



**GURU KASHI  
UNIVERSITY**  
PUNJAB - INDIA

# Program Syllabus Booklet

**Master of Education**

**(M.Ed.-404)**



**Session: 2020-21**

ਦਿੱਤ ਹੋ ਪ੍ਰਗਟ ਹਮਾਰੀ ਕਾਸ਼ੀ

GKU

**Guru Gobind Singh College of Education  
Guru Kashi University, Talwandi Sabo**



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## **INTRODUCTION OF THE PROGRAM**

Master of Education is two years' postgraduate program in education. It aims to train prospective teacher educators and educational administrators who can improvise quality of education at local and global level. The program equips, prospective teacher educators and educational administrators with advanced technology and Indian ethos. In this program, due importance is given to skills development with the acquisition of knowledge. M.Ed. course gives a strong foundation to psychological, social and educational research. It is essential to pursue M.Ed. course if one is interested in pursuing teacher education as a career.





**Program Name: Master of Education**

**Program Code: 404**

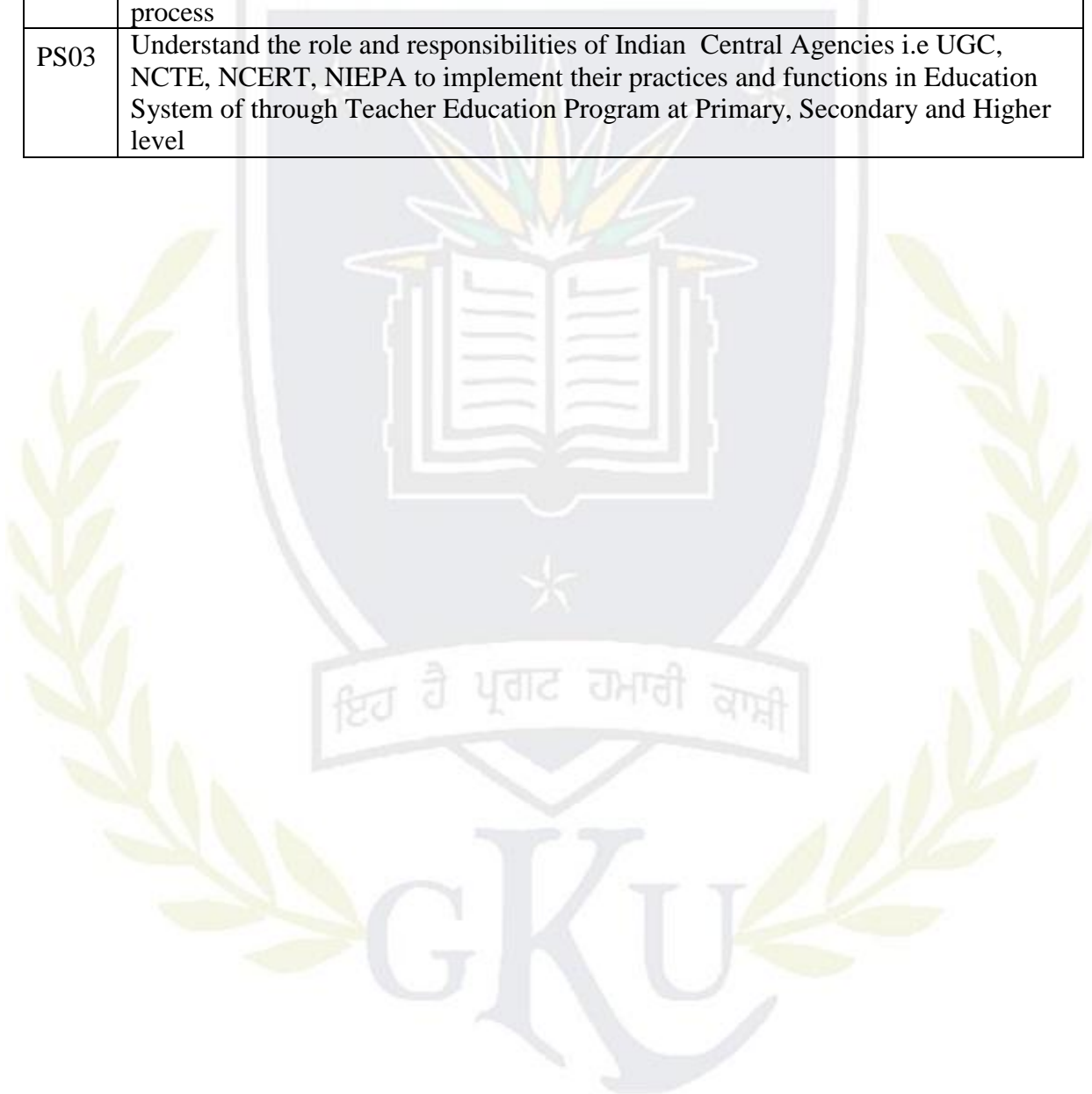
**Program Outcomes (PO) for the Master of Education are as follows:**

<b>PO</b>	<b>Statements</b>
<b>PO1</b>	<b>Teacher Education knowledge:</b> Apply the knowledge of Teacher Education, pedagogy, foundations of education to understand the interdisciplinary courses. The solution of complex teacher education problems.
<b>PO2</b>	<b>Problem analysis:</b> Identify, formulate, review research literature, and analyze complex teacher education problems reaching substantiated conclusions using the approaches and principles of teacher education and teaching-learning.
<b>PO3</b>	<b>Design/development of solutions:</b> Design solutions for complex teacher education problems and solutions that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
<b>PO4</b>	<b>Modern tool usage:</b> Create, select, and apply appropriate techniques, resources, and modern techniques, approaches and IT tools including prediction and modeling to complex teacher education activities with an understanding of the limitations.
<b>PO5</b>	<b>The Teacher and society:</b> Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the teacher education practice.
<b>PO6</b>	<b>Environment and sustainability:</b> Understand the impact of the professional teacher education solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
<b>PO7</b>	<b>Ethics:</b> Apply professional and ethical principles, responsibilities, norms of the teacher education as well as the ethics for research work and publications.
<b>PO8</b>	<b>Positive Attitude towards Research:</b> Develop the understanding towards disciplinary and inter-disciplinary theories, research methods and applications for educational research.
<b>PO9</b>	<b>Individual and team work:</b> Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
<b>PO10</b>	<b>Life-long learning:</b> Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.



**The Program Specific Outcomes (PSOs) for the Master of Education are as follows:**

<b>PSO</b>	<b>Statement</b>
PSO1	To demonstrate the higher order thinking to accept the present challenges in teaching and learning and develop the skills to prepare for the career in teaching learning and relevant fields.
PSO2	To devise enduring content and pedagogical knowledge to inform his / her teaching and critically evaluate the effective practices in research and teaching-learning process
PSO3	Understand the role and responsibilities of Indian Central Agencies i.e UGC, NCTE, NCERT, NIEPA to implement their practices and functions in Education System of through Teacher Education Program at Primary, Secondary and Higher level





**Annexure-2**

**Semester: 1<sup>st</sup>**

Sr. No.	Course Code	Course Name	Type of Course T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	404101	Perspectives in Education -I	T	4	0	0	4	30	70	100
2	A 404102	Advanced Educational Research	T	4	0	0	4	30	70	100
3	404103	History of Education	T	4	0	0	4	30	70	100
4	404104	Learner and Learning Process	T	4	0	0	4	30	70	100
5	404106	<b>Self-Development Skills-I</b> (Academic/Professional Writing & Communication Skills)	P	0	0	4	2	50	NA	50
<b>Total No. of Credits</b>							<b>18</b>			



**Semester: 2<sup>nd</sup>**

Sr. No.	Course Code	Course Name	Type of Course T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	404201	Process of Education	T	4	0	0	4	30	70	100
2	404202	Psychology for individual and social development	T	4	0	0	4	30	70	100
3	A 404203	Statistical Techniques in Educational Research	T	4	0	0	4	30	70	100
5		<b>Elective-I</b>	T	4	0	0	4	30	70	100
6	404208	Dissertation –I (Submission of Research Proposal)	P	NA	NA	NA	2	50	N A	50
7	404209	<b>Self-Development Skills-II</b> (Writing CV & Interview skills)	P	0	0	4	2	50	N A	50
Total No. of Credits							20			

**Elective-I (Pedagogy)(Any one by Selecting from the following)**

Sr.	Course Code	Course Name
1	404204	Pedagogy of Science Education
2	404205	Pedagogy of Social-Science Education
3	404206	Pedagogy of Language Education
4	404207	Pedagogy of Mathematics Education



Semester: 3<sup>rd</sup>

Sr. No.	Course Code	Course Name	Type of Course T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	404301	Guidance & Counseling	T	4	0	0	4	30	70	100
2	404302	Educational Technology & ICT	T	4	0	0	4	30	70	100
		Elective-II\I	T	4	0	0	4	30	70	100
		Elective-II\II	T	4	0	0	4	30	70	100
3	404306	Self-Development Skills-III (e-skills)	P	0	0	4	2	50	NA	50
<b>Total No. of Credits</b>				<b>18</b>						

**Elective-II/I and Elective-II/II (Any Two by Selecting from the following)**

Sr.	Course Code	Course Name
1	404303	Policy Planning and Financing of Education
2	A 404304	Education for Differently-abled
3	404305	Curriculum Studies





Semester: 4<sup>th</sup>

Sr	Course Code	Course Name	Type of Course T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	404401	Education for Sustainable Development & Global Peace	T	4	0	0	4	30	70	100
2	404402	Teacher Education	T	4	0	0	4	30	70	100
3		<b>Elective-III\I</b>	T	4	0	0	4	30	70	100
4		<b>Elective-III\II</b>	T	4	0	0	4	30	70	100
5	404406	Self-Development Skills (Yoga)	P	0	0	4	2	50	NA	50
6	404407	Dissertation –II (Viva-Voce and Submission)	P	NA	NA	NA	6	50	100	150
7	404408	Field Attachment/ Internship	P	NA	NA	NA	4	50	50	100
<b>Total No. of Credits</b>							<b>28</b>			

**Elective-III/I and Elective-III/II (Any Two by Selecting from the following)**

Sr.	Course Code	Course Name
1	404403	Measurement, Assessment and Evaluation
2	404404	Comparative Education
3	A404405	Educational Administration and Management



**Course Name: Perspectives in Education**

**Course Code: 404101**

**Semester: 1st**

**Credit: 04**

L	T	P
4	0	0

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Comprehend ideas based on the assumptions and principles of education
CO2	Develop understanding of the concepts and theoretical perspective of sociological aspects of education.
CO3	Evaluate the meaning of modernization, social change and role of school as a place for social change
CO4	Elucidate the concept of social equity and equality.
CO5	Analyze the concepts of social mobility and stratification

**Course Content**

**SECTION-A**

- a) Concepts, Principles and Assumptions of education, critical analysis of education as a discipline or area of study; connect knowledge across disciplinary boundaries.
- b) Prioritizing the aims of education in the context of national values enshrined in the constitution of India

**SECTION-B**

- a) Epistemology and Education: Knowledge; methods of acquiring valid knowledge with special reference to logical analysis, positive relativism and constructivism.
- b) Axiological issues in education

**SECTION-C**

- a) Sociology of Education: Concept and Theoretical Perspectives (Functionalist, Conflict & Interactionist).
- b) Secondary School Education: Contemporary Challenge: multiple school contexts.
- c) Social Change: Concept and determinants of Social Change, Modernization, Education as an agency of Social Change.

**SECTION-D**

- a) Education as related to social equity and equality of educational opportunities with special reference to socio-economically disadvantaged sections of society based on caste, gender, locale, income disparity and different disabilities.
- b) Social Stratification and Social Mobility; Concepts, Factors affecting; Education in relation to Social stratification and Social Mobility with special reference to Indian Society.

**SESSIONAL WORK:**

Visit to rural, urban (slum), alternative, innovative, secondary schools; observation of activities and preparation of a reflective diary.

### SUGGESTED READINGS

- Aggarwal, J.C. (2005). Theory and principles of education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Banerjee, A.C. & Sharma S. R. (1998). Sociological and philosophical issues in education, Jaipur: Book Enclave.
- Beyer, L.E. (Ed.) (1996). Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
- Blake, N., Smeyers. P. et.al. (2008). The Blackwell guide to the philosophy of education. U.S.A.: Blackwell Publishing Ltd.
- Brubacher, J. S. (1969). Modern philosophies of education. New Delhi: Tata McGraw-Hill Publishing Company Pvt. Ltd.
- Bruner, J.S. (1960/1977). The Process of education. Cambridge, M.A.: Harvard University Press.
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- Bruner, J.S. (2006). In search of pedagogy Vol. I and II (The selected works). London: Routledge.
- Butchvarov, P. (1970). The concept of knowledge. Evanston, Illinois: North Western University Press.
- Chaudhary, K. (2008). A handbook of philosophy of Education. New Delhi: Mahamaya Publishing House.
- Dearden R. F. (1984). Theory and practice in education. Routledge K Kegan & Paul.
- Debra H., Martin H., Pam C. & Lingard, B. (2007) Teachers and schooling: Making a difference. Australia: Allen and Unwin.
- Edgerton, S.H. (1997). Translating the curriculum: Multiculturalism into the Cultural Studies. Routledge.
- Hiriyanna, M. (1995). The essentials of Indian philosophy. Motilal Banarasidas Publishers.
- Jonathon C. M. (1966). Social foundations of education: Current readings from the behavioural sciences. New York: The Macmillian Company. . Mathur S.S., (2008). A Sociological approach to Indian education. Agra: Vinod Pustak Mandir.
- MHRD, (1992). Programme of action. Government of India, New Delhi.
- MHRD, Government of India (1992). National policy on education (revised). New Delhi.
- NCERT, (2005). National curriculum framework. New Delhi.
- NCTE, (2009). National curriculum framework for teacher education. New Delhi.
- Noddings, N. (2007). Critical lessons: what our schools should teach. Cambridge University Press.
- Ornstein, Allen C., Edward F. P. & Stacey B. O. (2006). Contemporary issues in curriculum. Allyn & Bacon.



- Pandey, R.S. (1997). East West Thoughts on Education. Allahabad: Horizon Publishers.
- Rao, D.M. (2004). Education for the 21st century. New Delhi: Discovery Publishing House.

**The mapping of PO/PSO/CO attainment is as follows:**

CO	PO 1	PO 2	PO3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO1	PSO2	PSO 3
CO 1	1	2	-	2	2	1	1	1	2	1	-	2	2
CO 2	3	2	2	1	2	2	2	1	1	2	2	1	2
CO 3	2	1	-	1	2	3	1	3	2	1	2	1	1
CO 4	1	2	1	2	1	2	1	1	2	1	-	2	2
CO 5	-	2	1	1	2	2	2	2	2	3	1	1	2
<b>Average</b>	<b>1.6</b>	<b>1.8</b>	<b>1.2</b>	<b>1.4</b>	<b>1.8</b>	<b>2</b>	<b>1.4</b>	<b>1.6</b>	<b>1.8</b>	<b>1.6</b>	<b>1.4</b>	<b>1.4</b>	<b>1.8</b>

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

**Course Name: Advanced Educational Research**

**Course Code: A404102**

**Semester: 1st**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Develop understanding of the concept of research and research problems.
CO2	Formulate hypotheses.
CO3	Select a sample and forward reasons in support of decisions.
CO4	Understand the meaning and compute measures of central tendency, measures of variability, and measures of relationship.
CO5	Understand the meaning and application of normal probability curve.
CO6	Select and conduct the statistical analysis of data by applying the statistics suitable for the problem

**Course Content**

**SECTION-A**

- Meaning and steps of scientific method. Educational Research: Meaning, Need and Importance, Classification: Fundamental, Applied and Action Research.
- Qualitative Research: Meaning, Characteristics, Merits and limitations.
- Selection of research problem, areas of research, identification and statement of research, Problem and research proposal and referencing styles in Social Sciences



- d) Review – Purpose, Identification of related literature, organizing the related literature, Meta-Analysis of related Literature

### **SECTION-B**

- a) Hypothesis: definition, importance, types and formulation of hypothesis. Testing of Hypothesis, Type-I and Type –II Errors  
b) Sampling: meaning and steps. Methods of sampling: Non-Probability and Probability, Types of Non-Probability and Probability sampling, Sampling Error

### **SECTION-C**

- a) Meaning and importance of statistics  
b) Parametric and Non- Parametric test  
c) Measures of Central tendency and Graphical representation of data: Histogram, Frequency Polygon, Ogive, pie diagram and box plot  
d) Measures of Variability: Range, Average Deviation, Quartile deviation and standard Deviation

### **SECTION-D**

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

### **Sessional work:**

Review of research report

### **SUGGESTED READINGS**

- Ary, Donald & Jacob (1976): Introduction to Statistics, Purpose and Procedures. New Delhi: Holt Rinehart and Winston.
- Best, J.W. & Kahn J.V. (1995). Research Education. New Delhi: Prentice Hall of India Pvt.Ltd.
- Chow, S. L. (1996) Statistical Significance. New Delhi: Sage Publications.
- Collican, H. (2014): Research methods and Statistics in Psychology. New York: Psychology Press.
- Craig, A.M. (2015): Introduction to Educational Research. New Delhi: Sage Publications.
- Crano, W.D, Brewer, M.B. & Lac, A. (2014) : Principles and methods of social research. London: Routledge.
- Edwards, A.L. (1960): Experimental designs in Psychological Research. New York: Holts. (Revised Ed.)
- Ferguson, G.A. & Takane Yoshio (1989) : Statistical Analysis in Psychology and Education. New York: Mc Graw Hill.
- Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: VakilsFeiffer's and

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- Guilford, J.P. & Fruchter, B. (1978): Fundamental Statistics in Psychology and Education. New York: Mc Graw Hill.
- Jackson, S.L. (2010). Research methods and statistics. Jacksonville University. New Delhi: Cengage Learning.
- Hinton, P.R. (2014) : Statistics Explained, London: Routledge.
- Hustler, D., Cassidy, T. & Cuff, T. (1986) : Action Research in classrooms and Schools. UK: Allen & Unwin (Publishers) Ltd.
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- Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi: Surjeet Publications.
- Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.
- Lambert, M. (2012): A beginners guide to doing your education research project. London: Sage Publications
- Panneerselvam, R. (2011):. Research Methodology. New Delhi: PHI Learning Pvt.Ltd.
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- Verman, M. (1965): Introduction to Educational and psychological research. London: Asia Publishing House.
- Wayne, K.H. & Curt, M.A (2015) Quantitative Research In Education. New Delhi: Sage Publications.

**The mapping of PO/PSO/CO attainment is as follows:**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	-	3	2	1	3	2	1	2	2	2	3
CO2	2	1	3	3	2	1	2	-	1	1	2	1	2
CO3	2	3	2	3	2	2	1	2	1	2	-	2	-
CO4	2	2	3	2	-	1	2	1	2	1	1	2	2
CO5	-	1	2	1	2	1	2	2	1	2	1	1	2
CO6	1	1	2	1	2	1	2	1	1	1	1	1	2
<b>Average</b>	<b>1.5</b>	<b>1.7</b>	<b>2.3</b>	<b>2.2</b>	<b>1.8</b>	<b>1.2</b>	<b>2.0</b>	<b>1.5</b>	<b>1.2</b>	<b>1.5</b>	<b>1.3</b>	<b>1.5</b>	<b>2.2</b>

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



**Course Name: History of Education**

**Course Code: 404103**

**Semester: 1st**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Trace the progress of education in ancient and medieval India.
CO2	Explain education during Pre and Post-independent India.
CO3	Illustrate the various committees and commissions formed for the progress of education during pre and Post-independent India.
CO4	Identify the various issues and trends of education in India.
CO5	Understand features, ideals, values and diversities in Indian Education to apply in teaching and learning

### Course Content

#### SECTION-A

##### Education in Ancient India

- Salient features of education in Vedic and post – Vedic period
- Main features of education in medieval period with emphasis on Buddhist and Islamic period

#### SECTION-B

##### Education in British period

- Study and review the impact of the following:  
Macaulay’s Minutes and its Effect, Woods Dispatch, The Education Commission (1882),  
The University Commission (1902), The Sargent Report (1944)
- Efforts by Indian reformers during British period such as Raja Ram Mohan Roy,  
Gopal Krishan Gokhale, Maulana Azad and Mahatama Gandhi

#### SECTION-C

##### Major recommendations of the following:

- The University Education Commission (1948)
- Secondary Education Commission (1952)
- Indian Education Commission (1964-66)
- National Policy on Education (1986 &1992)
- NCFTE (2009)

#### SECTION-D

##### Trends and issues in Education

- National Knowledge Commission
- Millennium Development Goal given by UNESCO highlighting Education



- c) The challenges of existing structure of school education at secondary level
- d) Privatization of Higher Education

### **SESSIONAL WORK**

- Critique of POA/NCF-2005/RTE/Book review of Education in India (Altekar, 1944)/The Education Commission and After (Naik,1997)

### **SUGGESTED READINGS**

- Aggarwal, J.C. (1973): Recent Educational Development In the World, New Delhi: Arya Book Depot, Vol.1.
- Altekar, A.S. (1944): Education - In Ancient India. Benaras: Nand Kishore & Bros.
- Blackwell, Fritz (2004), India: A Global Studies Handbook, ABC-CLIO, Inc., ISBN 1- 57607-348-3.
- Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.
- Dash, M. (2000), Education in India: Problems and Perspectives, Delhi: Eastern Book Corporation.
- Ellis, Catriona. (2009). Education for All: Reassessing the Historiography of Education in Colonial India. History Compass, (March 2009), 7#2, pp363–375
- Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.
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- GOI. (2011). Sarvashik shaabhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009. GOI. Retrieved from [http://www.upefa.com/upefaweb/admin/myuploads/SSA\\_Frame\\_work\\_\(revised\)\\_9-6-2011.pdf](http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_(revised)_9-6-2011.pdf)
- Joshi, K.L. (1977): Problems of Higher Education in India. Bombay: Popular Prakashan.
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- Report of the Education Commission 1964-64-66NewDelhi: Govt. of India.
- Mohanty, J. (1987): Education in India. New Delhi: Deep & Deep Publications.
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- Nurulla, Syed &Naik J. P. (1945).A Student's History of Education in India (1800-1984.) Bombay.
- Ramchandra, P. & Ram Kumar, V (2005), Education in India. New Delhi: Eastern Book Corporation.
- Rawat, P. L. (1956) History of Indian Education: Ancient to Modern. Delhi: Bharat Publication
- Reyhner J. (2004) History of Indian Education, Allahabad: Vohra Publishers.
- Sharma R (2006) History of Indian Education, Delhi: Shubhi Publishers
- Taneja, V.R. (1983): Trust with Education. New Delhi: Sterling Publishers. Vashist R. (2005), History of Educationin India. New Delhi: Eastern Book Corporat

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CO	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	2	1	3	1	2	2	1	1	2	2	-	2	2
CO2	-	1	2	1	2	2	1	1	2	1	1	1	1
CO3	1	-	2	2	3	2	1	2	2	2	2	1	1
CO4	3	2	-	2	1	-	2	3	3	2	2	2	2
CO5	3	3	1	2	2	1	3	3	3	2	-	3	2
<b>Average</b>	<b>2</b>	<b>1.6</b>	<b>1.8</b>	<b>1.6</b>	<b>2</b>	<b>1.6</b>	<b>1.6</b>	<b>2</b>	<b>2.4</b>	<b>1.8</b>	<b>1.4</b>	<b>1.8</b>	<b>1.6</b>

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**Course Name: Learner and Learning Process**

**Course Code: 404104**

**Semester: 1st**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Understand learning in psycho-social context
CO2	Gain the knowledge of growth, development and problems of adolescents
CO3	Analyze the learning process based on theoretical approaches of learning
CO4	Understand environments conducive to learning
CO5	Demonstrate the skills to handle the issues related to different stages of development

**Course Content**

**SECTION-A**

**Dynamics of Individual Development**

- a) Growth and Development: Concept, Difference, Principles of Development.
- b) Cognitive process (Sensation, Attention, Perception, concept formation), Piagetian Model of Cognitive Development
- c) Development during Adolescence: Physical, Cognitive, Social and Emotional
- d) Problems of Adolescents, Educational support required for adolescents

**SECTION-B**

**Learning Environment**

- a) Essentials of good physical environment, Characteristics of class room, school and Community environment that enhance learning
- b) Coping with diversity in learning contexts—crowded class rooms, language, ethnic and social diversities, different types of disadvantage that children suffer
- c) Demands of inclusive environment in a class for all learners
- d) Multiple ways of organizing learning - individual, self-learning, group learning, Cooperative learning

### SECTION-C

#### **Theoretical Bases of Learning and its Implications**

- Cognitive and Contextual Theories: Bandura, Vygotsky
- Strategies for developing logical thinking , critical thinking and problem solving
- Creativity: concept, assessment and nurturing

### SECTION-D

#### **Psychosocial Dimensions of Learners' Contexts**

- Social Learning: Concept and importance, Factors affecting Social Learning, Social Competence.
- Classroom Dynamics: Concept, Need and its Relevance, Strategies for promoting healthy psycho-social environment in class.
- Addressing classroom Aggression in Schools: Types (Bullying, Punishment, Vandalism, Cyber Violence etc) and their effects, Measures to manage aggressive behavior

### SESSIONAL WORK

#### **Conduct and interpretation of following tests-**

- Learning Curve
- Transfer of learning using mirror drawing apparatus
- Achievement Motivation Test
- Social Competence Scale /Assessment of Social Skills

### SUGGESTED READINGS

- Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
- Bigge, M., L. & Hunt M., P. (1968) : Psychological foundations of education, 2<sup>nd</sup> Edition, N.Y. Harper &Row.
- Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
- Damon, W. (1983): Social and Personality Development Infancy Through Adolescence. New York: Norton.
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- Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentic Hall of India
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- Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.
- Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart &Winston.
- Hall,C. S. & Lindzey, G. (1970). Theories of personality (2<sup>nd</sup> edition). New York: John

Wiley & Sons, Inc.

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- Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt.Ltd.
- Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
- Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India
- Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
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- Rani, A. (2011): Psychology of Learning Behavior. New Delhi, Centrum Press.
- Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.
- Woolfolk, A. E. (1987): Educational Psychology (4th Ed.) EnglewoodCliffs. Prentice

**The mapping of PO/PSO/CO attainment is as follows:**

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	3	2	2	2	-	1	2	1	2	2	1	2	2
CO2	2	2	3	2	1	2	2	2	2	3	1	2	2
CO3	2	3	3	1	2	2	-	2	1	2	2	2	-
CO4	-	2	2	1	1	-	3	2	2	2	1	3	1
CO5	2	3	3	2	2	2	2	3	2	3	2	2	2
<b>Average</b>	<b>2</b>	<b>2.4</b>	<b>2.6</b>	<b>1.6</b>	<b>1.4</b>	<b>1.6</b>	<b>2</b>	<b>2</b>	<b>1.8</b>	<b>2.4</b>	<b>1.4</b>	<b>2.2</b>	<b>1.6</b>

The correlation levels are: "1" – Low Correlation, "2" – Correlation, "3" – High Correlation and "-" indicates there is no correlation.



**Course Name: Self Development Skills-I**

**Course Code: 404106**

**Semester: 1<sup>st</sup>**

**Credit: 02** **L T P**  
**0 0 4**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Write a research paper.
CO2	Recognize various formal styles of writing research papers.
CO3	Acquiring accuracy in recognizing & writing different styles of referencing & bibliography.
CO4	Gain proficiency in communication skills for effective communication.
CO5	Adapting to the latest technological advancements in communication.

**Course Content**

a) Writing a research paper

**-Essential components**

- b) Importance of communication
- Purpose of communication
  - Communication media
  - Effective communication skills (listening, non-verbal communication, managing stress, emotional awareness)
  - Dangers of ineffective communication
  - Barriers to effective communication
  - Technological advances in communication

**Transactional mode**

- Through both theoretical and practical mode

**SESSIONAL WORK**

- Writing a research paper
- Communication exercises

**SUGGESTED READINGS:**

- Raimes, A. (1983). *Techniques in teaching writing*. Oxford University Press, 200 Madison Ave., New York, NY 10016 (ISBN-0-19-434131-3, \$5.95).
- Oliver, P. (2013). *Writing your thesis*. Sage.
- Temple, C. (1993). *The beginnings of writing*. Allyn and Bacon, 160 Gould Street, Needham, MA 02194.
- Politi, M. C., & Street, R. L. (2011). The importance of communication in collaborative decision making: facilitating shared mind and the management of



uncertainty. *Journal of evaluation in clinical practice*, 17(4), 579-584.

- Luhmann, N. (1992). What is communication? *Communication theory*, 2(3), 251-259.

**The mapping of PO/PSO/CO attainment is as follows:**

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	2	1	-	2	1	2	1	2	-	1	2	2	1
CO2	2	2	2	3	2	2	1	2	2	1	2	1	2
CO3	2	1	2	3	2	2	2	1	2	1	2	-	2
CO4	1	-	2	3	-	2	2	2	1	2	2	2	1
CO5	1	2	2	3	3	3	2	2	2	2	2	2	2
<b>Average</b>	<b>1.6</b>	<b>1.4</b>	<b>1.8</b>	<b>2.8</b>	<b>1.8</b>	<b>2.2</b>	<b>1.6</b>	<b>1.8</b>	<b>1.6</b>	<b>1.4</b>	<b>2</b>	<b>1.6</b>	<b>1.6</b>

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

**Course Name: Process of Education**

**Course Code: 404201**

**Semester: 2<sup>nd</sup>**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Explain the educational implications of some schools of philosophy in Western and Indian Thought.
CO2	Examine critically the concerns arising from the vision of great Western and Indian thinkers.
CO3	Reflect on changing political context and support system of education.
CO4	Discuss the changing socio-cultural dimensions in the context of education.
CO5	Demonstrate the social skills in society and learn about the different schools of thought.

### Course Content

#### SECTION-A

- Vision derived from synthesis of different schools of philosophy: Indian (Sankhya- Yoga; Vedanta) and Western (Realism, Existentialism)

#### SECTION-B

- Critical analysis of educational thoughts of great thinkers: Dr. Radha krishnan, Swami Vivekananda, J. Krishnamurthy, John Dewey Paulo Freire, Eva Illich

### SECTION-C

- a) Connections and interactions in the process of Education-Nature of connections and interaction involved: Between the child and the environment; in linking the school practices with life outside the school; in relating Course knowledge with real life experiences of the child; between the knowledge and practices; between the content and the pedagogy; Between ICT and teaching -learning process
- b) Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context.

### SECTION-D

- a) Process of socialization and acculturation of the child-critical appraisal of the role of school, parent, peer-group and the community.
- b) Economy and Education- Impact of LPG (Liberalisation, Privatization and Globalisation) on education.

### SESSIONAL WORK:

Reading of original texts of Rabinder nath Tagore /M.K Gandhi/Sri Aurobindo/John Dewey/J.Krishnamurthy and writing of review of a book written by any of the above authors or any contemporary Educational thinker.

### SUGGESTED READINGS

- Bonks, J.A. (2001). Cultural diversity and education. Foundations curriculum and teaching (4th ed.). Boston: Allyn and Bacon.
- Brubacher, J. S. (1962): Modern philosophy of education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
- Brubacher, J.S. (1962). Eclectic philosophy of education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
- Coulby, D. & Zambeta, G. (2005). Globalization & Nationalism in education. Routledge
- Das, M. (1999). Sri Aurobindo one education. New Delhi: NCTE.
- Debra H., Martin H., Pam C. &Lingard, B.(2007). Teachers and schooling: Making a difference. Australia: Allen and Unwin.
- Dewey, J. (1916/1977). Democracy and education: An introduction to the philosophy of education. New York: Macmillan.
- Edgerton, S.H. (1997). Translating the curriculum: Multiculturalism into the Cultural Studies. Routledge.
- Etta, R. H. (1996). Transforming curriculum for a culturally Diverse Society. New Jersey: Lawrence Erlbaum Associates Publishers.
- Freire, P. (1970). Pedagogy of the oppressed. New York: Continuum.



- Freire, P. and Shor, I.(1987). Pedagogy of liberation. London: Macmillan Education.
- MHRD, (1992). Programme of action. Government of India, New Delhi.
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- Naik, J.P. (1975). Equality, quality and quantity: The elusive triangle of Indian education. Bombay: Allied Publications.
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- Noddings, N. (2007). Critical lessons: what our schools should teach. Cambridge University Press.
- Ornstein, Allen C., Edward F. P. & Stacey B. O. (2006). Contemporary issues in curriculum. Allyn & Bacon.
- Palmer, J. A. (2001). Fifty Modern thinkers on education: From Piaget to the present Day. London, USA, Canada: Routledge.
- Pankajam, G. (2005). Education & Development. New Delhi: Gyan Publishing House.
- Park, J. (1961). The Philosophy of education. New York: The Macmillan Company.
- Taneja, V.R. (2005). Foundation of education. Chandigarh: Abhishek Publishers.
- Wall, E. (2001). Educational theory: philosophical and political perspectives. Prometheus Books.
- Weber, C.O. (1960). Basic philosophies of education. New York: Holt, Rinehart and Winston.
- Weerasinghe, S.G.M. (1993). The Sankhya Philosophy: A Critical Evaluation of its Origins and Development. Delhi: Sri Satguru Publications, A Division of Indian Books Centre.
- Winch, C. (1986). Philosophy of human learning. London: Routledge.
- Winch, C. (1st edition). (1996). Key Concepts in the philosophy of education. Routledge.





The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PO3
CO1	2	-	3	2	1	1	1	1	1	2	2	1	1
CO2	2	2	3	2	2	-	2	1	1	2	2	-	1
CO3	1	2	2	1	-	2	2	2	2	3	2	1	2
CO4	2	1	2	1	2	2	2	2	1	3	1	2	1
CO5	1	1	2	-	2	2	2	2	1	2	1	1	2
Average	1.6	1.4	2.4	1.4	1.6	1.6	1.8	1.6	1.2	2.4	1.6	1.2	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

**Course Name: Psychology for individual & social development**

**Course Code: 404202**

**Semester: 2<sup>nd</sup>**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Demonstrate the major concepts, theoretical perspectives of psychology.
CO2	Develop-Cognitive abilities with special reference to intelligence and problem solving
CO3	Demonstrate an understanding of the nature of children with special needs
CO4	Apply the knowledge to make the adjustment of the learner in different situations
CO5	Demonstrate an understanding about the assessment of personality

### Course Content

#### SECTION-A

#### Learning and Motivation

- Learning: Concept, nature, factors affecting Learning, Latent Learning, Gagne's Hierarchy of Learning
- Transfer of Learning: Concept, Types, Theories and Educational Implications
- Motivation: Concept, Types, its relation with learning, Achievement Motivation

#### SECTION-B

#### Personality and Adjustment

- Concept of Personality, western theories by Cattell, Eysenk, Allport, Freud; Vedantic concept of Personality(Panchkosh)



- b) Assessment and implications for teacher and learner
- c) Adjustment, causes and manifestations of maladjustment, Defence Mechanisms, Conflicts and their management

### **SECTION-C**

#### **Understanding Intelligence**

- a) Evolution of concept of Intelligence (from unitary to multiple intelligence)
- b) Theories of intelligence by Gardner and Sternberg, assessment of multiple intelligence
- c) Developing Emotional and Spiritual Intelligence.

### **SECTION-D**

#### **Understanding Children with Diverse Needs**

- a) Children with diverse needs /different abilities: Concept, Classification, Role of Teacher
- b) Concept, characteristics, identification of the following- Learning Disabled (Dyscalculia, Dyslexia & Dysgraphia), Slow Learners, Children with ADHD & with ADD
- c) Inclusive Education: Concept, Process and Barriers

#### **PRACTICALS**

- a) Intelligence test
- b) Personality test/ Word Association Test
- c) Test of adjustment/ analysis of a case of a maladjusted learner DTLTD/Test to identify ADHD

#### **SUGGESTED READINGS**

- Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
- Bigge, M., L. &Hun,t M., P. (1968) : Psychological foundations of education, 2<sup>nd</sup> Edition, N.Y. Harper &Row.
- Bigge, Morris. L (1971): Learning theories for teachers (2nd Edition). New York: Harper &Row.
- Chand, J. (2010): Psychological Foundations of Education. New Delhi, Anshah Publishing House.
- Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
- Damon, W. (1983): Social and Personality Development Infancy Through Adolescence. New York: Norton.
- Dash. M. (1994): Educational Psychology. New Delhi: Deep& Deep Publications.
- Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
- Engler, B. (1991): Personality Theories: An Introduction (4<sup>th</sup> Ed.). Boston: Houghton Mifflin Company.
- Fox, C. (2014): Educational Psychology: Its Problems and Methods. New Delhi: Sarup



Books Publication.

- Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.
- Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.
- Goleman, D., (1995) Emotional Intelligence. New York, England: Bantam Books, Inc.
- Hall, C. S. & Lindzey, G. (1970). Theories of personality (2<sup>nd</sup> edition). New York: John Wiley & Sons, Inc.
- Harze & Moghaddam (2012): Psychology for the third Millennium. New Delhi, Sage Publications.
- Hilgard, E.R. & Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.
- Hurlock, E. B. (2004): Developmental Psychology: A Life span Approach (5<sup>th</sup> Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
- Joseph, C.S. (2014): Experimental and Testing Psychology. New Delhi: Anmol Publications.
- Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt.Ltd.
- Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
- Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India
- Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
- Mazur, J.E. (1994): Learning and Behaviour. (4<sup>th</sup> ed.). Englewood Cliffs. New Jersey; Prentice Hall
- Sandhya, K.P. (2013): General Psychology. New Delhi, Anmol Publication.
- Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.
- Vergas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
- Wang, M.C. & Walberg, H.J. (eds) (1985): Adapting instruction to Individual Differences. Berkeley, CA: Mc Cutchan Publishing Corporation.
- Woolfolk, A. E. (1987): Educational Psychology (4<sup>th</sup> Ed.) Englewood Cliffs. Prentice Hall.
- Zohar, D. & Marshal, I. (2001): Spiritual Intelligence: The ultimate intelligence, New York: Bloomsbury Publishing.



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CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	2	-	1	1	2	1	2	1	2	1	2	2	2
CO2	1	1	1	2	2	2	2	2	2	2	-	2	1
CO3	2	2	2	-	2	2	1	-	2	2	2	2	2
CO4	2	-	2	2	1	2	2	2	2	1	1	2	1
CO5	1	2	1	1	-	2	2	2	2	2	2	2	2
<b>Average</b>	<b>1.6</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.6</b>	<b>1.8</b>	<b>1.8</b>	<b>1.6</b>	<b>2</b>	<b>1.6</b>	<b>1.6</b>	<b>2</b>	<b>1.6</b>

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

**Course Name: Statistical Techniques in Educational Research**

**Course Code: A404203**

**Semester: 2<sup>nd</sup>**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Select the tool for studying different variables.
CO2	Understand the different types of research methods.
CO3	Formulate the design of the study by controlling the variables.
CO4	Demonstrate the knowledge about the meaning of ANOVA and chi-square and compute ANOVA and chi-square test.
CO5	Report the research work in accordance with the current trends and procedures of report writing.

### Course Content

#### SECTION-A

- Tools: Characteristics of a good tool, Meaning and methods of reliability and validity.
- Psychological tests, questionnaire, rating scales, attitude scale (Thurston and Linker's scale).
- Technique: observation and interview.

### SECTION-B

- a) Historical Method: Meaning, Value, Difficulties, Types and steps.
- b) Descriptive Method: Meaning, Value and types.
- c) Experimental Method: Meaning and purpose, Variables: Independent, Dependent, Treatment, control, Intervening, Extraneous. Essential characteristics of experiment method, Steps.
- d) Experimental Designs: Meaning, criteria for selecting an experimental design, Pre
- e) Experimental, True Experimental, Quasi Experimental, Factorial designs. (2x2)
- f) Writing Research Report.
- g) Qualitative Research: Phenomenology, Case Study, Ethnography, Grounded Theory
- h) Mixed Method

### SECTION-C

- a) MS Office, MS- Excel- Application of these software's of documentation and reports
- b) Significance of Statistics (Mean Only), Significance of difference between means: Large and small, Independent and correlated.
- c) ANOVA (one way and two way only).
- d) Factor Analysis

### SECTION-D

- a) Chi –Square test of independence.
- b) Wilcoxon Signed- Rank test, Mann- Whitney test

### Sessional Work:

- Development of an attitude scale

### SUGGESTED READINGS

- Ary, Donald & Jacob (1976): Introduction to Statistics, Purpose and Procedures. New Delhi: Holt Rinehart and Winston.
- Best, J.W. & Kahn J.V. (1995). Research Education New Delhi: Prentice Hall of India Pvt. Ltd.
- Chow, S. L. (1996) Statistical Significance. New Delhi: Sage Publications.
- Collican, H. (2014): Research methods and Statistics in Psychology. New York: Psychology Press.
- Craig, A.M. (2015): Introduction to Educational Research. New Delhi: Sage Publications.
- Crano, W.D., Brewer, M.B. & Lac, A. (2014): Principles and methods of social research. London: Routledge.
- Edwards, A.L. (1960): Experimental designs in Psychological Research. New York: Holts. (Revised Ed.)
- Ferguson, G.A. & Takane Yoshio (1989): Statistical Analysis in Psychology and Education. New York: Mc Graw Hill.
- Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: Vakils Feiffer's and Simons Pvt. Ltd.



- Guilford, J.P. & Fruchter, B. (1978): Fundamental Statistics in Psychology and Education. New York: Mc Graw Hill.
- Jackson, S.L. (2010). Research methods and statistics. Jacksonville University New Delhi: Cengage Learning.
- Hinton, P.R. (2014): Statistics Explained. London: Routledge.
- Hustler, D., Cassidy, T. & Cuff. (1986) : Action Research in classrooms and Schools. UK: Allen & Unwin (Publishers)Ltd.
- Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt.Ltd.
- Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi: Surjeet Publications.
- Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.
- Lindquist, E.F. (1953): Designs and analysis of experiments in education and psychology. Boston: Houghton Mifflin Co.

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CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	2	-	1	2	2	2	2	2	2
CO2	2	2	3	1	2	3	2	2	2	2	2	-	1
CO3	1	2	2	-	2	3	2	3	3	2	2	2	1
CO4	-	1	2	1	1	3	1	2	2	1	1	1	-
CO5	1	2	2	2	2	1	2	2	2	2	2	2	2
Average	1.2	1.8	2	1.4	1.8	2.2	1.6	2.2	2.2	1.8	1.8	1.6	1.4

The correlation levels are: "1" - Low Correlation, "2" - Medium Correlation, "3" - High Correlation and "-" indicates there is no correlation.



**Name: Pedagogy of Science Education (Elective Course)**

**Course Code: 404204**

**Semester: 2<sup>nd</sup>**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Appreciate science as dynamic and expanding body of knowledge
CO2	Identify and formulate aims and objectives of teaching of science
CO3	Use various approaches and methods of teaching of science
CO4	Construct the blue print of an achievement test
CO5	Analyze the curriculum and course content pedagogically

**Course Content**

**SECTION-A**

- a) Evolution of science as a discipline, science as a dynamic and expanding body of knowledge; development of scientific knowledge;
- b) Science and technology, correlation between science and technology & other branches.
- c) Common misconceptions of pupils about the nature of science; characteristics of different disciplines of science and their inter relationship.

**SECTION-B**

**Curriculum of Science Education**

- a) Trends in science curriculum, considerations in developing learner centered curriculum in science.
- b) Criteria of validity of science curriculum: content, ethical, environmental, process, cognitive, historical
- c) Analysis of science curriculum at secondary stage.

**SECTION-C**

**Approaches to Teaching-Learning of Science**

- a) Constructivist paradigm and its implications for science learning
- b) Constructivist approaches to science learning: inquiry method, problem solving strategies, guided discovery approach; inductive-deductive method, project based learning, cooperative collaborative learning.
- c) Role of experiments in science, development of laboratory design, planning and organization of laboratory work, improvisation in the laboratory and low cost science experiments,



- d) Meta cognitive strategies-giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner.
- e) Use of ICT in teaching-learning of science concepts at secondary level.

#### **SECTION-D**

#### **Evaluation Assessment and Contemporary Issues in Science Education**

- a) Evaluation in science: Formative and summative
- b) Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- c) Contribution of Indian scientists
- d) Scientific and technological literacy
- e) Innovations and creativity in science.

#### **Transactional Mode**

Group discussion, lecture-cum –discussion, panel discussion, symposium, school visits and sharing of experiences, experimentation with kits and laboratory work project and assignments focusing in observation and interaction with children adolescent, group and individual field based assignments followed by workshops and seminar presentation

#### **SESSIONAL WORK:**

- The student teacher may undertake any one of the following activities:
- Development of lesson plan
- Development of achievement test

#### **SUGGESTED READINGS**

- Alan J. McCormack. Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum. Kraus International Publications
- Bhanumathi, S. (1994) Small Scale Chemical Techniques – Chemistry Education (April-June) 20-25.
- Bhatnagar S.S. (2003). Teaching of science. Meerut: Surya publications
- Black, P (1998). Testing: Friend or Foe? Theory and practice of Assessment and Testing. London: Falmer Press.
- Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10),1123-1130
- Chalmers, A. (1999). What is the thing called Science.4<sup>th</sup> Ed. Buckingham: Open University Press.
- Das R.C. (2012). Science teaching in schools. New Delhi: Sterling publications.
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- Journal of Research in Science Teaching (Wiley-Blackwell).
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- Minkoff, E.C. & Baker, P.J. (2004). Biology Today: An Issues Approach, Garland science. New York. Pp.1-32. Biology: Science & Ethics.
- Mink off, E.C. & Pamela J. Baker (2004). Biology Today: An issues Approach. Garland Science New York pp. 1-32, Biology: Science and Ethics.
- NCERT, National Curriculum Framework- 2005, NCERT. New Delhi.
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- Steve Alsop & Keith Hicks (2003). Teaching Science. Kogan Page India Private Limited.
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**The mapping of PO/PSO/CO attainment is as follows:**

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	2	2	2	2	2	2	2	2	2	2	-	1	1
CO2	2	-	1	2	2	1	2	1	3	1	2	2	2
CO3	1	1	2	2	-	2	2	1	2	2	2	-	2
CO4	1	1	-	1	2	1	1	2	1	2	2	2	2
CO5	2	2	2	2	1	2	2	-	2	1	1	2	1
<b>Average</b>	<b>1.6</b>	<b>1.4</b>	<b>1.6</b>	<b>1.8</b>	<b>1.6</b>	<b>1.6</b>	<b>1.8</b>	<b>1.4</b>	<b>2</b>	<b>1.6</b>	<b>1.6</b>	<b>1.6</b>	<b>1.6</b>

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



**Course Name: Pedagogy of Social Science Education (Elective Course)**

**Course Code: 404205**

**Semester: 2nd**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Acquire conceptual understanding of nature of social science
CO2	Acquire skills to inculcate the national and international values through social science Teaching
CO3	Sensitize and equip students and teachers to handle social issues
CO4	Reflect upon experimental learning in the professional growth of social science Teacher
CO5	Demonstrate learning materials on select units to facilitate learning on social science

**Course Content**

**SECTION-A**

**Conceptualization of Social Science Education**

- a) Concept, nature, and scope of social sciences: existing approaches of teaching learning of social sciences
- b) Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences
- c) Research perspectives in pedagogy of social science education

**SECTION-B**

**Social Science Curriculum**

- a) Approaches to organization of social science curriculum; social science curriculum at various stages of school education
- b) Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher’s education manuals, other content enrichment materials – their conceptualization and processes;

**SECTION-C**

**Approaches to Pedagogy of Social Science**

- a) Critical appraisal of approaches to teaching learning social sciences – behaviorist approach; constructivist approach; inter disciplinary approach, integrated approach; child-centered approach; environmental approach; the overlap between these approaches
- b) Critical appreciation of various learning-strategies: SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning

**SECTION-D**

**Resources and Evaluation of Teaching-Learning of Social Science**

- a) Integration of ICT in teaching-learning of social science. Development of teaching- learning materials; workbook; activity book and self-instructional materials.
- b) Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies, environment and community resources;

- c) Alternative assessment: rubrics, portfolios and projects
- d) Typology of questions as related to different Course areas viz., History, Geography, Political Science, Economics etc.
- e) Evaluation of attitudes, values, etc.

### **Transaction Mode**

Lecture-cum-discussion, penal discussion, project on oral history, workshops, seminar, assignment a group discussion around issues and concepts Group and individual field based assignment focused by workshops and seminar presentations.

**SESSIONAL WORK:** The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test

### **SUGGESTED READINGS**

- Arora, GL (1988), Curriculum and Quality in Education. New Delhi: NCERT.
- Becker, Williams E.; Watts, Michael & Becker, Suzanne R. (2006) Teaching Economics: More alternatives to chalk and Talk. Northampton, USA: Edward Elgar Publishing.
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- GOI (2005), Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.
- Hemming, James (1953): Teaching of Social Studies in Secondary Schools. London: Longman Geen & Co.
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- Lambert, David and Balder stone, David (2000), learning to Teach Geography in Secondary School: A Companion to School Experience. London: Routledge Falmer.
- NCERT (1972), Preparation and Evaluation of Textbooks in Geography: Principles and Procedures, National Council of Educational Research and Training, New Delhi.



- NCERT (1976), The Curriculum for the Ten-Year School: A Framework, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework, Revised Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2001), National Curriculum Framework for School Education, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Papers Vol. II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks), National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on Curriculum, Syllabus and Textbooks, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science, National Council of Educational Research and Training, New Delhi.
- NCERT (2005b), National Curriculum Framework 2005, National Council of Educational Research and Training, New Delhi.
- NCERT (2006a), Syllabi for Secondary and Higher Secondary Classes, National Council of Educational Research and Training, New Delhi.
- NCERT (2006b), Syllabus for Classes at the Elementary Level, National Council of Educational Research and Training, New Delhi.
- Pathak, Avijit (2002) Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. New Delhi: Rainbow Publishers.
- Rao, Digumarti Bhaskara (ed.), Techniques of Teaching Social Sciences. New Delhi, Sonali Publications.
- Rao, Digumarti Bhaskara & Rao, Ranga (2007), Techniques of Teaching Economics. New Delhi: Sonali Publications.
- Singer, Alan J (2003), Social Studies for Secondary Schools: Teaching to learn, learning to teach. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Smith, Maggie (2002), Teaching Geography in Secondary Schools: A Reader. London: Routledge Palmer.
- Zevin, Jack (2000) Social Studies for the twenty-first century: methods and materials for teaching in middle and secondary schools. Mahwah, New Jersey: Lawrence Erlbaum Associates.

#### **Journals**

- Economic and Political Weekly (published from Mumbai, India).
- Journal of Economic Education (published from United States of America).



- Teaching of History (published from United Kingdom).
- Journal of Social Sciences Social Science Quarterly.
- Journal of Curriculum Studies (published by Routledge, United Kingdom)

**The mapping of PO/PSO/CO attainment is as follows:**

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	1	2	1	2	1	2	2	2	1	-	1	1	1
CO2	1	2	1	-	1	2	-	1	2	2	2	2	2
CO3	2	-	1	1	2	1	2	1	1	1	-	1	2
CO4	2	1	2	3	2	1	2	-	1	1	1	1	-
CO5	2	1	1	2	1	1	2	1	1	2	1	2	1
<b>Average</b>	<b>1.6</b>	<b>1.4</b>	<b>1.2</b>	<b>1.8</b>	<b>1.4</b>	<b>1.4</b>	<b>1.8</b>	<b>1.2</b>	<b>1.2</b>	<b>1.4</b>	<b>1.2</b>	<b>1.4</b>	<b>1.4</b>

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

**Course Name: Pedagogy of Language Education (Elective Course)**

**Course Code: 404206**

**Semester: 2<sup>nd</sup>**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Get acquainted with reading and writing skills.
CO2	Interpret the text ambiguity and complexity
CO3	Explain different creative forms of literature like Poetry, Prose and Drama.
CO4	Deploy the ideas from the work of language i.e. formulate questions, identify appropriate methods and engage ethically with sources
CO5	Practice a deliberate writing process with emphasis on the various aspects of writing

**Course Content**  
**SECTION-A**

**Conceptual Issues of Language Learning**

- Language acquisition and communication – factors affecting language learning and language acquisitions and communication
- Linguistic, psychological and social processes involved in learning of languages
- Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget - Cognitive Constructivism and Language; recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.

## SECTION-B

### Language Analysis and Individualization of Language Learning

- a) Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- b) Meta- linguistic awareness with a focus on listening, speaking, reading, comprehension at writing.
- c) Need and techniques (viz. differential assignments, classroom tasks, etc.) for personalized system of instruction

## SECTION-C

### Curriculum and Pedagogy of Language

- a) Language learning at secondary and higher secondary stage
- b) Pedagogy of First language, Second language, Third language
- c) Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and sequencing of content, contexts, transaction and evaluation techniques

## SECTION-D

### Issues in Language Learning and Evaluation

- a) Cross linguistic influence in learning another language; ecology of bilingual memory
- b) Multilingual classroom
- c) Medium of instruction – recommendation of NPE 1986/1992, NCF-2005
- d) Preservation of heritage language
- e) Home language & school language – problem of tribal dialects
- f) Problems related to evaluation of language learning

### Transaction Mode

Lecture cum discussion, hands on practice in language laboratory, self- study, visits to language teaching institutes, presentations in seminar and group discussions workshop, assignment around issues and concepts related to contextual problems in language learning.

### SESSIONAL WORK:

- The student teacher may undertake any one of the following activities:
- Development of lesson plan
- Development of achievement test

### SUGGESTED READINGS

- Bennett, W.A. (1969). Aspects of Language and Language Teaching. London: Cambridge University Press.
- Braden, K. (2006). Task Based Language Education: From Theory to Practice. London: Cambridge University Press.
- Britton, J. (1973). Language and Learning. England: Penguin Books.
- Byrnes, H. (2006). Advanced Language Learning: The Contribution of Holliday and Vygotsky. Continuum International Publishing Group.



- Hodges and Rudolf (1972). Language and Learning to Read – What language teachers should know about language. Boston: Houghton Mifflin Co.
- Joyce & Banks (1971) Teaching the Language Arts to Culturally Different Children. London: Addison–We sky, Pub Co.
- Krashen, S. (1988). Second Language Acquisition and Second Language Learning. Prentice Hall International.
- Martinovic, T. (2004). Discourse Across Languages and Cultures. John Benjamin’s publishing Company.
- Ornstein, J. (1971). Programmed Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems. The Centre for Curriculum Development Inc, Philadelphia.
- Other son, N.D.& Howard, L.(1990).Language an Introduction to Cognitive Science:
- Vol.1, USA: Massachusetts Institute of Technology.
- Pavelenko. Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Berlin: Walterde’ Gruyter GmbH & Co.KG.
- Schiffrin, D. ET. al. (2001). The Handbook of Discourse Analyses. Black well Publishing.
- Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press.
- Wilkinson, A. (1971). The Foundations of Language. London: Oxford University Press

**The mapping of PO/PSO/CO attainment is as follows:**

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	1	2	1	2	1	2	2	2	1	1	-	1	1
CO2	1	2	1	-	1	2	1	1	2	2	2	2	2
CO3	2	-	1	1	2	1	2	1	1	1	1	1	2
CO4	2	1	2	3	2	-	2	1	1	1	1	1	1
CO5	2	1	1	2	-	1	2	1	1	2	1	2	1
<b>Average</b>	<b>1.6</b>	<b>1.4</b>	<b>1.2</b>	<b>1.8</b>	<b>1.4</b>	<b>1.4</b>	<b>1.8</b>	<b>1.2</b>	<b>1.2</b>	<b>1.4</b>	<b>1.2</b>	<b>1.4</b>	<b>1.4</b>

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**Course Name: Pedagogy of Mathematics Education (Elective Course)**

**Course Code: 404207**

**Semester: 2nd**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Design curriculum of teaching of mathematics.
CO2	Develop understanding of modern concept and tools of evaluation.
CO3	Acquaint Pupil teachers with methods of teaching of mathematics.
CO4	Enable Pupil teachers to prepare lesson plan of teaching of mathematics.
CO5	Understand different branches of mathematics.

### Course Content

#### SECTION-A

##### Meaning, Nature, Structure and Development of Mathematics

- Meaning, Nature and scope of mathematics. Distinction between mathematics and Science; Structure of Mathematics: Pure and Applied Mathematics, Axiom Postulates, Proof / Solution of mathematics Problems- Direct proof, indirect proof, Proof by contradiction, Importance, Application and Selection of Examples.
- Recreational and Aesthetic aspect of mathematics: Games, Puzzles, Riddles, Symmetry etc and their role in learning mathematics.  
Mathematics Club: Need and Importance, Goals, Organization and Activities. Mathematics Laboratory: Designing and Layout, Need and Importance, Materials and Procedure to set up.
- Development of Mathematics with some famous anecdotes, Pythagoras, Arya bhatt, Ramanujan.  
Teaching Mathematics Modeling Pedagogical Analysis of Mathematics

#### SECTION-B

##### Curriculum of Mathematics

- Curriculum: Meaning, Principles of curriculum, Construction and Organization.
- Curriculum Evaluation and Reform in School Mathematics Curriculum: Rationale, Objective, Principles, Learning Experiences and Materials in mathematics, Recent Curriculum reforms at National and State Levels (NCF2009).
- Developing Remedial Learning experiences and teaching material to overcome special problems of students. Developing enriched programmes and materials for teaching gifted and backward students in mathematics

#### SECTION-C

##### Strategies of Teaching Learning Mathematics

- Approaches of Mathematics Teaching- Learning: Constructivist Approach, Competency- Based Approach.





- b) Methods of Mathematics Teaching- Learning: Inductive and Deductive Method, Analytic-Synthetic method, Computer Based Instructions and Computer Aided Learning.
- c) Techniques of Mathematics Teaching- Learning: Problem-Solving: Stages of Problem Solving Techniques to improve Problem- Solving Skills (Polya Method), Co-operative Learning (Jigsaw Method, Think Pair-Share).

**SECTION-D**

**Evaluation in Mathematics**

- a) Evaluation in Teaching Learning Process: Formative, Summative and Diagnostic. Identification and analysis of mistakes in mathematics, prevention and suggested remedial measures, Enrichment Programmes in mathematics learning: National mathematics Talent Search, Mathematics Olympiad.
- b) Types of test items in mathematics: Meaning, merits, limitations and Construction of long answer type, short answer type, very short answer type and objective type construction and standardization of an achievement test in mathematics.
- c) Action Research in Mathematics

**SESSIONAL WORK:**

- The student teacher may undertake any one of the following activities:
- Development of lesson plan
- Development of achievement test

**SUGGESTED READINGS**

- Baw, G.R. & George L.U. (1976): Helping children learn mathematics- a competency based laboratory approach. California, Cummings Publishing Co.
- Butler, C.H. & Wren, F.L. (1965): the teaching of Secondary Mathematics. New York: Mc Graw Hill.
- Carpenter, T.P., Dossey, J.A. & Koehler, J. L.(2004): Classics in mathematics Education Research United States of America. The National Council of Teachers of Mathematics.
- Chambers, P.(2010): Teaching Mathematics. New Delhi: Sage Publications

**The mapping of PO/PSO/CO attainment is as follows:**

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	1	1	2	-	2	1	2	2	2	1	2	2	2
CO2	2	2	2	2	1	3	2	-	1	2	1	-	1
CO3	1	2	1	3	2	2	2	2	1	-	2	2	2
CO4	1	-	2	3	2	2	2	2	2	1	1	2	1
CO5	1	2	1	2	2	2	2	-	1	2	2	1	1
<b>Average</b>	<b>1.2</b>	<b>1.6</b>	<b>1.6</b>	<b>2.2</b>	<b>1.8</b>	<b>2</b>	<b>2</b>	<b>1.6</b>	<b>1.4</b>	<b>1.4</b>	<b>1.6</b>	<b>1.6</b>	<b>1.4</b>

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**Course Name: Dissertation-I (Submission of Research Proposal)**

**Course Code: 404208**

**Semester: 2<sup>nd</sup>**

**Credit: - 2**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Draft the research proposal.
CO2	Formulate the hypothesis for research proposal.
CO3	Develop an understanding on academic writing.
CO4	Design and plan the research dissertation and project.
CO5	Develop the skill of referencing.

**Course Content**

- a) Under the supervision of their guides they will undertake all the steps of writing research proposal to finalize and submit the research synopsis. The students will submit dissertation in the month of March.

**The mapping of PO/PSO/CO attainment is as follows:**

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	2	2	1	1	-	1	2	2	1	-	2	1	2
CO2	2	2	1	1	2	2	1	1	1	2	2	1	2
CO3	1	-	2	2	1	1	1	2	-	1	1	2	1
CO4	2	1	2	2	-	2	1	1	1	2	2	2	2
CO5	1	2	1	2	2	1	2	2	1	2	2	2	2
<b>Average</b>	<b>1.6</b>	<b>1.6</b>	<b>1.4</b>	<b>1.6</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.6</b>	<b>1</b>	<b>1.6</b>	<b>1.8</b>	<b>1.6</b>	<b>1.8</b>

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



**Course Name: Self Development Skills-II (Writing CV & Interview Skills)**

**Course Code: 404209**

**Semester: 2<sup>nd</sup>**

**Credit: 02**

**L T P**  
**0 0 4**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Use standard grammar, punctuation and spellings in academic writing documents.
CO2	Produce various types of formats of reports, emails, resumes, letters, questionnaires and memos.
CO3	Compose answer to various questions asked during an interview.
CO4	Condense ideas while giving answer where brevity is the essence, during an interview.
CO5	Communicate Effectively use interview skills and writing skills.

### Course Content

- a) Writing a CV
  - Essentials
- b) Interview
  - Types of Interview
  - Preparation, body language, communication skills, Dealing with anxiety, assertiveness

### Transactional mode

Through both theoretical and practical mode

### SESSIONAL WORK

- Preparing a CV
- Mock Interview

### SUGGESTED READINGS:

- Peate, I. (2008). Writing your CV. *British Journal of Healthcare Assistants*, 2(2), 97-98.
- Guide, C. Writing Your CV.
- Bingham, W. V., & Moore, B. V. (1931). How to interview.
- Fontana, A., & Frey, J. H. (2005). The interview. *The Sage handbook of qualitative research*, 3, 695-727.
- Bampton, R., & Cowton, C. J. (2002, May). The e-interview. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 3, No. 2).



The mapping of PO/PSO/CO attainment is as follows:

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	2	2	1	1	-	1	2	2	1	1	2	1	2
CO2	2	2	1	1	2	2	1	1	-	2	2	1	2
CO3	1	-	2	2	1	1	-	2	1	1	1	2	-
CO4	2	1	2	2	1	2	1	1	1	2	2	2	2
CO5	1	2	1	2	2	1	2	2	1	2	2	2	2
<b>Average</b>	<b>1.6</b>	<b>1.6</b>	<b>1.4</b>	<b>1.6</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.6</b>	<b>1</b>	<b>1.6</b>	<b>1.8</b>	<b>1.6</b>	<b>1.8</b>

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

**Course Name: Guidance & Counseling**

**Course Code: 404301**

**Semester: 3<sup>rd</sup>**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Explain the meaning and various terms used in guidance and counseling.
CO2	Recognize the role of guidance in attaining the goals of education.
CO3	Understand the psychological concepts and their assessment for providing guidance.
CO4	Use skills of administration and interpretation of psychological assessment.
CO5	Develop the skill of delivering career talks and educational guidance.

**Course Content**

### SECTION-A

#### Introduction

- Meaning, Nature, Aims, Principles, Need and Scope of Guidance.
- Meaning, Nature, Aims, Principles, Need and Scope of Counseling, Counseling skills such as Establishing rapport, empathy and Listening
- Evaluating Guidance Programme with special reference to Counseling.

### SECTION-B

#### Understanding Guidance and Counseling

- Individual** and Group Guidance: Meaning, Objectives, Advantages and Limitations of

Group Guidance.

- b) Group Guidance Techniques: Class Talk, Career Talk, Orientation Talk, Group Discussion, Career Conference, Career Corner, Bulletin Board, Role Playing.
- c) Recent trends in Guidance and Counseling.

### SECTION-C

#### Theories/ Therapies of Counseling

- a) Cognitive behavioral therapy: Meaning, Process, Weakness and strength
- b) Rational emotive behavioral therapy: Meaning, Process, Weakness and strength
- c) Reality therapy: Meaning, Process, Weakness and strength

### SECTION-D

#### Student Appraisal

- a) Quantitative Assessment: Concept and assessment of Interest, Intelligence, Personality and Aptitude.
- b) Tools for Qualitative Assessment: Interview, Observation, Case Study, Sociometry.

#### Sessional Work

- a) Administration and Interpretation of psychological tests:
  - 1) Interest Inventory
  - 2) DAT/DBDA
- b) Preparation and presentation of Career Talk.
- c) Report of visit to employment exchange

#### SUGGESTED READINGS

- Anastasi, A. & Urbina, S. (1997). Psychological Testing, 7<sup>th</sup> Ed., Upper Saddle River. NJ: Prentice Hall.
- Bantole, M.D. (1984). Guidance and Counselling. Bombay: Sheth and Sheth Publications.
- Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counselling, Vol.I: A practical approach. New Delhi: Vikas
- Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counselling, Vol.II: A practical approach. New Delhi: Vikas
- Burnard, P.(2005). Counselling skills training: a sourcebook of activities for trainers. London: Viva Books Private Ltd.
- Chaturvedi, R. (2007). Guidance and Counselling Skills. New Delhi: Crescent Publishing Corporation.
- Denzin, N.K. & Lincoln, Y. (2000). Handbook of Qualitative research. New Delhi: Sage Publications.
- Drummond, R.J. (1998). Appraisal procedures for counsellors and helping professional. Columbus, OH: Merrill.
- Gibson, R.L. & Mitchell, M.H. (2008). Introduction to counselling and Guidance (7<sup>th</sup> edition). New Delhi: Pearson education. Inc.
- George, R.L. & Critiani, T.S. (1990) Counselling theory and Practise. New Jersey: Prentice Hall.
- Gladding, S.T. (2014).Counselling: a comprehensive Profession (7<sup>th</sup> ed.).USA: Pearson Education, Inc



- Leuis, M.D., Mayer, R.L.&Louis, J.A.(1986). An introduction to counselling profession. Illinas:F.E.Peacock Publishers.
- Mohan, S. & Sibia, A. (1998) Handbook of Personality measurement in India. New Delhi: NCERT
- Myers, G.E.(1998). Principles and Techniques of Vocational Guidance. London: Mcgraw Hills Company.
- Oliver, W. & Randall, W.E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication.
- Petterson, G.H. (1962). Counseling and Guidance in Schools. London: Mcgraw Hill Book Company.
- Pietrofesa, J.J., Bernstein, B. & Stanforn. S. (1980) Guidance: An Introduction. Chicago: Rand McNally.
- Rao, S.N. (1981). Counseling Psychology. New Delhi: Tata McGraw Hill
- Saraswat, R.K. & Gaur.J.S.(1994). Manual for Guidance counselors. New Delhi: NCERT.
- Shertzer, B. & Stone, S.G. (1980). Fundamentals of Guidance. Boston, USA: Houghton Mifflin Co.
- Shertzer, B. & Stone, S.G. (1968). Fundamentals of Counseling. Boston, USA: Houghton Mifflin Co.
- Tolbert, E.L. (1978). An introduction to guidance. Toronto: Little Brown and Company.
- Tudor, K. (1999). Group Counseling. London: Sage Publications

**The mapping of PO/PSO/CO attainment is as follows:**

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	2	2	1	1	1	1	2	2	-	1	2	1	2
CO2	2	2	1	-	2	2	1	1	1	2	2	1	2
CO3	1	1	2	2	1	-	1	2	1	1	1	2	1
CO4	2	1	2	2	1	2	1	1	-	2	2	2	2
CO5	1	2	1	2	2	1	2	2	1	2	2	2	2
<b>Average</b>	<b>1.4</b>	<b>1.6</b>	<b>1.2</b>	<b>1.6</b>	<b>1.8</b>	<b>1.4</b>	<b>1.6</b>	<b>1.4</b>	<b>1</b>	<b>1.6</b>	<b>1.8</b>	<b>1.6</b>	<b>1.6</b>

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



**Course Name: Educational Technology & ICT**

**Course Code: 404302**

**Semester: 3rd**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Use technology effectively to assess learning, differentiate instruction & provide rigorous, relevant learning experiences.
CO2	Design, develop & implement technology rich learning program that model principles of learning & promote digital age practices in teaching learning.
CO3	Explain the concept of teaching along with the various models of teaching.
CO4	Explain & elaborate the concept of ICT.
CO5	Get acquainted with the various teaching training technique and teaching skills.

**Course Content**

**SECTION-A**

- a) Educational Technology: Concept, Nature and scope of educational technology in India.
- b) Historical perspective of Educational Technology. Types of Educational Technology.
- c) Recent trends in Educational Technology. Major institutions of Educational Technology in India: CIET, EMRC, CEC.

**SECTION-B**

- a) Teaching: Concept, variables, phases and levels of teaching.
- b) Models of Teaching: Basic teaching model, Concept Attainment model and Advance Organizer Model.
- c) Teacher Training Techniques: Microteaching, teaching skills, Skill of stimulus variation, introducing the lesson, rein for cement and probing question. Flanders Interaction Analysis.

**SECTION-C**

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

**SECTION-D**

- a) Communication: Concept of communication, process, principles and barriers of communication.
- b) Information and Communication Technology (ICT): concept, need, advantages and barriers to expansion of Information and Communication Technology.
- c) Computer assisted instruction, e-learning, online learning and m-learning.

### SESSIONAL WORK

1. Power-point presentation (at least 20slides)
2. Development of a linear programme (50frames).

### SUGGESTED READINGS

- Bhushan, A. & Ahuja, M. (1992): Educational Technology, Meerut, and Vikas Publication.
- Bigge, M.L. & Hunt, M. (1968): Psychological Foundation of Education, London, Harper and Row Publishers.
- Bloom, B.S. (1972): Taxonomy of Education Objectives. A Hand Book-I(Cognitive Domain), New York: David Mokeay Campo.
- Briggs, A.R.J. and Sommefeldt, D. (2002) Managing Effective Teaching and learning, London: Paul Chapman Publishing.
- Burkill, B & Eaton, R. (2011) Developing Teaching and Learning. New Delhi: Cambridge University Press.
- Chauhan, S.S. (1978): A Textbook of Programmed Instruction, New Delhi, Sterling Publishers.
- Das, R.C. (1993): Educational Technology: A Basic Text, New Delhi, Sterling Publishers.
- Dececco, J.P. & Cramford, W.R., (1970): Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd.
- Flanders, Ned A. (1978): Analyzing Teaching Behavior, London, Addison Wesley Publishing Co.
- Gakhar, S.C. (2008). Educational Technology, Panipat, N.,M. Publication
- Goswami. M.K. (2008) Educational Technology. New Delhi: Asian Books Private Limited.
- Hiltz, S.R. & Goldman, R. (2005) Learning Together Online. Research on Asynchronous Learning networks. New Jersey: Lawrence Erlbaum Associates, Publishers.
- Jolliffe, A. Ritter, J. & Stevens, D. (2001) The Online Learning Handbook. Developing and Using Web based learning: London, Kogan Page.
- Joyce, B.Weil, M. & Showers, B., (2009): Models of Teaching, New Delhi: Prentice Hall of India, Pvt.Ltd.
- Khirwadkar, A. & Puspanadham, K. (2005).Information and Communication Technology in Education. New Delhi: Sarup and Sons.
- Mehra, V.(2010) : A text book of Educational Technology, New Delhi : Sanjay Prakashan.
- Modi, J.(2010) Micro Teaching Technique and Practice, Delhi: Shipra Publications.
- Schrum, L. (2012) Educational Technology for School Leaders. New Delhi: Sage India Pvt. Ltd.
- Sharma, Y.K. and Sharma, M. (2006) Educational Technology and management, Vol. 1, New Delhi: Kanishka Publishers, Distributers.
- Thamarasser, I. (2009). Information and Communication Technology in Education. New Delhi,





Kanishka Publisher, distributors.

- Vallikad, S. (2009) Information Communication Technology for Teacher Education. New Delhi: Kanishka Publishers, Distributers.
- Xavier, E. (Editor) (2013) Encyclopedia of Curriculum and Teaching Methods. New Delhi: Anmol Publications Pvt. Ltd.

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CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO2	PSO3
CO1	2	2	2	2	2	2	2	2	2	2	2	2	-
CO2	-	2	2	-	1	2	1	2	1	2	-	1	1
CO3	2	1	2	1	2	1	2	1	2	1	2	2	2
CO4	2	2	1	1	2	2	1	1	1	2	2	1	-
CO5	1	1	2	2	1	1	1	2	1	1	1	2	1
<b>Average</b>	<b>1.6</b>	<b>1.6</b>	<b>1.8</b>	<b>1.4</b>	<b>1.6</b>	<b>1.6</b>	<b>1.4</b>	<b>1.6</b>	<b>1.4</b>	<b>1.6</b>	<b>1.6</b>	<b>1.6</b>	<b>1.2</b>

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

**Course Name: Policy Planning and Financing of Education (Elective Course)**

**Course Code: 404303**

**Semester: 3rd**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Derive an insight into the educational policy and educational planning
CO2	Develop budgeting and accounting process
CO3	Elaborate various sources of education
CO4	Evaluate the agencies monitoring the performance of educational institutions
CO5	Critically analyze the issues in educational monitoring.

### Course Content

#### SECTION-A

#### Formulation of Educational Policy

- Process of policy formulation, Policy research, Discussion document, consultations, constitution of working groups, presentation of draft document in CABE and parliament. Formulation of Plan of Action: short term, long term.



- b) Need and importance of educational policy. Determinants of educational policy
- c) Linkage between educational policy and national development policy.

### **SECTION-B**

#### **Educational planning**

- a) Guiding principles, methods and techniques of educational planning ; Priorities in planning at Centre and State levels, District level planning, institutional planning
- b) Approaches to educational planning
  - Social demand approach
  - Man-power approach
  - Return of Investment approach
- c) Overview of educational planning in India w.r.t. short term & long term plans.

### **SECTION-C**

#### **Financing of education**

- a) Concept, need, significance and principles of educational financing. Efficiency, cost Minimization and quality improvement
- b) Sources of finance: Governmental grants (Central, State and Local), tuition fees, endowments, taxes, donations and gift, foreign aids and grant-in-aid system; centre-state relationship in financing of education.
- c) Budgeting and preparation of budget. School budgetary and accounting process, problems and issues in management of finance.

### **SECTION-D**

#### **Resource Management, Performance Appraisal and Monitoring**

- a) Nature and characteristics of resources in education; resource mobilization, utilization, maintenance of resources and quality assurance in material and human resources. Scientific Principles of management – PERT, CPM, PPBS system approach;
- b) Performance appraisal in educational organization at institutional and personal level: Types, Approaches; Agencies for monitoring maintenance of standard in educational institutions
- c) Educational monitoring: Need, importance and guiding principles; Issues and problems in monitoring and appraisal

#### **Transactional Mode**

The course would be transacted through participatory approaches including group discussion, self-study, seminar, presentation by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentation.

#### **SESSIONAL WORK**

The students may undertake any one of the following activities:

- Assignment/ term paper on selected theme from the course
- Prepare a plan for the mobilization of different types of resources for a school from the



community

- Critical Analysis of status of School Education of a state
- Preparation of school budget
- Preparation of an institutional plan

**SUGGESTED READINGS**

- Aggarwal, J. C., & Agrawal, S. P. (1992). Educational planning in India: With a slant to educational financing and administration. New Delhi: Concept Pub. Co.
- Bottery Mike (ed.) (1992). Education, Policy & Ethics. London: Continuum.
- Dennison, W. F. (1984). Educational finance and resources. London: Croom Helm.
- Guthrie, J. W. & Reed, R. J. (1991). Educational administration and policy: Effective leadership for American education (2nd Ed.). Boston: Allyn and Bacon.
- Hough J.R. (1990). Education, Policy-An International Survey. London: Croom Helm.
- Mukherji, S.N.(1970). Administration and Educational Planning and Finance. Baroda: Acharya Book Depot.
- Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied.
- Thakur D. & Thakur, D.N. (1996). Educational Planning and Administration, New Delhi: Deep and Deep Publications.
- Ayyar, R.V. Vaidyanathan (1993). Educational Planning and Administration in India: Retrospect and Prospect. Journal of Educational Planning and Administration. VII (2). April.
- Chandra sekara, P. (1994). Educational Planning and Management, New Delhi: Sterling Publishers.
- Hough J.R. (1990). Education, Policy- An International Survey. London: Croom Helm.
- Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New Delhi, the European Commission.
- Kaur, K. (1986). Education in India (1981-1985): Policies, Planning and Implementation, Chandigarh: Arun and Rajive Pvt.Ltd.

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CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	1	2	2	1	1	2	1	2	1	2	1	1	1
CO2	2	-	1	1	1	1	2	1	2	-	2	2	1
CO3	2	2	2	2	2	2	2	1	1	2	2	-	2
CO4	1	2	2	2	2	2	2	2	1	1	1	2	2
CO5	2	2	1	2	-	1	1	1	2	1	1	1	1
<b>Average</b>	<b>1.6</b>	<b>1.4</b>	<b>1.5</b>	<b>1.6</b>	<b>1.4</b>	<b>1.6</b>	<b>1.6</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



**Course Name: Education for Differently-Abled**

**Course Code: A404304**

**Semester: 3rd**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Identify the barriers in the process of Education of children with disabilities.
CO2	Trace the history of the education of diverse groups.
CO3	Analyze the various legal provisions for the education of disadvantaged groups and their inclusion.
CO4	Evaluate various educational intervention programs for meeting the needs of diverse learners at school level.
CO5	Design the pedagogy, curricula, and assessment of learner with special needs

**Course Content**

**SECTION-A**

- a) Inclusive Education: Meaning, importance and scope. Historical background of inclusive education at national (India) and international level.
- b) Concept of exclusion and its forms, inclusion, special education, integrated education and inclusive education
- c) Barriers and facilitators in inclusive education: attitude, social and educational, current status and ethical issues of inclusive education in India, advantages of inclusive education.

**SECTION-B**

- a) Disadvantaged groups: social, economic and educational
- b) Inclusive educational strategies and their implications for universalization of school education.
- c) Social and emotional problems, academic backwardness, under achievement, slow learners, children with special health problems. Environmental difficulties and children belonging to other marginal groups. Inequality of opportunities, imbalances in educational development, economic and social consequences of gender inequality.

**SECTION-C**

- a) Concept of impairment, disability and handicap, classification of disabilities based on International Classification of Functioning model, readiness of school and models of inclusion.
- b) Children with special needs, definition and characteristics of children: - sensory difficulties; hearing, visual and physically challenged; children with intellectual



- disabilities, gifted, talented and developmental disabilities (autism, cerebral palsy, learning disabilities), causes and prevention of disabilities and educational programme.
- c) Resource management for creating conducive environment: Physical, human, financial, types of services, approaches, strategies, personnel involved and their specific roles and responsibilities.
  - d) Assistive and adoptive technology to fulfill the diverse needs.

#### **SECTION-D**

- a) Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Rehabilitation Council of India Act (1992), National Curriculum Framework (2005), National Policy of Disabilities (2006), Concession and Facilities to Diverse Learners (Academic and Financial), Inclusive Education under Samgra Shiksha Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implications, Provision under Right of Person with Disability Act-2016, Education of Pw Ds in pandemic situation.
- b) Role of national and international agencies in supporting the education of disadvantaged groups.

**Project Work:** Visit to Special Education School and to prepare & submit a report about it

#### **SESSIONAL**

- a) Assessment / Identification test (of any of the following- Learning Disability and Slow Learner, Attention Deficit Hyperactivity Disorder)
- b) Report on Visit to a Special School
- c) Curricular adaptations for any disability.

#### **SUGGESTED READINGS**

- Advani, L & Chadha, A. (2003) : You and your special Child, New Delhi: UBS Publishers and Distributors
- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative [Learning based Approach: National PublishingHouse23Daryaganj, New Delhi 110002.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Alur, M. & Timmons, V. (2009): Inclusive Education across Cultures-Crossing boundaries, Sharing Ideas. Sage.
- Berdine, W.H., Blackhurst, A.E. (eds.) (1980): An Introduction to Special Education. Boston: Little, Brown and Company.
- Collier, C. (2011): Seven Steps to Separating Difference from Disability, California: Corwin-A Sage Company.
- Corbett, Jenny (1998): Special Education needs in the Twentieth Country. A Cultural



Analysis, Trowbridge, Wilts: Redwood Books.

- Encyclopaedia of Special Education (1987): Vol.1,2, 3ed's Cecil, R, Reynolds and Lester Mann, New York : John Wiley and Sons.
- Frank, M.H. & Steven, R.F. (1984): Education of Exceptional Learners, Allyn & Bacon, Inc., Massachusetts.
- Glass, K.T. (2009): Lesson Design for Differentiated Instruction, Grades 4-9, California: Corwin- A Sage Company.
- 11 .Hallahan, D.P. & Kauffman, J.M. (1991): Exceptional Children—Introduction to Special Education. Massachusetts: Allyn & Bacon.
- Hans, I.J. (2000): Children in Need of Special Care, Human Horizons Series, and Souvenir Press (E & ALtd.).
- Hegarty, S., & Alur, M. (2005): Education and Children with Special Needs-From Segregation to Inclusion. Sage.
- Jangira, N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Jha, M. (2002) Inclusive Education for all: Schools Without Walls. Chennai: Heinemann Educational Publishers, Multi vista Global Limited.
- Karanth,P. and Rozario, J.(2007): Learning Disabilities in India Willing the Mind to Learn, New Delhi, Sage Publications India Pvt. Ltd.
- Kirk, S.A. & Gallagher, J.J. (1989): Education of Exceptional Children. Boston: Houghton Mifflin Co.
- Panda, K.C. (1997): Education of Exceptional Children, New Delhi: Vikas Publication House.1011.
- Sengupta, Dr. Keya et. al. (2000): Human Disabilities Challenges for their Rehabilitation, New Delhi: Reliance Publishing House.
- Sharma, P.L.(1990) Teachers Hand book on IED-Helping Children with Special Needs. N.C.E.R.T Publications.
- Singh, D. and Deshprabhv, S. (2008): Handbook of Special Education Part-I, New Delhi: Kanishka Publishers.
- Singh, D. and Deshprabhv, S. (2008): Handbook of Special Education Part-II, New Delhi: Kanishka Publishers.
- Sharma, P.L. (2003) Planning Inclusive Education in Small Schools, R.I.E, Mysore.
- Ysseldyke, J.E. and Algozzine, B. (1998): Special Education, New Delhi, Kanishka Publishers, Distributor



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CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	2	2	2	2	2	2	2	1	-	2	2	1	1
CO2	-	2	2	2	2	2	2	2	1	1	1	2	1
CO3	1	2	2	1	-	2	1	2	1	2	1	1	2
CO4	2	1	1	2	1	1	2	1	2	1	2	2	-
CO5	2	2	2	2	2	2	2	-	1	2	2	1	2
<b>Average</b>	<b>1.6</b>	<b>1.6</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.6</b>	<b>1.8</b>	<b>1.4</b>	<b>1.2</b>	<b>1.6</b>	<b>1.6</b>	<b>1.4</b>	<b>1.4</b>

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

**Course Name: Curriculum Studies (Elective Course)**

**Course Code: 404305**

**Semester: 3rd**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Appraise critically the present day curriculum of Indian schools.
CO2	Identify the curriculum issues and trends and find the implications in present education system.
CO3	Predict future directions for curriculum
CO4	Apply the knowledge in development of curriculum and gain insight into the steps of curriculum development.
CO5	Assess the different bases of curriculum changes

### Course Content

#### SECTION-A

- Concept of curriculum, curriculum development and other curricular fields.  
Components of curriculum.
- Epistemological, social and psychological foundations of curriculum development.
- Factors affecting curriculum change, viz, social factors, pressure groups, writers and publishers. Role of teacher as curriculum maker.

#### SECTION-B

- Curriculum development: nature, purposes, scope and principles.
- Principles of formulating aims, selecting content, teaching, learning and evaluation procedures.
- Taba’s Model of Curriculum development.

### SECTION-C

- a) Curriculum design: concept and need.
- b) Different curriculum designs: Course-centered, experience and activity centered and core curriculum.
- c) Eclectic model of curriculum design.

### SECTION-D

- a) Models of curriculum engineering: administrative model, grass-root model, system analysis model.
- b) Critical appraisal of present curriculum in secondary and senior secondary schools of India.
- c) Curriculum issues and trends and future directions for curriculum.

### SESSIONAL WORK:

Critical appraisal of curriculum of secondary stage

### SUGGESTED READINGS

- Aggrawal, D. (2007): Curriculum development: Concepts, Methods and Techniques. New Delhi, Book Enclave.
- Anning, A. (1995): A National Curriculum for the Early Years, Buckingham, Philadelphia Open University Press,.
- Fogarty, R. (2009): How to Integrate the Curriculum. New Delhi: Sage India Pvt. Ltd.
- Goodson, I. F. (1994): Studying Curriculum, Buckingham, and Open University Press.
- Graves, K.(Editor) (2010): Teachers as Course Developers. New Delhi: Cambridge University Press.
- Joseph, P.B. et al. (2000): Cultures of Curriculum (studies in Curriculum Theory). New York, Teacher College Press.
- Lawton, D. (1986): School Curriculum Planning, London, Sydney, Hodder & Stoughton.
- Lynn, E.H. (1998): Concept-based Curriculum and Instruction, Corwin Press, Inc.
- Lewy, A. (1991): Studying Curriculum, Buckingham, Open University Press,.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- NCTE (2009): National Curriculum Framework of Teacher Education, New Delhi.
- Oliva, P.F. (1988). Developing the Curriculum, Scott and Foresman and Co.
- Ornstein, Allen C.A., Curriculum Foundations, Principles and Issues, London, Prentice Hall International Ltd.
- Pratt, D.(1980): Curriculum Design and Development, New York, Harcourt Brace and World Inc.
- Reddy, B. (2007): Principles of curriculum planning and development.
- Xavier, E. (Editor) (2013) Encyclopedia of Curriculum and Teaching Methods. New Delhi: Anmol Publications Pvt.Ltd.





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CO3	1	1	-	1	2	1	-	2	1	1	-	2	-
CO4	2	1	1	2	1	2	2	1	1	2	2	1	2
CO5	1	2	2	2	2	1	2	2	1	1	1	2	1
<b>Average</b>	<b>1.6</b>	<b>1.4</b>	<b>1.6</b>	<b>1.6</b>	<b>1.8</b>	<b>1.6</b>	<b>1.6</b>	<b>1.4</b>	<b>1</b>	<b>1.4</b>	<b>1.6</b>	<b>1.4</b>	<b>1.4</b>

The correlation levels are: "1" - Low Correlation, "2" - Medium Correlation, "3" - High Correlation and "-" indicates there is no correlation.

**Course Name: Self Development skills (e-skills)**

**Course Code: 404306**

**Semester: 3rd**

**Credit: 02**

**L T P**  
**0 0 4**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Use standard grammar, punctuation and spellings in academic writing e-documents.
CO2	Produce various types of formats of reports, emails, resumes, letters, questionnaires and memos.
CO3	Design the different modes of communication i.e. social media.
CO4	Review the documents on website and use the ethical procedure.
CO5	Effectively communicate ideas, use interview skills and writing skills.

#### Course Content

- Create e-mail account, face book accounts, etc.
- using internet/social network interface for educational/research purposes; constructing and sharing knowledge using social network sites
- Using e-resources and acknowledging the information thus retrieved; ethical issues of using e-resources
- Behaving responsibly on the internet

#### Transactional mode

Through theoretical as well as practical mode

#### SESSIONAL WORK

Creating an educational group / forum

**SUGGESTED READINGS:**

- Gralla, P. (1998). *How the Internet works*. Que Publishing.
- Curran, J., Fenton, N., & Freedman, D. (2016). *Misunderstanding the internet*. Routledge.
- Wu, H., & Li, G. (2020). Innovation and improvement of visual communication design of mobile app based on social network interaction interface design. *Multimedia Tools and Applications*, 79(1), 1-16.

**The mapping of PO/PSO/CO attainment is as follows:**

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CO2	2	2	2	2	2	2	2	-	1	2	2	-	2
CO3	-	2	2	2	2	2	2	2	1	1	1	2	1
CO4	1	2	2	2	2	2	2	2	1	1	1	2	1
CO5	2	2	2	2	2	2	2	1	1	2	2	1	2
<b>Average</b>	<b>1.4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1.6</b>	<b>1</b>	<b>1.4</b>	<b>1.4</b>	<b>1.6</b>	<b>1.4</b>

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

**Course Name: Education for Sustainable Development & Global Peace**

**Course Code: 404401**

**Semesters: 4<sup>th</sup>**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Explain concepts concerning various aspects of the Education for sustainable development.
CO2	Discuss the concept of world peace and role of education
CO3	Identify local and region specific environmental problems.
CO4	Elaborate the role of individuals, society, the government, ICT and media in protection, preservation and conservation of environment.
CO5	Develop awareness about rules, regulations and legal provisions for protection, preservation and conservation of the environment.



## Course Content

### SECTION-A

#### Education for Sustainable Development:

- Meaning nature and scope of Sustainable Development; concept of global peace
- Education for Sustainable Development: Approaches & Strategies
- Education for global peace
- Integration of global peace and environmental concerns in school curriculum.
- Role of teacher in promoting sustainable development.

### SECTION-B

- Conservation of Natural Resources: Environmental conservation in the globalized world; Deforestation in the context of tribal life Role of individual in conservation of natural resources: water, energy and food
- Culture of Peace and Human Rights: Ideas of thinkers like Mahatma Gandhi, Martin Luther King, Role of Educational institutions and teachers in developing a culture of peace.

### SECTION-C

#### Individual, Society, Government, ICT and Media in Environmental Education:

- Literacy, democracy, human rights and universal values- contribution to global peace and sustainable development
- Role of individual, school and community for prevention of pollution, management of natural resources; Responsible Environment Behavior (REB).
- Role of ICT, text books and media in creating awareness about human rights; environmental and peace values.

### SECTION-D

#### Competencies in teachers for Education for Sustainable Development:

- ESD model for competencies in teachers: Knowledge, system, thinking, emotions and values in teachers for educating students for Sustainable Development
- Individual life style; Carbon foot printing

#### SESSIONAL WORK:

- Case study on children rights for education in context of Kailash Satyarthi , Malala Yousa fazi.

#### SUGGESTED READINGS

- Agarwal, A., Narain, S. and Sen, S. (1999). The Citizens Fifth Report. Part II-Sustainable Database. New Delhi, Centre for Science and Environment.
- Braidotti, R., Charkiewicz, E., Hausler, S and Wieringa, S. (1994). Women, the environment, and sustainable development: Toward a theoretical synthesis. London: Zed Books.
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- Cortese, A. (1999). Education for sustainability: The University as a model of sustainability. Boston, MA: Second Nature, Inc.

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CO1	1	2	2	2	2	2	2	2	1	1	1	2	2
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CO3	1	2	2	2	2	2	2	2	-	1	1	2	2
CO4	2	2	2	2	2	2	2	1	1	2	2	1	2
CO5	1	2	2	2	2	2	2	2	1	1	1	2	1
<b>Average</b>	<b>1.2</b>	<b>2</b>	<b>1.8</b>	<b>1.6</b>	<b>1.6</b>	<b>1.6</b>	<b>1.8</b>	<b>1.8</b>	<b>1.2</b>	<b>1.2</b>	<b>1.2</b>	<b>1.8</b>	<b>1.6</b>

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

**Course Name: Teacher Education**

**Course Code: 404402**

**Semester: 4th**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Use enduring content and pedagogical knowledge in teaching
CO2	Develop the curriculum by adopting the rigorous process to make it appropriate
CO3	Identify the role and responsibilities of the teacher educator.
CO4	Evaluate the present status of teacher education in India and abroad.
CO5	Develop the knowledge and understanding to apply government policies in work settings

**Course Content**

**SECTION-A**

- Importance of Teacher Education, Teacher Educators, their roles and responsibilities. Scope of Teacher Education-Preparing teachers for Secondary and Higher Education. New courses in Teacher Education.
- Agencies regulation Teacher Education in India (NCERT, NCTE: roles and responsibilities, Policy documents).

- (c) Tracing the changes in Teacher Education in light of National Curriculum Framework, 2005 and national Curriculum Framework for Teacher Education, 2009.

#### **SECTION-B**

- (a) Pre-service training: Objectives and Scope. Components of Pre-service secondary teacher education: Core and Specialization courses, practicum, internship, co-curricular activities, working with the community and work experience.
- (b) Curriculum transaction in Pre-Service secondary teacher education: Teaching methods, lecture-cum-discussion, Group discussion, Brain storming, use of ICT, internship program.

#### **SECTION-C**

- (a) Continuing Professional Development of In-Service Teachers-Concept and importance of Professional Development.
- (b) Strategies of Professional Development: workshops, seminars, symposium, panel discussions, conferences self-study, extension lectures, refresher courses, research colloquium.
- (c) Agencies for in-service education (Institutional Programmes, DIET, NCTE, NCERT, SCERT, Academic Staff College, (HRD Department) Extension Department).

#### **SECTION-D**

- (a) Concept of teaching as a profession, professional ethics of teachers, Teacher accountability and performance appraisal of teachers.
- (b) Selection, appointment of teachers and induction programmes for teachers
- (c) Assessment and Evaluation in teacher education programme.

#### **SESSIONAL WORK**

- H1: Students in committed romantic relationships will exhibit better mental and physical health than their single peers.
- H2: Students in committed romantic relationships will be less likely to engage in risky behavior than those who are single.
- H3: Risky behaviors will mediate the relationship between relationship status and health problems
- Critical Analysis of NCFTE, 2009 and 2014

#### **SUGGESTED READINGS**

- Aggarwal, J.C. (1984): Landmark in the History of Modern India Education, New Delhi, Vikas Publishing House, Ansari Road.
- Barker, I. (2006): Teachers and Trainers. New Delhi: Cambridge University Press India Pvt.Ltd.
- Chaurasia, G. (1976): New Era in Teacher Education. New Delhi.
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- Govt. of India (1966): Education and National Development, New Delhi, Report of Education.
- Govt. of India (1992): Report of C.A.B.E. Committee Department of Education, New Delhi.
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Development, New Delhi

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- Kohli, V.K. (1992): Teacher Education in India, Ambala, Vivek Publishers.
- Misra, K.S. (1993): Teachers and their Education, New Delhi, Associated Publication.
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- Mohanty, J.N. (1988): Modern Trends in India Education, New Delhi, Deep and Deep Publication.
- Naik, N. (2011): Teaching English Language through Literature, New Delhi, Sarup Book Publishers Pvt.Ltd.
- Naqvi, T. (2010): Teachers in classroom. The Perceptual Roadblocks, Delhi, Shipra Publications
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- NCTE (2009): National Curriculum Framework of Teacher Education, New Delhi.
- N.I.E.P.A. (1984): Report on Status of Teachers, New Delhi.
- Mohanty, J.N. (1993): Adult and National Education, New Delhi, Deep and Deep Publication.
- Rao, D.B. (1988): Teacher Education in India, New Delhi, Discovery Publishing House.
- Sharma., R.A. (2005) : Teacher Education, Meerut, Loyal Book Depot.
- Sharma, S.P. (2005) : Teacher Education, New Delhi, Kanishka Publisher.
- Singh, L.C (1983): Third National Survey of Scholastic Education in India, New Delhi, N.C.E.R.T.
- Srivastava, R.C & Bose K. (1973) : Theory & Practice of Teaching Education in India, Allahabad, Chugh Publications.
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CO5	-	2	2	2	2	2	2	2	1	1	1	2	2
<b>Average</b>	<b>1.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>1.8</b>	<b>1.6</b>	<b>1.8</b>	<b>1.4</b>	<b>2.2</b>	<b>1.6</b>

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

**Course Name: Measurement, Assessment and Evaluation (Elective Course)**

**Course Code: 404403**

**Semesters: 4th**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Develop the understanding of the concept, techniques and new trends of measurement and evaluation.
CO2	Develop skills in the construction and standardization of tests.
CO3	Learn the application of advanced statistical techniques in education.
CO4	Develop skills to make use of different techniques of measurement and evaluation in class rooms.
CO5	Apply advanced statistical techniques in educational research.

**Course Content**

**SECTION-A**

- (a) Concept and importance of measurement and evaluation.
- (b) Types of evaluation: Formative and summative.
- (c) Scales of Psychological measurement: Nominal, Ordinal, Interval and Ratio.

**SECTION-B**

- a) Types of achievement tests- Essay and Objective type.
- b) Norm referenced and criterion reference tests.
- c) Steps in standardization of achievement tests.  
Item analysis: Item difficulty, discrimination index. Estimating, reliability and validity  
Effectiveness of distracters



### SECTION-C

- a) Analysis of variance (one way and two ways): Assumptions and Computation.
- b) Regression and prediction: Meaning and Concept of linear regression equation.

### SECTION-D

Correlations: Assumptions and computation of:

- a) Biserial, Point Biserial
- b) Tetrachoric and phi-coefficient.
- c) Partial and multiple correlation

### SESSIONAL WORK:

Development of a standardized test

### SUGGESTED READINGS

- Aiken, L.R. (1985): Psychological Testing and Assessment, Boston : Allyn and Bacon.
- Aggarwal, Y.P.(1989): Statistical Methods Concepts Application & Computation, New Delhi :Sterling
- Anastasi, A (1988): Psychological Testing (6th Ed). New York: The Macmillan Co.
- Brown, G.T.L., Irving, E.S. & Keegan, P.J. (2014): An introduction to Educational Assessment, Measurement and Evaluation: Improving the quality of Teacher Based Assessment ( 4th Edition). New Delhi: Dunmore Publishers.
- Cronbach, L.G.(1964) : Essentials of Psychological Testing, New York :Harper.
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- Karmel, L.C & Karmel, M.C. (1978) : Measurement and Evaluation in Schools, New York: Macmillan.
- Laak,J.J.F.T, Gokhale, M., Desai, D. (2013): Understanding Psychological Assessment. New Delhi: Sage Publications.





- McDavid, J.C., Huse, I. & Hawthorn, L.R.L. (2013): Program Evaluation and Performance Measurement. New Delhi: Sage Publishers.
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- Popham, W.J. (1988) : Educational Evaluation. New Delhi: Prentice Hall. 16.
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- Singh, A.K (1986): Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Tata McGraw Hill Publishers.
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- Thorndike, R.M & Christ, T.M.T (2011): Measurement and Evaluation on Psychology and Education. Second Edition. New Delhi: Pearson Publishers.

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<b>Average</b>	<b>1.8</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2</b>	<b>2.4</b>	<b>2.2</b>	<b>1.8</b>	<b>1.6</b>	<b>1.6</b>	<b>1.2</b>	<b>2</b>	<b>1.4</b>

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



**Course Name: Comparative Education (Elective Course)**

**Course Code: 404404**

**Semester: 4<sup>th</sup>**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Trace the history of comparative education and its development.
CO2	Judge the limitations of comparative education
CO3	Identify and assess the status of teacher education in India, U.K and U.S.A
CO4	Discover the recent trends in comparative education
CO5	Compare the salient features of educational system of U.S.A., China and India.

**Course Content**

**SECTION-A**

- Meaning, History, Purposes, Methods, importance and limitations of comparative education.
- Factors influencing the educational systems of a country-political, social, linguistics, geographical and economic.

**SECTION-B**

- Educational ladder of U.K., Finland and India, Administrative agencies for education
- Compare the salient features of educational system (aims, curriculum, and evaluation) of U.K, Finland and India.

**SECTION-C**

- Educational ladder of U.S.A. and China with special reference to India
- Compare the salient features of educational system (aims, curriculum, and evaluation) of U.S.A., China and India.

**SECTION-D**

- Teacher Education program in U.K., Finland, U.S.A., China and India.
- Recent trends and innovations in education of above mentioned countries.

**SESSIONAL WORK:**

- Exhibit on socio-political-cultural-geographical aspect of any of the five countries in course.

**SUGGESTED READINGS**

- Beredy, G.Z.F.(1964) : Comparative Methods in Education, New Delhi, Oxford& East Publishing Co.



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- Sodhi, T.S., (1983): A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.
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- Sharma, R.A. (2008): Tulnatamak A dhyan Shiksha. Meerut: R. Lall Book Depot (HINDI VERSION).

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CO5	1	1	2	1	-	2	2	1	1	2	2	1	2
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**Course Name: Educational Administration and Management (Elective Course)**

**Course Code: A404405**

**Semester: 4th**

**Credit: 04**

**L T P**  
**4 0 0**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Develop an understanding on the concept and process of educational administration and management
CO2	Identify the role and responsibilities of different agencies and issues involved in implementation
CO3	Identify the various aspects of organizational climate
CO4	Demonstrate the skills of management, administration and leadership.
CO5	Assess the constitutional responsibilities of the state towards education

**Course Content**

**SECTION-A**

**Educational Administration and Policy Implementation**

- Educational Organization, Administration and Management: Meaning and scope, Principles and process of administration, (Management Theories) Approaches to administration. Agencies of Administration (UGC & NCTE)
- Agencies for policy implementation, Partnership in policy implementation – Centre-State; Role of civil society and NGOs; Issues involved in implementation.

- c) Constitutional responsibilities of the state for providing education.

### **SECTION-B**

#### **Educational structure and administrative issues**

- a) Organizational Structure for educational administration and management: Secondary School Education, Higher Education and technical & professional education
- b) Recommendations for elementary, secondary, and higher education in 12<sup>th</sup> five-year plan
- c) Administrative and management issues in RTE

### **SECTION-C**

#### **Management in educational organization**

- a) Organizational Climate: Strategies for maintaining healthy work environment
- b) Processes in educational organization: structure, communication, decision making, management by objectives.
- c) Strategies for efficient management: motivation, job satisfaction, conflict management
- d) Theories of Leadership- Classical Leadership, Autocratic, Trait, Transactional & Transformative Theory

### **SECTION-D**

#### **Organizational development and leadership**

- a) Organizational development
- b) Organizational change
- c) Educational leadership: meaning, nature and scope. Types of leadership: Styles of leadership; Traits & skills for effective leadership

#### **Transaction Mode**

The course would be transacted through participatory approaches including group discussion, self-study, seminar, presentation by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentation.

#### **Sessional Work**

The students may undertake any one of the following activities:

- Preparation of questionnaire/ interview schedule for micro level educational survey
  - Case study of administrative problems in implementation of RTE in government school/private school
- d) Assessment of motivation level/ job satisfaction/ perception of leadership among teachers in any educational institution



### SUGGESTED READINGS

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- Aggarwal, J. C., & Agrawal, S. P. (1992). Educational planning in India: With a slant to educational financing and administration. New Delhi: Concept Pub. Co.
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- Philip H. Coomba. (1985). The World Crisis in Education, Oxford University Press.
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- Tara Chand and Ravi Prakash (1997). Advanced Educational Administration, New Delhi Kanishka Publishers.
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- Vashisht, S. R. (1994). Theory of educational administration. New Delhi: Anmol Publications Pvt. Ltd.

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The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

**Course Name: Self Development Skills (Yoga)**

**Course Code: 404406**

**Semester: 4<sup>th</sup>**

**Credit: 02**

**L T P**  
**0 0 4**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Demonstrate the basic skills related to yogic activities
CO2	Assess the personal fitness
CO3	Identify the opportunities to participate in Yogic activities
CO4	Develop and understand the health issues and appropriate yogic activities.

### Course Content

- Brief historical account and significance of Yoga; Yoga as a stress buster; body and mind healing device
- Basic Yoga Exercises and Asanas (Pranayam, Surya-Namaskar, Taad-Asana, Kapaal bhaati, Shav-Asana, Etc.)

#### Transactional mode

- Through theoretical as well as practical mode

#### Practical

- Mastering any five yoga exercises/asanas

#### Suggested Reading

- Telles, S., & Naveen, K. V. (1997). Yoga for rehabilitation: An overview. *Indian Journal of Medical Sciences*, 51(4), 123-127.
- Singleton, M.(2010). *Yoga body: The origins of modern posture practice*. Oxford University Press.
- Tessema, T. A. (2017). Significance of yoga in modern life. *Significance*, 2(5).
- Malhotra, V., Singh, S., Tandon, O. P., Madhu, S. V., Prasad, A., & Sharma, S. B. (2002). Effect of Yoga asanas on nerve conduction in type 2 diabetes. *Indian journal of physiology and pharmacology*, 46(3), 298-306.

- The mapping of PO/PSO/CO attainment is as follows:**

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO3
CO1	1	1	2	2	1	1	2	2	1	1	2	2	2
CO2	2	-	2	2	1	-	2	2	1	1	2	2	2
CO3	1	1	2	1	2	1	2	1	2	1	2	1	2
CO4	2	1	1	2	1	2	1	2	1	2	1	2	1
CO5	1	1	2	1	-	2	2	1	1	2	2	-	2
<b>Average</b>	<b>1.4</b>	<b>1</b>	<b>1.8</b>	<b>1.6</b>	<b>1.2</b>	<b>1.4</b>	<b>1.8</b>	<b>1.6</b>	<b>1.2</b>	<b>1.4</b>	<b>1.8</b>	<b>1.6</b>	<b>1.8</b>

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.





**Course Name: Dissertation–II (Viva Voce and Submission)**

**Course Code: 404407**

**Semester: 4th**

**Credit: 06**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Gain Intellectual skills like critical reflection, problem solving, analytical & evaluative thinking numerical etc.
CO2	Develop research questions and hypotheses and write a research proposal using high level written and verbal communication skills
CO3	Carry out a critical literature review, using well developed analytical and synthesis skills.
CO4	Understand research design and be able to choose rigorous and practical research method to address a problem focused research questions.
CO5	Develop Organizational skills such as self-direction, self-discipline & management of time and resources.
CO6	Inculcate Research skills like bibliographic skills, practical skills, paleographic skills, writing & presentation skills etc.

#### Course Content

The students will prepare and appear for dissertation viva before an external examiner and supervisor.

**The mapping of PO/PSO/CO attainment is as follows:**

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	1	1	2	2	1	1	2	2	1	1	2	2	2
CO2	2	-	2	1	-	1	1	1	1	1	2	2	2
CO3	1	1	2	1	1	-	2	1	2	-	2	1	-
CO4	2	1	1	-	1	1	1	1	1	2	1	2	1
CO5	-	1	2	1	1	2	2	1	1	2	2	-	1
CO6	2	1	2	2	1	-	2	2	1	1	2	2	2
<b>Average</b>	<b>1.5</b>	<b>1.0</b>	<b>1.8</b>	<b>1.3</b>	<b>1.0</b>	<b>1.2</b>	<b>1.7</b>	<b>1.3</b>	<b>1.2</b>	<b>1.3</b>	<b>1.8</b>	<b>1.7</b>	<b>1.5</b>

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



**Course Name: Field Attachment/ Internship**

**Course Code: 404408**

**Semesters: 4th**

**Credit: 04**

**Course Outcomes:** On successful completion of this course, the students will be able to:

CO	Statement
CO1	Develop conceptual understanding about teaching and learning in school environment and Understand the learner, learning behavior and learning situations
CO2	Develop professional skills as teachers.
CO3	Create an environment to develop work culture based on mutual work through co-operation and team spirit
CO4	Develop a deep faith in dignity of labor that enhance the active involvement in social Activities
CO5	Devise the aesthetic, creative and innovative skills

### COURSE CONTENT

- Field attachments/internship/immersions shall be facilitated with organizations and institutions working in education. These would aim at engaging students with field-based situations and work in secondary education, and to provide an opportunity for reflection and writing on the same. Systematically planned field internship/ attachment in a teacher education institution, and in the specialization area chosen by the student shall be organized during the program.
- Close mentorship by faculty in relevant areas should be provided in the form of tutorials, guided reading groups and practice teaching and observation of practice lessons.
- \*Internship will be for one month in education college/teacher training institute.

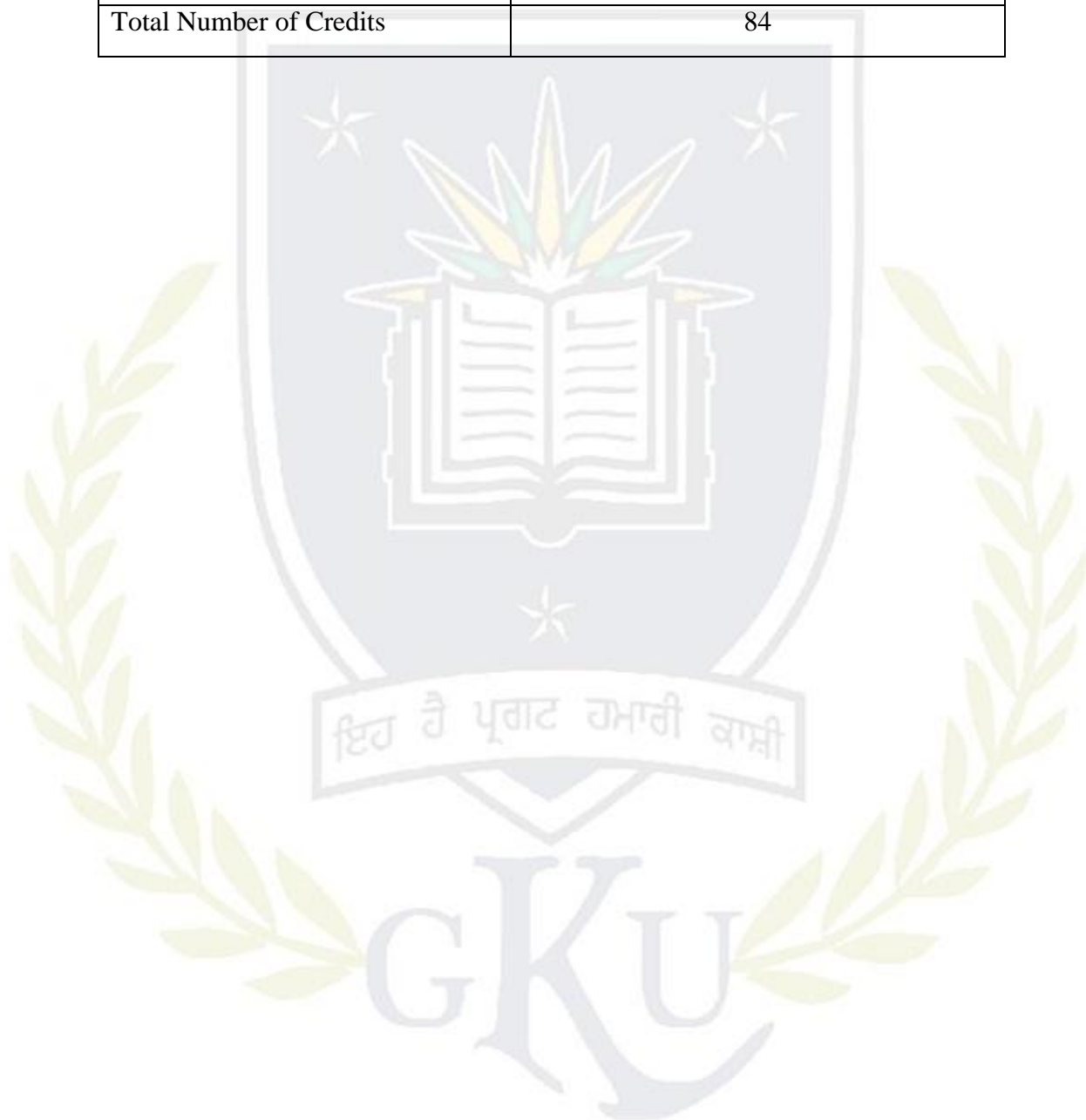
**The mapping of PO/PSO/CO attainment is as follows:**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO 8	PO 9	PO 10	PSO1	PSO2	PSO3
CO1	2	1	2	2	-	1	2	2	1	1	2	2	2
CO2	-	2	2	2	1	2	1	2	-	1	2	2	2
CO3	3	1	2	1	2	1	3	1	2	1	2	1	1
CO4	3	2	-	2	1	2	1	2	1	2	-	2	2
CO5	2	2	2	-	1	2	2	1	1	2	2	1	-
<b>Average</b>	<b>1.6</b>	<b>1.6</b>	<b>1.8</b>	<b>1.6</b>	<b>1.2</b>	<b>1.6</b>	<b>1.8</b>	<b>1.6</b>	<b>1.2</b>	<b>1.4</b>	<b>1.8</b>	<b>1.6</b>	<b>1.6</b>

The correlation levels are: "1" - Low Correlation, "2" - Medium Correlation, "3" - High Correlation and "-" indicates there is no correlation.



Total Number of Course	25
Number of Theory Course	18
Number of Practical Course	7
Total Number of Credits	84



**ACADEMIC INSTRUCTIONS**

**Attendance Requirements**

A student shall have to attend 75% of the scheduled periods in each course in a semester; otherwise he / she shall not be allowed to appear in that course in the University examination and shall be detained in the course(s). The University may condone attendance shortage in special circumstances (as specified by the Guru Kashi University authorities). A student detained in the course(s) would be allowed to appear in the subsequent university examination(s) only on having completed the attendance in the program, when the program is offered in a regular semester(s) or otherwise as per the rules.

**Assessment of a course**

As per the guidelines of NCTE-2014, each theory course shall carry a weightage of 20 to 40% for internal assessment and 60 to 80% for an annual examination. At least one-fourth of total marks shall be allocated of 16 weeks of practice teaching. For practical courses, including school internship shall be assessed only internally. A minimum of 25% of all lessons taught by the student for each pedagogic area will be observed and considered for evaluation. The distribution of 100 marks is given in subsequent sub sections (as applicable).

Internal Distribution of Marks							Total Marks of Internal	Total Marks of External	Total Marks
Components	Attendance	Assignment	Surprise Test	Presentation	MST 1	MST 2	30	70	100
Weightage	5	10	10	10	15	15			
Average Weightage	5	10			15				

**Passing Criteria**

The students have to pass both in internal and external examinations. The minimum passing marks to clear in exemption is 40% of the total marks.

**NOTE**

\* At the end of 4<sup>th</sup> semester, each student has to undergo Practical Training of 1 month weeks in an Education College/teacher Training Institute and submit all files mentioned in course i.e. Field internship (402408) along with a certificate from the College/Institute & its evaluation shall be carried out in the end of 4<sup>th</sup> Semester.

\*\*Academic Rules may vary, from time to time, as per the instructions of the NCTE/Guru Kashi University, Talwandi Sabo.