monitor, Printer, Speakers, LCD Projectors) • Software (DOS, BASIC)
II	<p>Introduction to Information and Communication Technology</p> <ul style="list-style-type: none"> • Concepts of Information and Communication Technology • Universal access VS Digital Divide - issues and initiatives • Challenges of Integration of ICT in School

	<ul style="list-style-type: none"> • IT@ School Project
III	Use of Internet and MS Office <ul style="list-style-type: none"> • MS Office Package: MS Word, MS PowerPoint, MS Excel • Introduction to Internet • E-mail, Search Engines • Chat room, video conferencing, blogs, Apps • Info-Savvy Skills; Digital Age Skills, safe surfing mode
IV	Web-Educational Resources <ul style="list-style-type: none"> • Concept of E-learning, Mobile-learning, distance learning, On-line learning • Virtual University, Wikipedia, Massive Open Online Courses (MOOCs) • Social networking • E-books and virtual library
V	Techno-Pedagogic Skills <ul style="list-style-type: none"> • Media Message Compatibility • Message Credibility & Media Fidelity • Proximity of Message Forms • Message Currency, Communication Speed & Control, Communication Model

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation	End Semester Examination
	50%	50%

Suggested Readings:

- Andrew M. St. Laurent. (2004). Understanding Open Source and Free Software Licensing. O'Reilly: Cambridge
- Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
- Evant, M: The International Encyclopaedia of Educational Technology.
- Gwen Solomon, Lynne Schrum. (2014). Web 2.0 How-to for Educators, Second

Edition.ISTE

- Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn. (2012)Using Technology with Classroom Instruction That Works, 2nd Edition.ASCD:Denver
- Jane Hunter (2015).Technology Integration and High PossibilityClassrooms: Building fromTPACK
- Katherine Cennamo, John Ross, Peggy Ertmer. (2013).TechnologyIntegration forMeaningful Classroom Use: A Standards-Based Approach.Wadsworth: AU

AEC –IIA: Mental Health & Hygiene

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	II
Course Title	AEC –IIA: Mental Health & Hygiene
Course Code	EDN21010
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	AEC –IIA
Course Objective	The objectives of this course are <ul style="list-style-type: none">• To enable the understanding of Concept of mental health and hygiene.• To develop awareness of good mental health in both teachers and students.• To identify principles and conditions conducive to good mental health.• To suggest measures for fostering good mental health among students.• To develop the understanding of the role of home, school and society in mental health.
Course Outcome (CO)	After completion of this course, students will be able to: CO1: Recall and explain the definition of mental health and

	<p>hygiene.</p> <p>CO2: Demonstrate the concept of mental health and its types.</p> <p>CO3: Apply the awareness program related to good mental health in both teachers and students.</p> <p>CO4: Examine and evaluate the measures for fostering good mental health among students.</p> <p>CO5: Critically evaluate different Cognitive, Affective and Creative aspects.</p> <p>CO6: Plan a visit to Mental Health Centre.</p>
--	---

Course Outline

Module	Description
I	<p>Basics of Mental Health and Hygiene</p> <ul style="list-style-type: none"> • Concept of Mental Health and illness • Factors Affecting Mental Health • Concept and Objectives of Mental Hygiene • Criteria for a Mentally Healthy Person
II	<p>Mental Health Issues in Education</p> <ul style="list-style-type: none"> • Principles of Good Mental Health • Role of Home and School in maintaining good Mental Health • Salient Features and Technique of Psycho-analysis
III	<p>Psychoses, Neuroses and Maladjustment</p> <ul style="list-style-type: none"> • Psychoses: nature, types, symptoms and causes • Neuroses: nature, types, symptoms and causes • Maladjustment (social, marital, and occupational)
IV	<p>Basics of Psycho-Therapies</p> <ul style="list-style-type: none"> • Concept, goals, and approaches of Psychotherapies • Carl Roger's Humanistic Therapy • Existential Psychotherapy • Behaviour Therapies: Systematic Desensitization and Aversive Conditioning
V	<p>Current Social Issues in Mental Health and Management</p> <ul style="list-style-type: none"> • Concept of DSM 5 and its changes from DSM IV • Frustration, conflict, stress and anxiety: Sources and Management • Contemporary lifestyles and related issues

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation	End Semester Examination
	50%	50%

Suggested Readings:

- Arkoff, Abe: Adjustment and Mental Health, New York :Mc Graw Hill Company, 1968.
- Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin,1952 Akhilananda Swami, Hindu Psychology, London, Routledge, 1953
- Bahadur, Mal, Mental Health in Theory and Practice, Hoshirpur, V.V.R.I., 1995
- Bernard, Harold, W., Mental Hygiene for Class-room Teachers, New York: McGraw HillBook Co., 1952.
- Burbury, W. M., Baliient, E. et. Al: An Introduction to Child Guidance, London: McMillan& Co.
- Capuzzi David and Gross Douglas R: Introduction to Counseling, London, Allyn andBacon, 1995.
- Carrol, Herbert, A. Mental Hygiene : The Dynamics of Adjustment (3rd ed.) EnglewoodCliffs, New Jersey: Prentice Hall, Inc.1956.

AEC –IIB: Gender Issues in Education

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	II
Course Title	AEC –IIB: Gender Issues in Education
Course Code	EDN21011
Credit	6
Contact Hours (L-T-P)	5-1-0

Course Type	AEC –IIB
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • Develop gender sensitivity among the student teachers. • Understand the gender issues faced by the schools. • Understand the paradigm shift with reference to gender studies. • Understand how gender, power and sexuality relate to education.
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall and describe key concepts related to gender issues in education, such as gender stereotypes, gender bias, and gender discrimination.</p> <p>CO2: Explain the impact of gender on educational opportunities and outcomes, including access to education, academic achievement, and career choices.</p> <p>CO3: Analyze and evaluate policies and practices related to gender equality in education, and propose strategies for promoting gender equity in educational settings.</p> <p>CO4: Critically examine the intersectionality of gender with other factors such as race, ethnicity, and socio-economic status in educational contexts.</p> <p>CO5: Assess the effectiveness of initiatives aimed at addressing gender disparities in education, and recommend evidence-based interventions for improving gender equality in educational systems.</p> <p>CO6: Design innovative approaches for fostering inclusive and equitable educational environments that support the diverse needs and experiences of all students, regardless of gender.</p>

Course Outline

Module	Description
I	<p>Key Concepts of Gender</p> <ul style="list-style-type: none"> • Definition of gender, sex and sexuality • Difference between sex, gender and sexuality • Social construction of gender • Gender bias, gender stereotyping, patriarchy and empowerment • Role of gender, body image, role models in development of sexuality in the lives of children • LGBTQIA and their movement: World and India
II	<p>Gender in Curriculum</p> <ul style="list-style-type: none"> • Concept of Curriculum

	<ul style="list-style-type: none"> • Gender and the hidden curriculum • Gender in text and context • School and Teacher as an agent of change • Treatment of boys & girls in taking responsibilities
III	Gender related Issues <ul style="list-style-type: none"> • Transgender & Hizra people • Educational status of transgender and LGBTQIA people • Sexual Orientation
IV	Sexual Harassment and Abuse <ul style="list-style-type: none"> • Problem faced by women • Problem faced by LGBTQIA people • Concept of sexual harassment, abuse, molestation, rape • Institutions redressing sexual harassment and abuse
V	Women Education <ul style="list-style-type: none"> • Committees and Commissions on Women's Education- Radhakrishnan, Mudaliar and Kothari Commission, Durgabai Deshmukh committee, Hansraj Mehta Committee and Bhaktabatsalam Committee • Policy perspectives. Role of UGC, MHRD, National policy of education- 1968, 1986, POA 1992. Constitutional Provision

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Bordia, A. (2007). Education for gender equity: The Lok Jumbish experience,
- Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi:Vikas Publishing
- Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House

- Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications Ministry of Education (1959). Report of National Committee of Women's Education. New Delhi: MERuhela, S. (1988).
- Understanding the Indian Women Today; Delhi: Indian Publishers Distributors
- Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block) Vikash publishing House Delhi

AEC –IIC: Life Skill Education

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	II
Course Title	AEC –IIC: Life Skill Education
Course Code	EDN21012
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	AEC –IIC
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • To understand the meaning of life skills. • To be acquainted with the different types of life skills. • To find the ways in which individual's personality can be built through the development of these life skills.
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall and explain the meaning of life skills.</p> <p>CO2: Demonstrate the ways in which individual's personality can be built through the development of these life skills.</p> <p>CO3: Apply Professional skills.</p> <p>CO4: Examine and evaluate the different types of life skills.</p> <p>CO5: Critically evaluate different types of life skills.</p> <p>CO6: Propose a plan to cope up with stress.</p>

Course Outline

Module	Description
--------	-------------

I	<p>Basic Concept of Life Skills</p> <ul style="list-style-type: none"> • Meaning and Concept of Life skills. • Origin of Life Skill in Education. • Development of Concept of Life Skills. • Definitions and Interpretation.
II	<p>Types of Life Skills</p> <ul style="list-style-type: none"> • Generic Life skills – Survival Skills, Negotiating Skills and Coping Skills • Problem Specific Skills • Skills for area specific development
III	<p>Training and Techniques</p> <ul style="list-style-type: none"> • Concept of Training and Techniques for Life Skill Education • Types of Training • Stages of Life Skill Education
IV	<p>Life Skills for Leadership Training</p> <ul style="list-style-type: none"> • Definition of Leadership Training • Styles of Leadership Training • Functions of Leadership Training • Training of Leadership through personality building and like skills
V	<p>Coping Skills</p> <ul style="list-style-type: none"> • Coping with Emotions: Definition, Characteristics, Types - Classification: Wheel Model, Two-Dimensional Approach - Coping Strategies • Coping with Stress: Definition, Stressors - Sources of Stress - The General Adaptive Syndrome Model of Stress

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris..
- UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris..
- UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris..
- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.

Semester III

CC-VII: Methodology of Educational Research

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	III
Course Title	CC-VII: Methodology of Educational Research
Course Code	EDN21013
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	CC-VII
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none">• Describe the nature and process of research in education• Acquaint with the sources from where knowledge can be obtained• Formulate research-worthy problem• Describe and differentiate the various methods of sampling• Develop the concept of quantification, measures, grouping and presentation of data
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall key concepts and terminology related to educational research methodology.</p> <p>CO2: Explain the role and importance of research methodology in the field of education.</p> <p>CO3: Apply various research methods and techniques to design and implement research projects in education.</p> <p>CO4: Evaluate the strengths and limitations of different research methodologies used in educational research.</p> <p>CO5: Critically assess the validity and reliability of research findings in the field of education.</p> <p>CO6: Develop a research proposal that demonstrates a deep understanding of educational research methodology and its application in practice.</p>

Course Outline

Module	Description
I	Basic Concept on Educational Research <ul style="list-style-type: none"> • Concept, Nature, Purpose and Scope of Research and Educational Research. • Scientific Method – Meaning and Characteristics, Steps &Types. • Fundamental, Applied, Action Research • Historical, Descriptive, Experimental, Qualitative, Quantitative Research.
II	Planning & Tools of Research <ul style="list-style-type: none"> • Selection of Research Problem – Concept, Needs, and Limitations. • Variables – Concept, Nature & Types. • Objectives & Research Questions. Hypotheses • Characteristics of a Good Research Tools – Objectivity, Validity & Reliability. • Tools & Techniques – Rating scale, Attitude scale, Aptitude Test, Achievement Test, Questionnaire, Observation, Interview , Projective technique, Inventory
III	Concept of Sampling <ul style="list-style-type: none"> • Concept of Universe, Population and Samples. • Meaning, Nature and Purposes of Sampling • Techniques and Methods of sampling: Probability and Non-Probability. • Sampling Errors
IV	Formulation and Identification of Research Problem <ul style="list-style-type: none"> • Formulation of Research Problem • Criteria and Sources for Identifying the Problem • Delineating and Operational Variables • Developing assumptions and Hypothesis in Various
V	Data Analysis & Research Report Writing <ul style="list-style-type: none"> • Analysis of Quantitative Data – Description of data, Testing of hypothesis, Levels of Significance. • Inferential Statistics – Parametric & Non - Parametric Techniques. • Analysis of Qualitative Data – Data Reduction, Classification, Analytical Induction & Content Comparison. • Research Report Writing – Research Ethics, Chapterization, Style of Referencing.

Evaluation:

Mode of	Theory
---------	--------

Evaluation		
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Creswell, J.W.-Educational Research-planning, conducting, and evaluating Quantitative and Qualitative approach. PHI.
- Cohen, L., Manion, L. & Morrison, K.-Research Methods in Education. Routledge.
- Johnson, B. & Christensen, L.-Educational Research-quantitative, qualitative & mixed approaches. Sage.
- Kerlinger, F. N. –Foundations of behavioural research. Surajit Publication
- Mohsin, S. M. –Research methods in behavioural science. Orient Longman.
- Best and Kahn –Research in education. PHI
- Koul, L.–Methodology of educational research. Vikas Publishing House Pvt. Ltd.
- Ahuja, R. –Research Methods, Rauat Publication, Jaipur and New Delhi.
- Kothari, C.R.–Research Methodology–method and techniques. Wishwa Prakashan, New Delhi

CC-VIII: Educational Administration and Management

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	III
Course Title	CC-VIII: Educational Administration and Management
Course Code	EDN21014
Credit	6
Contact Hours (L-T-P)	5-1-0

Course Type	CC-VIII
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • Know the nature, scope and functions of Educational Management and Administration • Realize idea about the difference between administration, management and supervision • Know the management system and their applications in education institutions • Understand some idea about institutional leadership and its function in conflict management • Understand some idea about educational planning and its application understand about the organization system in educational institutions
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall key principles and theories of educational administration and management.</p> <p>CO2: Explain the various functions of educational administration and management.</p> <p>CO3: Apply organizational and leadership theories to real-world educational scenarios.</p> <p>CO4: Evaluate the effectiveness of different leadership styles in educational settings.</p> <p>CO5: Assess the strengths and weaknesses of different approaches to educational administration and management.</p> <p>CO6: Generate innovative solutions to common challenges faced by educational leaders in today's schools.</p>

Course Outline

Module	Description
I	<p>Educational Administration and Management</p> <ul style="list-style-type: none"> • Concept, principles, functions & importance of Educational Management and Educational Administration. • POSDCORB, PERT, SWOT analysis
II	<p>Styles of Educational Administration</p> <ul style="list-style-type: none"> • Style of Administration: Bureaucracy, Scientific, Human relations Approach to Administration. • Management as a System • Three steps Model of Changes – Unfreezing, Moving & Refreezing
III	<p>Educational Supervision and Leadership</p> <ul style="list-style-type: none"> • Meaning, Nature, types and Functions of Supervision

	<ul style="list-style-type: none"> • Approaches to Leadership - Traits, Transformational, Transactional, Value based, Cultural, Psychodynamic - Concept and their Characteristics. • Models of Leadership - Blake & Mouton's Managerial grid, Fiedler's Contingency Model.
IV	Educational Planning and Organisation <ul style="list-style-type: none"> • Meaning Types and Characteristics of Educational Organisation • OD, Organisational Effectiveness, Organisational Compliance • Educational Planning: Meaning, Nature, Importance, Approaches to Educational planning • Classification of Educational Planning • Institutional Planning
V	Indian & International Quality Assurance Agencies <ul style="list-style-type: none"> • NAAC, • Quality Council of India (QCI), • International Network for quality Assurance Agency in Higher Education (INQAAHE) • NCTE & UGC

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Anderson, D.R, D.J. Sweeney and .R. Williams(1978). Essentials of Management Science Applications to Decision Making. St. Paul, Minn: West Publishing
- Bush, T. and L.Bell (Edn.2002). The Principles and Practice of Educational Management,London: Paul Chapman
- Bush, Tony(2008). From Management to Leadership. Educational Management,Administration & Leadership. London: Sage; BELMAS, Vol. 36(2) PP 271-288
- Chandan, J.S. (1987): Management Theory and Practice, Vikas Publishing House Pvt. Ltd.

- Chandrasekaran, P. (1997). Educational Planning and Management, New Delhi: Sterling Publishers Pvt. Ltd.

CC-IX: ICT in Education and Psychology Studies

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	III
Course Title	CC-IX: ICT in Education and Psychology Studies
Course Code	EDN22015
Credit	6
Contact Hours (L-T-P)	0-0-6
Course Type	CC-IX
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • Explain the operating system • Infer IQ test in Education • Design PowerPoint • Employ IQ test • Apply Personality tests
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall the key concepts and theories in the field of ICT in education.</p> <p>CO2: Analyze the benefits and challenges of using ICT tools in educational settings.</p> <p>CO3: Utilize different ICT tools and technologies to design engaging learning experiences for students.</p> <p>CO4: Evaluate the effectiveness of ICT-based teaching methods in promoting student engagement and achievement.</p> <p>CO5: Critically assess the ethical and social issues related to the use of ICT in education.</p> <p>CO6: Design innovative educational activities and assessments using ICT tools to enhance student learning experiences.</p>

Course Outline

Module	Description
I	Operating Systems <ul style="list-style-type: none"> • Installation of Operating Systems
II	Application of MS Word <ul style="list-style-type: none"> • Setting up of Spreadsheet with Rows and Columns for entering and calculating data, • Creating simple calculations, Using built-in formulas in Excel, • Using appropriate Charts and Graphs, • Creating Student Grade book
III	PowerPoint Presentation <ul style="list-style-type: none"> • Creating an Outline of Presentation • Formatting the slides • Inserting Clip Art • Enhancing a Presentation: Adding a background design, Adding graphics, Adding Animations, Slide Order, Slide Transition, Recording a sound or voice narration • Adding a Hyperlink, Embedding a file, Inserting a chart, Printing slides for Transparencies or Handouts
IV	IQ Test <ul style="list-style-type: none"> • Individual Test and Group Test, Verbal and Non-Verbal Tests, Culture Fair and Culture Specific Tests (any one)
V	Personality Test <ul style="list-style-type: none"> • Projective Techniques, • Any one Personality Tests • CAT, WAT, SCT, TAT

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Anastasi, A.& S.Urbina. Psychological Testing (4thEd.) (2004). Pearson Education.

- Baron, R.A. and Byrne, D.(1995) Social Psychology, New Delhi. Prentice Hall of India Pvt. Ltd.
- Bigge, L. Morris. (1982): Learning Theories for Teachers, Harper and Row Publishers, New York.

DSE –IA: Teacher Education

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	III
Course Title	DSE –IA: Teacher Education
Course Code	EDN21016
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	DSE –IA
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • To enable the students to understand the meaning, scope, objectives of teacher education and its development in India. • To acquaint the students with different agencies of teacher education in India and their roles and functions. • To acquaint the students with the various aspects of student-teaching programme, prevailing in the country.
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall and explain the basic concept of teacher education.</p> <p>CO2: Demonstrate the development of teacher education in India.</p> <p>CO3: Apply Some Courses for preparation of teacher.</p> <p>CO4: Critically the historical perspective of teacher education in India.</p> <p>CO5: Evaluate the Role of the different agencies in teacher education.</p> <p>CO6: Propose a list of Ethical Conduct of Teacher.</p>

Course Outline

Module	Description
I	Basic Concept of Teacher Education <ul style="list-style-type: none"> • Teacher Education – Concept, nature & scope. • Types of Teacher Education Programs & Structure of Teacher Education Curriculum • Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas
II	Pre-service Teacher Education <ul style="list-style-type: none"> • Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models • Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning
III	In-service Teacher Education <ul style="list-style-type: none"> • Concept, Need, Purpose and Scope of In-service Teacher Education • Organization and Modes of In-service Teacher Education • Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC)
IV	Teaching as a Profession <ul style="list-style-type: none"> • Concept of Profession and Professionalism • Professional Ethics of Teachers, • Personal and Contextual factors affecting Teacher Development • Quality Enhancement for Professionalization of Teacher Education
V	Organization of Different Components of Teacher Education Curriculum <ul style="list-style-type: none"> • Adult learners' and their characteristics • Concept of Andragogy and its principles • Organization, Transaction and Evaluation of different components of teacher education curriculum; model practices • Transactional approaches for the foundation courses in teacher education programmes individualized, Group based, Teacher Centred and blended Approach.

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester

		Examination
	50%	50%

Suggested Readings:

- Mohan, R. (2011). Teacher Education. New Delhi: PHI Learning Pvt. Ltd.
- Aggarwal, P. (2010). Teacher Education. New Delhi: Saurabh Publishing House.
- Tomar, S. M. (2004). Teacher Education: Making Education Effective. New Delhi: IshaBooks.
- Mishra, L. (2013). Teacher Education: Issues and Innovation. New Delhi: Atlantic Publications.
- Pany, S. and Mohanty, S. P. (2013). Teacher Education in India. New Delhi: Shipra Publication.
- Sharma, S. R. (2008). A Handbook of Teacher Education. New Delhi: Sarup & Sons.

DSE –IB: Educational Technology

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	III
Course Title	DSE –IB: Educational Technology
Course Code	EDN21017
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	DSE –IB
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • Explain the nature and application of Teaching Machine and Programmed Instruction. • Apply Educational Technology in formal, non-formal, informal including open and distance educational system. • Give explanation and use of different media in Educational

	<p>Technology.</p> <ul style="list-style-type: none"> • Outline different emerging trends in Educational Technology and their use
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall and explain the meaning of technology in education.</p> <p>CO2: Demonstrate modern educational techniques for applying ICT in learning.</p> <p>CO3: Apply an ICT acquainted class.</p> <p>CO4: Critically the development of educational technology.</p> <p>CO5: Evaluate features of agencies of educational technology in real life.</p> <p>CO6: Design a session of video conferencing.</p>

Course Outline

Module	Description
I	<p>Educational Technology and related Terminologies</p> <ul style="list-style-type: none"> • Concept of Educational Technology (ET) as a Discipline • Information Technology, • Communication Technology & • Information and Communication Technology (ICT) • Instructional Technology
II	<p>Applications of Educational Technology</p> <ul style="list-style-type: none"> • Applications of Educational Technology in formal, non-formal (Open and Distance Learning) Education • Applications of Educational Technology in informal and inclusive education systems
III	<p>Concept of E-Learning</p> <ul style="list-style-type: none"> • Offline and Online learning • Synchronous, Asynchronous mode of learning • Blended learning and mobile learning • Ethical Issues for E Learner and E Teacher - Teaching
IV	<p>Open Education Resources</p> <ul style="list-style-type: none"> • Massive Open Online Courses • Online Repositories and Online Libraries • Online and Offline assessment tools (Online survey tools or test generators)
V	<p>Educational Technology and Social learning</p> <ul style="list-style-type: none"> • Concept, use of web 2.0 tools for learning • Social networking sites, • blogs, chats, video conferencing, discussion forum

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Bhat, B. D. and Sharma, S. R. –Educational Technology Concept and Technique, Delhi :Kanishka Pub. House, 1992
- ChandTara –Educational Technology, New Delhi : Anmol Pub., 1990. Das, R. C. – Educational Technology : A Basic Text, New Delhi : Sterling Pub. Private Ltd., 1983
- Jagannath Mohanty –Educational Technology, New Delhi : Deep & Deep Pub. 1992
- Mall Reddy, M. & Ravishankar, S. –Curriculum Development and Educational Technology, New Delhi : Sterling Pub. Private Ltd., 1984
- Mukhopadhyay, M. (Ed.) –Educational Technology: Challenging Issues, New Delhi: Sterling Pub. Private Ltd., 1990
- Pangotra, Nanendranath –Fundamental of Educational Technology, Chandigarh:International Pub., 1980
- Aggarwal, J. C. –Educational Technology
- Sharma, Y. K. –Educational Technology

DSE –IC: Guidance and Counselling

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	III
Course Title	DSE –IC: Guidance and Counselling
Course Code	EDN21018
Credit	6
Contact Hours	5-1-0

(L-T-P)	
Course Type	DSE –IC
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • To help the students to understand the principles and nature of counselling. • To make students familiar with various techniques of counselling. • To understand the tools and techniques of guidance and counselling. • To understand guidance services in schools.
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall and explain the key principles and concepts of guidance and counselling.</p> <p>CO2: Interpret the importance of guidance and counselling in supporting individuals to achieve their personal, social, and academic goals.</p> <p>CO3: Apply various counselling techniques to address different issues and challenges faced by individuals.</p> <p>CO4: Analyze the role of a guidance counsellor in promoting mental health and well-being among students and clients.</p> <p>CO5: Critically evaluate the effectiveness of different counselling strategies and interventions in supporting individuals in making informed decisions.</p> <p>CO6: Develop personalized guidance and counselling plans tailored to the unique needs and circumstances of each individual client.</p>

Course Outline

Module	Description
I	<p>Concept of Guidance</p> <ul style="list-style-type: none"> • Nature, Principles & Need. • Types of Guidance – Concept, Nature and Educational Importance. • Role of Parents, Teachers, Peer Group & Society in Guidance. • Guidance Personnel- Functions & Importance.
II	<p>Concept of Counselling</p> <ul style="list-style-type: none"> • Nature, Principle & Need. • Types of Counselling – Concept, Nature and Educational Importance. • Approaches of Counselling – Cognitive-behavioural (Albert Ellis-REBT), Humanistic Approach, Person- Centred Counselling (Carl Rogers). • Theories of Counselling- Behaviouristic, Rational, Emotive and Realistic

III	<p>Guidance Programme</p> <ul style="list-style-type: none"> • Educational, Vocational & Personal Guidance Programme - Concept, Nature and need • Guidance Programme in Various Levels - Primary, Secondary and Tertiary level • Child Guidance Clinic- Concept, Evolution, Structure, Functions • Hospice- Concept, Evolution, Structure, Functions
IV	<p>Stress & Stress Management</p> <ul style="list-style-type: none"> • Stress - Concept, Nature and Classification • Stressors - Concept, Nature and Classification • Effects of Acute & Chronic Stress on Human being and their remedial Measures • Stress Management in Educational Institution – Concept, Method/ Mechanism, Importance
V	<p>Educational Guidance</p> <ul style="list-style-type: none"> • Principles of Educational Guidance & Career conference • Guidance to potential students • Effective personal guidance • Effective academic guidance

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Bhattacharya. Guidance In Education, Bombay, Asian Publishing House, 1964.
- Bernard, H. W. & Fullner, D.W. Principles of Guidance, A Basic Text (Indian Education), New Delhi, Allied Publishers Pvt.Ltd, 1987.
- Chandra, R Guidance and Counselling, New Delhi, Kalpaz Publishers, 2002.
- Cronbach, Lee Essentials of Psychological Testing, London, Harper & Row, 1964.
- David, A Guidance & Counselling, DVS Publishers and Distributors, Guwahati, 2004.

- Jayaswal S. Guidance and Counselling, Lucknow, Prakashan Kendra,1981.

DSE –ID: Population and Environmental Education

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	III
Course Title	DSE –ID: Population and Environmental Education
Course Code	EDN21019
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	DSE –ID
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • Develop knowledge of environmental education and acquire environmental awareness. • Acquire positive attitude, values and a sense of responsibility towards environment. • Develop knowledge of impact of environment on child development. • Learn the forms and programmes of nation-wide environmental education. • Learn the nature, scope and need of population education.
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall and identify key concepts related to population dynamics, environmental conservation, and sustainable development.</p> <p>CO2: Interpret data and graphs representing trends in population growth and environmental impacts.</p> <p>CO3: Use tools and techniques for conducting environmental impact assessments and population trend analysis.</p> <p>CO4: Analyze the causes and consequences of overpopulation and overconsumption on ecosystems and natural resources.</p> <p>CO5: Critically assess the ethical and social implications of population control measures and environmental policies.</p> <p>CO6: Design and develop educational materials and programs that promote population stability, sustainable lifestyles, and</p>

conservation practices.

Course Outline

Module	Description
I	Concept of Population Education <ul style="list-style-type: none">• Meaning, characteristics, objectives, scope and importance• Evaluation of Population Education• Methods, curriculum, co-curricular activities of Population Education
II	Concept of Environmental Education <ul style="list-style-type: none">• Meaning, characteristics, scope, objectives and importance• Developing environmental awareness,• Environmental attitude, values & pro-environmental behaviour
III	Population Education Policies <ul style="list-style-type: none">• Population policy of the government of India (2000)• Implementation programmes, population control• population dynamics in the context of India• Population distribution, urbanization and migration
IV	Sustainable Development and Education <ul style="list-style-type: none">• Concept of sustainable development and education for sustainable development• Agenda 21,• United Nations Decade of education for sustainable development
V	Issues related to Population and Environmental Education <ul style="list-style-type: none">• Quality of life and Sustainable life style,• Eco-feminism and Environmental Movements• Empowerment of women,• Environmental and social pollution,• Effect of population explosion on environment,• Adolescent reproductive health

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- The Handbook of Environmental Education –Joy Palmer and Philip Neal.
- Environment Protection, Education and Development –S. P. Agarwal.
- Environmental Education –K. K. Srivastava.
- Education for Environment and Human Values –Sharma & Maheshwari.
- Teaching of Environmental Education –Shalini Raj.
- Environmental Science Education –A. Panneerselvam & Mohana Ramakrishna.
- Population Education –V. K. Rao

Semester IV

CC-X: Curriculum Studies and Politics & Economics of Education

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	IV
Course Title	CC-X: Curriculum Studies and Politics & Economics of Education
Course Code	EDN21020
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	CC-X
Course Objective	The objectives of this course are <ul style="list-style-type: none">• Understand the different forms of foundations of curriculum.• Understand nature, scope and functions of curriculum theory & elements• Economic value of education, including the personal and societal returns from investing in education;• Analyses educational provisions influenced by political developments in Indian Society.
Course Outcome (CO)	After completion of this course, students will be able to:

	<p>CO1: Define the key concepts and theories in curriculum studies, politics, and economics of education</p> <p>CO2: Analyze the relationship between curriculum, politics, and economics within the field of education.</p> <p>CO3: Design and develop a curriculum plan that integrates political and economic considerations.</p> <p>CO4: Critically analyze the power dynamics and inequalities present in educational systems and how they influence curriculum development.</p> <p>CO5: Critique the effectiveness of curriculum reforms and policies in achieving equitable and quality education outcomes.</p> <p>CO6: Develop innovative approaches to curriculum design that address the evolving needs of the 21st-century learners and society</p>
--	--

Course Outline

Module	Description
I	<p>Basic Concept of Curriculum</p> <ul style="list-style-type: none"> • Curriculum – Concept, Types & Principles. • Curriculum Development – Strategies & Stages • Foundations / Bases of Curriculum – Philosophical Bases (National, Democratic), • Sociological Bases (Learners’ Needs & Interests).
II	<p>Curriculum Design</p> <ul style="list-style-type: none"> • Traditional Models of Curriculum Design – Academic / Discipline Based Model, Competency Based Model. • Contemporary Models of Curriculum Design – Social Activity Model (Social Reconstruction), Individual Needs & Interests Models, Outcome based Integrative Model. • Recent Model of Curriculum Design – Intervention Model, CIPP Model
III	<p>Curriculum Evaluation</p> <ul style="list-style-type: none"> • Approaches to Curriculum Evaluation – Academic and Competency based Approaches. • Models of Curriculum Evaluation – Tyler’s Model, Stake’s Model, Scriven’s Model, Kilpatrick’s Model
IV	<p>Educational Policy & Politics in Education</p> <ul style="list-style-type: none"> • Determinants of Educational Policy • Process of Policy formulation: Analysis of the existing situation, generation of policy

	<p>options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.</p> <ul style="list-style-type: none"> • Approaches to understanding Politics • Education for Political Development and Political Socialization.
V	<p>Concept of Economics of Education</p> <ul style="list-style-type: none"> • Input-Process-Output Model of Educational Production System in the Context of Cost Effectiveness of Analysis in Education • Economic returns to Higher Education: Signaling Theory Vs Human Capital Theory • Concept of Budgeting and grants & aids in Education • Educational finance at Micro and Macro Levels • Cost Benefit Analysis Vs Cost Effective Analysis in Education.

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Aggarwal, J.C. & Gupta, S. (2005) –Curriculum Development 2005. Shipra. Delhi. India.
- Bhalla,Navneet.(2007) –Curriculum Development. Author Press. Delhi. India.
- Slattery, P. (1995) –Curriculum Development in the postmodern era. New York, Garland.
- Taba, H.(1962) –Curriculum Development, theory & practice. New York, Harcourt Brace.

CC-XI: Educational Statistics

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25

Semester	IV
Course Title	CC-XI: Educational Statistics
Course Code	EDN21021
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	CC-XI
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • Compute different types of Statistical Measures. • Practical orientation involving selection of appropriate data analysis techniques. • Explain and illustrate the concept & application of measures of central tendency dispersion and relative positions • Describe the meaning, assumptions, computation & uses of Parametric& Non-Parametric tests. • Illustrate the meaning & significance of normal probability curve.
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Define and explain key statistical concepts and terms commonly used in educational statistics.</p> <p>CO2: Summarize and describe the characteristics of a dataset using measures of central tendency and dispersion.</p> <p>CO3: Apply appropriate statistical techniques to analyze educational data sets and draw meaningful conclusions.</p> <p>CO4: Evaluate the reliability and validity of research findings based on statistical analysis in educational studies.</p> <p>CO5: Critically assess the strengths and limitations of different statistical techniques in educational research.</p> <p>CO6: Create informative and visually appealing presentations of statistical data to communicate research findings effectively.</p>

Course Outline

Module	Description
I	<p>Statistics in Educational Research</p> <ul style="list-style-type: none"> • Statistics: Concept, Characteristics and Need of Statistics in Educational Research. • Scales – Concept, characteristics, need in Education, types (Nominal, Ordinal,

	Interval & Ratio) <ul style="list-style-type: none"> • Organization and Graphical representation of Data – Frequency distribution, Frequency Polygon, Histogram, Ogive
II	Normal Probability <ul style="list-style-type: none"> • Concept of normal distribution and normal probability curve. • Deviation from normality- Skewness and Kurtosis
III	Descriptive Statistics <ul style="list-style-type: none"> • Measures of central tendencies --- Mean, Median, Mode; • Measures of variability – Range, Mean Deviation, Quartile Deviation and Standard Deviation ; • Measures of relative position – Percentile, percentile rank and standard score.
IV	Inferential Analysis of Quantitative Data <ul style="list-style-type: none"> • Estimation of a Parameter-Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean • Testing of Hypotheses-Null and Alternative Hypotheses, Directional Alternative Hypotheses • Testing of Null Hypotheses, types of Error • Levels of Significance, testing the Significance of difference between the following statistics for Independent and correlated samples: Proportions, Means (including small samples). Variances
V	Inferential Analysis of Qualitative Data <ul style="list-style-type: none"> • Analysis of variance and Co-variance (ANOVA and ANCOVA): Concept, assumptions and uses • Analysis of Frequencies using Chi-square, Chi-square as test of goodness of fit and test of independence, contingency coefficient and its uses. • Non-Parametric statistics: assumptions and uses of sign test, rank test and median test.

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Aggarwal Y.P. (1998), Statistical Methods, Sterling, New Delhi
- Edward, Allen L. (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.

- Ferguson, George A (1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.
- Garrett, H.Ed. (1973), Statistics in Psychology and Education, McGraw Hill, New York.
- Koul Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi..

DSE-IIA: Education of Children with Special Needs

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	IV
Course Title	DSE-IIA: Education of Children with Special Needs
Course Code	EDN21022
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	CC-XI
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • Identify with the various types of exceptional children. • Acquaint with the various types of handicaps and their causes. • Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners. • Provide guidance in handling of exceptional children. • Understand various educational intervention programmes for meeting the needs of exceptional learners
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Recall the characteristics and educational needs of children with various disabilities.</p> <p>CO2: Describe the principles and practices of inclusive education for children with disabilities.</p> <p>CO3: Design and implement effective behaviour management techniques for children with special needs.</p> <p>CO4: Evaluate the effectiveness of different intervention programs and services for children with special needs.</p> <p>CO5: Critically reflect on personal beliefs and attitudes towards</p>

	<p>children with disabilities and their education.</p> <p>CO6: Develop innovative and inclusive curriculum modifications and accommodations to meet the unique learning needs of children with disabilities.</p>
--	---

Course Outline

Module	Description
I	<p>Concept and Evolution of Special Education</p> <ul style="list-style-type: none"> • Education of Children with Diverse Needs – Concept & Principles. • Evolution – Special, Integrated, Inclusive Education, Education of Children with Diverse Needs. • Policies & Legislations – PWD Act (1995), National Policy of Disabilities (2006), PWD Act (2015).
II	<p>Agencies of Inclusive Education</p> <ul style="list-style-type: none"> • Functions of RCI, • Inclusive Education under SSA, • Functions of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities).
III	<p>Types of Diverse Learners</p> <ul style="list-style-type: none"> • Classification of Disabilities based on ICF Model. • Types, Characteristics & Educational Needs of Diverse Learners (Intellectual, Physical & Multiple Disabilities). • Causes & Prevention of Disabilities. • Identification of Diverse Learners for Inclusion – Educational Evaluation Methods, Techniques & Tools.
IV	<p>Barriers and Facilitators in Inclusive Education</p> <ul style="list-style-type: none"> • Challenges & barriers to Inclusive Education – Attitude, Social and Educational. • Relevant Concept – Individualized Education Plan (IEP), Cascade system, Normalization, Deinstitutionalization, Mainstreaming, UDL (Universal Design of Learning). • Assistive & Adaptive Technology for Diverse Learners – Product (Aids & Appliances) and Process (Individualized Education Plan, Remedial Teaching .
V	<p>Educational Reforms for Inclusive Society</p> <ul style="list-style-type: none"> • Building an Inclusive School: Desired changes in System, Structure, Practice and Culture • Education for a Multicultural Society. • Education for Peaceful Co-existence • Role of Informal Agencies (like mass media etc) in building an inclusive society.

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Alur, M., & Bach, M. (2009). The journey for inclusive education in the Indian subcontinent. Routledge.
- Dash, N. (2006). Inclusive Education for Children with special needs. Atlantic Publishers & Dist.
- Integrated Education for Disabled Children (IEDC, 1974), , the Ministry of Social Justice and Employment, Government of India.
- Rehabilitation Council of India (2000). Status Report on disability 2000.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education: A practical guide to supporting diversity in the classroom. Psychology Press.
- Mangal, S. K. (2007). Educating exceptional children: An introduction to special education. PHI Learning Pvt. Ltd.

DSE-IIB: Pedagogical and Andragogical Studies

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	IV
Course Title	DSE-IIB: Pedagogical and Andragogical Studies
Course Code	EDN21023
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	DSE-IIB
Course Objective	The objectives of this course are

	<ul style="list-style-type: none"> • Grasp the meaning, specific characteristics and modalities of pedagogy and andragogy. • Distinguish between pedagogy and andragogy. • Understand different modes of pedagogy and andragogy.
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Explain the meaning, specific characteristics and modalities of pedagogy.</p> <p>CO2: Infer the meaning, specific characteristics and modalities of andragogy.</p> <p>CO3: Design comparison between pedagogy and andragogy.</p> <p>CO4: Understand different modes of pedagogy and andragogy</p> <p>CO5: Relate pedagogy and andragogy</p> <p>CO6: Design an innovative pedagogy.</p>

Course Outline

Module	Description
I	<p>Concept of Pedagogy</p> <ul style="list-style-type: none"> • Pedagogy – Meaning, Nature, & Importance. • Pedagogical Analysis - Concept & Stages. • Critical Pedagogy – Meaning, Needs and its Implication in Teacher Education.
II	<p>Concept of Andragogy</p> <ul style="list-style-type: none"> • Andragogical Analysis-Meaning, Principles, Competencies of Self-directed Learning, • Theory of Andragogy (Malcolm Knowles) • The Dynamic Model of Learner Autonomy.
III	<p>Levels of Teaching</p> <ul style="list-style-type: none"> • Organizing Teaching: Memory Level (Herbartian Model) • Understanding Level (Morrison teaching Model) • Reflective Level (Bigge and Hunt teaching Model).
IV	<p>Assessment in Pedagogy of Education</p> <ul style="list-style-type: none"> • Types of Assessment (Placement, formative, diagnostic, summative) • Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, • Competency Based Evaluation.
V	<p>Educational Reforms for Inclusive Society</p> <ul style="list-style-type: none"> • Interaction Analysis: Flanders’ Interaction analysis • Galloway’s system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Aggarwal, J.C. (2004), Development of Education System in India. New Delhi: Shipra.
- Aggarwal, J.C. (2005), Recent developments and trends in education. New Delhi :Shipra Publication.
- Allen D & Ryan K (1969), microteaching reading Mass, Addison-wesley
- Chopra, R.K. (1993). Status of Teachers in India, New Delhi : NCERT
- Bruce R Juice et al (2014), Models of Teaching (9th edition), London; Pearson
- Flanders N.A. (1970) Analyzing Teaching Behaviour, reading, Addisprnwesley, Mass
- Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, new Delhi.

DSE-IIC: Peace & Value Education

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	IV
Course Title	DSE-IIC: Peace & Value Education
Course Code	EDN21024
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	DSE-IIC
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • To understand the basic concept of peace education • To explain the peace and non-violence • To be aware of educational ideas of Indian Educators • To know the concept of value education

	<ul style="list-style-type: none"> To relate peace, value and conflict resolution.
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Define the basic concept of peace education</p> <p>CO2: Infer the educational ideas of Educators related to peace & value education</p> <p>CO3: Design pedagogical concepts of value education</p> <p>CO4: Understand educational ideas of value</p> <p>CO5: Relate peace, value and conflict resolution</p> <p>CO6: Propose the ways of Value Education.</p>

Course Outline

Module	Description
I	<p>General ideas on Value & Peace Education</p> <ul style="list-style-type: none"> Historical Perspectives of value & Peace Education. Values in Indian Culture. Need & importance of Education for Peace. Values & Peace in the Socio- cultural context in India.
II	<p>Major Sources of Values and Peace in Education</p> <ul style="list-style-type: none"> Sources of values and value education- Literature, Autobiography and biography of Great People Religious literature-Vedas, Bhagavadgita, Bible, Quran, Tripitka etc, Dr. A P J Kalam's ten points for enlightened citizenship.
III	<p>Major Agencies in Value and Peace Education</p> <ul style="list-style-type: none"> Family, Religious Institutions Educational Institutions, Mass Media (print and Electronic), Social Media.
IV	<p>Approaches to Education in Relation to Value & Peace</p> <ul style="list-style-type: none"> Learning experiences in values through Imitation, Indoctrination, Inculcation and Internalization. Learning experiences in Peace through Imitation, Inculcation and Internalization. Approaches promoting peace and values among Individuals.
V	<p>Great Educators and Role of Teachers</p> <ul style="list-style-type: none"> Highlights of various philosophies of peace, of Gandhi, Vivekananda, Dalai Lama, initiatives at National and International levels Quality of becoming a peace teacher – acquisition of relevant knowledge, attitudes, values and skills.

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- J. Delors. (2001). Learning the treasure within.
- Page, James, Page, James Smith. Peace Education: Exploring ethical and philosophical foundations. R. P. Shukla. (2010). Value education and human rights.
- Bernard Jessie., "The Sociological study of conflict" International sociological Association, The Nature of conflict, UNESCO Paris (1957)
- Barash, P. David Approaches to Peace, Oxford University Press, New York (2000)

DSE-IID: Non-Formal & Distance Education

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	IV
Course Title	DSE-IID: Non-Formal & Distance Education
Course Code	EDN21025
Credit	6
Contact Hours (L-T-P)	5-1-0
Course Type	DSE-IID
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • To be acquainted with the concept of open and distance education • To become aware of the modes and strategies of open and distance education • To understand the relationship among non-formal, correspondence, distance and open education

	<ul style="list-style-type: none"> To be aware of the present status and role of multi-media in open and distance education To know about the different agencies, problems and remedies of open and distance education in India.
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Define the basic concept of open and distance education</p> <p>CO2: Infer the modes and strategies of open and distance education</p> <p>CO3: Design the relationship among non-formal, correspondence, distance and open education</p> <p>CO4: Understand the present status and role of multi-media in open and distance education</p> <p>CO5: Relate the different agencies, problems and remedies of open and distance education in India</p> <p>CO5: Plan new way of non formal education</p>

Course Outline

Module	Description
I	<p>General ideas of Non-formal Education</p> <ul style="list-style-type: none"> Meaning, concept and characteristics of non-formal education Scope, aims & objectives and importance of non-formal education Different forms of education: formal, informal and non-formal.
II	<p>Curriculum Development and Instruction</p> <ul style="list-style-type: none"> Content and Materials for Non-formal Education Methods, Techniques and Strategies of Instruction Monitoring and Evaluation.
III	<p>Basics of Distance Education</p> <ul style="list-style-type: none"> Concept, characteristics and evolution Different forms of distance education History of distance education in India NIOS, IGNOU.
IV	<p>Role of Technology in Distance Education</p> <ul style="list-style-type: none"> Models of distance education Communication process in distance education Use of technology in distance education: Learning Apps, Digital Materials.

V	Problems and prospects in distance education in India <ul style="list-style-type: none"> • Problems of distance education • Recent rules and regulations in distance education • Recent development in distance education • Relevance of degree in career.
----------	---

Evaluation:

Mode of Evaluation	Theory	
Weightage	Continuous and Comprehensive Evaluation (CCE)	End Semester Examination
	50%	50%

Suggested Readings:

- Holmberg, B (1981) : Status and Trends of Distance Education, Kogan Page, London.
- IGNOU, (1998) Growth and Philosophy of Distance Education (Block, 1,2&3) IGNOU, New Delhi.
- IGNOU (2006), Distance Education (Block 1,2,3&4) IGNOU, New Delhi.
- Parmaji. S (Ed) 1984: Distance Education, Sterling Publishers, New Delhi.

Field Work: Dissertation

School	School of Education
Programme/Discipline	M.A. Education
Batch	2024-25
Semester	IV
Course Title	Field Work: Dissertation
Course Code	EDN21026
Credit	6
Contact Hours	5-1-0

(L-T-P)	
Course Type	Field Work
Course Objective	<p>The objectives of this course are</p> <ul style="list-style-type: none"> • Review and write related literature • Select a research problem • Formulate research questions or hypothesis • Collect primary or secondary data • Analyse the data and interpret the analysis • Discuss the findings • Write the research report.
Course Outcome (CO)	<p>After completion of this course, students will be able to:</p> <p>CO1: Identify and summarize key research theories and methodologies relevant to conducting a dissertation.</p> <p>CO2: Discuss the ethical considerations and potential challenges in conducting research for a dissertation.</p> <p>CO3: Apply critical thinking skills to develop a research proposal for a dissertation.</p> <p>CO4: Analyze the potential impact and implications of the dissertation research on the field of study.</p> <p>CO5: Integrate and synthesize diverse sources of information to develop a coherent and well-structured dissertation.</p> <p>CO6: Critically evaluate the effectiveness and contribution of the dissertation in advancing knowledge and understanding within the field of study.</p>

Procedure and Evaluation of Dissertation:

Students' names will be allotted against different faculty members at the beginning of 4th semester. Each student will select a research problem from his/her own choice after consulting his/her respective supervisors. Then they will start their work and the final report will be submitted at the end of 4th semester. Students will be evaluated on the basis of report writing and also viva-voce in front of internal and external examiner. The HOD will act as coordinator at the board of the viva-voce.