Program Syllabus Booklet

Master of Education
(M.Ed.-404)

Session: 2019-20

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:

PO	Statements
PO1	**Teacher Education knowledge:** Apply the knowledge of Teacher Education, pedagogy, foundations of education to understand the interdisciplinary courses. The solution of complex teacher education problems.
PO2	**Problem analysis:** 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.
PO3	**Design/development of solutions:** 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.
PO4	**Modern tool usage:** 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.
PO5	**The Teacher and society:** 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.
PO6	**Environment and sustainability:** Understand the impact of the professional teacher education solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
PO7	**Ethics:** Apply professional and ethical principles, responsibilities, norms of the teacher education as well as the ethics for research work and publications.
PO8	**Positive Attitude towards Research:** Develop the understanding towards disciplinary and inter-disciplinary theories, research methods and applications for educational research.
PO9	**Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
PO10	**Life-long learning:** 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:

PSO	Statement
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
PS03	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
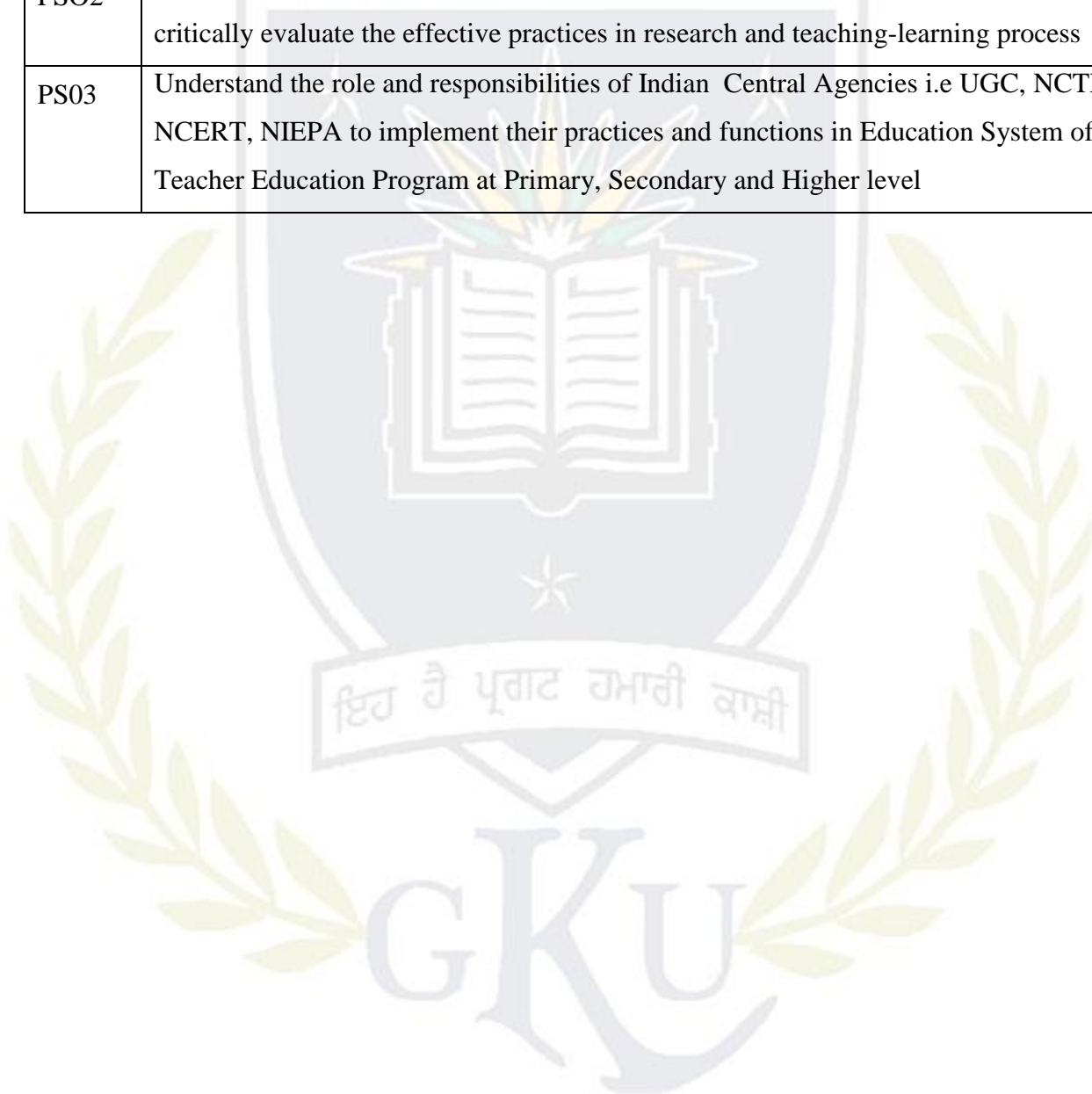
Semester: 1st

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	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	**Self-Development Skills-I** (Academic/Professional Writing & Communication Skills)	P	0	0	4	2	50	NA	50
Total No. of Credits							**18**			

Semester: 2nd

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	404203	Statistical Techniques in Educational Research	T	4	0	0	4	30	70	100
5		**Elective-I**	T	4	0	0	4	30	70	100
6	404208	Dissertation –I (Submission of Research Proposal)	P	NA	NA	NA	2	50	NA	50
7	404209	**Self-Development Skills-II** (Writing CV & Interview skills)	P	0	0	4	2	50	NA	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

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
Total No. of Credits							**18**			

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	404304	Education for Differently-abled
3	404305	Curriculum Studies

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		**Elective-III\I**	T	4	0	0	4	30	70	100
4		**Elective-III\II**	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
	Total No. of Credits						**28**			

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	404405	Educational Administration and Management

Course Name: Perspectives in Education

Course Code: 404101
Semester: 1st

	L	T	P
Credit: 04	**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 & Inter actionist).
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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- Chaudhary, K. (2008). A handbook of philosophy of Education. New Delhi: Mahamaya Publishing House.

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- MHRD, (1992). Programme of action. Government of India, New Delhi.

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- 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

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- 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	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	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
Average	**1.6**	**1.8**	**1.2**	**1.4**	**1.8**	**2**	**1.4**	**1.6**	**1.8**	**1.6**	**1.4**	**1.4**	**1.8**

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: 404102

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

a) Meaning and steps of scientific method. Educational Research: Meaning, Need and Importance, Classification: Fundamental, Applied and ActionResearch.

b) Qualitative Research: Meaning, Characteristics, Merits and limitations.

c) Selection of research problem, areas of research, identification and statement of research Problem, survey of related literature and research proposal

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) Measures of Central tendency and Graphical representation of data: Histogram, Frequency Polygon, O give, pie diagram and boxplot

c) 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) Normal Probability Curve: Concept, Characteristics and Application.

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.

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- 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 Simons Pvt.Ltd.

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- Jackson, S.L. (2010). Research methods and statistics. JacksonvilleUniversity. New Delhi: Cengage Learning.

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- KaulLokesh (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.

- 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.

- Siegel Sidney (1965): Non Parametric Statistics. New York: McGraw Hill Books Company.

- Tuckman, B.W. (1972): Conducting Educational research. Javano vich: Harcourt Brace.

- 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	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	-	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
Average	**1.5**	**1.7**	**2.3**	**2.2**	**1.8**	**1.2**	**2.0**	**1.5**	**1.2**	**1.5**	**1.3**	**1.5**	**2.2**

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

	L	**T**	**P**
Credit: 04	**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

a) Main features of education in medieval period with emphasis on Buddhist and Islamic period

SECTION-B

Education in British period

a) 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)

b) 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:
  a) The University Education Commission (1948)
  b) Secondary Education Commission (1952)
  c) Indian Education Commission (1964-66)
  d) National Policy on Education (1986 &1992)
  e) NCFTE (2009)

SECTION-D

Trends and issues in Education
  a) National Knowledge Commission
  b) Millennium Development Goal given by UNESCO high lighting 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.

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- 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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- Joshi, K.L. (1977): Problems of Higher Education in India. Bombay: Popular Prakashan.

- Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study

- Lall M. (2005) The Challenges for India's Education System. London: Chatham House. Mathur, V.S. (1970): Cruci

- Ministry of Education (1978): al Problems in Indian Education. New Delhi: Arya Book Depot.

Report of the Education Commission 1964-64-66NewDelhi: Govt. of India.

- Mohanty, J. (1987): Education in India. New Delhi: Deep & Deep Publications.

- Mookerji, R. K. (1990) Ancient Indian Education: Brahmanical and Buddhist. Delhi: Motilal Banarsidass Publishers.

- Mukerji, S.N. (1965): Education in India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).

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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

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- Taneja, V.R. (1983): Trust with Education. New Delhi: Sterling Publishers. Vashist R. (2005), History of Educationin India. New Delhi: Eastern Book Corporat

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

CO	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO 7	PO 8	PO9	PO10	PSO1	PSO2	PSO
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
Average	2	1.6	1.8	1.6	2	1.6	1.6	2	2.4	1.8	1.4	1.8	1.6

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

	L	**T**	**P**
Credit: 04	**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

a) Cognitive and Contextual Theories: Bandura, Vygotsky

b) Strategies for developing logical thinking, critical thinking and problem solving

c) Creativity: concept, assessment and nurturing

Psychosocial Dimensions of Learners' Contexts

a) Social Learning: Concept and importance, Factors affecting Social Learning, Social Competence.
b) Classroom Dynamics: Concept, Need and its Relevance, Strategies for promoting healthy psycho-social environment in class.
c) 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-

a) Learning Curve
b) Transfer of learning using mirror drawing apparatus
c) Achievement Motivation Test
d) 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, 2nd Edition, N.Y. Harper &Row.

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- Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt.Ltd.

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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.

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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	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
Average	2	2.4	2.6	1.6	1.4	1.6	2	2	1.8	2.4	1.4	2.2	1.6

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: 1st

	L	T	P
Credit: 02	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).
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- Temple, C. (1993). *The beginnings of writing*. Allyn and Bacon, 160 Gould Street, Needham, MA 02194.
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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	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
Average	**1.6**	**1.4**	**1.8**	**2.8**	**1.8**	**2.2**	**1.6**	**1.8**	**1.6**	**1.4**	**2**	**1.6**	**1.6**

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: 2nd

	L	T	P
Credit: 04	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

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

SECTION-B

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.

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- Das, M. (1999). Sri Aurobindo one education. New Delhi: NCTE.

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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	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PO 3
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: 2nd

	L	**T**	**P**
Credit: 04	**4**	**0**	**0**

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

CO	Statement
CO 1	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 leaner in different situations
CO5	Demonstrate an understanding about the assessment of personality

Course Content

SECTION-A

Learning and Motivation

a) Learning: Concept, nature, factors affecting Learning, Latent Learning, Gagne's Hierarchy of Learning

b) Transfer of Learning: Concept, Types, Theories and Educational Implications

c) Motivation: Concept, Types, its relation with learning, Achievement Motivation

SECTION-B

Personality and Adjustment

a) 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 DTLD/Test to identify ADHD

SUGGESTED READINGS

- Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.

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- 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. (4th 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.

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO 8	PO9	PO10	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
Average	1.6	1.4	1.4	1.4	1.6	1.8	1.8	1.6	2	1.6	1.6	2	1.6

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: 404203

Semester: 2ⁿᵈ

		L	**T**	**P**
Credit: 04		**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

a)   Tools: Characteristics of a good tool, Meaning and methods of reliability and validity.
b)   Psychological tests, questionnaire, rating scales, attitude scale (Thurston and Likert's scale).
c)   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 Experimental, True Experimental, Quasi Experimental, Factorial signs(2x2)

e) Writing Research Report.

SECTION-C

a) Significance of Statistics (Mean Only), Significance of difference between means: Large and small, Independent and correlated.

b) ANOVA (one way and two way only).

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

- Arya, 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.

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- Edwards, A.L. (1960): Experimental designs in Psychological Research. New York: Holts.(Revised Ed.)

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- Lindquist, E.F. (1953): Designs and analysis of experiments in education and psychology. Boston: Houghton Mifflin Co.

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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	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: 2nd

	L	T	P
Credit: 04	**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

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- Zaidi S.M. (2006). Teaching of Modern science. New Delhi: Anmol Publications Pvt. Ltd.

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
Average	1.6	1.4	1.6	1.8	1.6	1.6	1.8	1.4	2	1.6	1.6	1.6	1.6

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

	L	**T**	**P**
Credit: 04	**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.

- Binning and Binning (1952), Teaching Social Studies in Secondary Schools, McGraw Hills, New

York.

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- 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.

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- NCERT (2006a), Syllabi for Secondary and Higher Secondary Classes, National Council of Educational Research and Training, New Delhi.
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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
Average	**1.6**	**1.4**	**1.2**	**1.8**	**1.4**	**1.4**	**1.8**	**1.2**	**1.2**	**1.4**	**1.2**	**1.4**	**1.4**

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: 2nd

L	**T**	**P**

Credit: 04   **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

a) Language acquisition and communication – factors affecting language learning and language acquisitions and communication
b) Linguistic, psychological and social processes involved in learning of languages
c) 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

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.

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- Hodges and Rudolf (1972). Language and Learning to Read – What language teachers should know about language. Boston: Houghton Mifflin Co.

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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	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
Average	1.6	1.4	1.2	1.8	1.4	1.4	1.8	1.2	1.2	1.4	1.2	1.4	1.4

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

	L	**T**	**P**
Credit: 04	**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

a) 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.

b) 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.

c) Development of Mathematics with some famous anecdotes, Pythagoras, Arya bhatt, Ramanujan. Teaching Mathematics Modeling Pedagogical Analysis of Mathematics

SECTION-B

Curriculum of Mathematics

a) Curriculum: Meaning, Principles of curriculum, Construction and Organization.

b) 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).

c) Developing Remedial Leaning 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

a) 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.
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- 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
Average	1.2	1.6	1.6	2.2	1.8	2	2	1.6	1.4	1.4	1.6	1.6	1.4

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: 2nd

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
Average	**1.6**	**1.6**	**1.4**	**1.6**	**1.4**	**1.4**	**1.4**	**1.6**	**1**	**1.6**	**1.8**	**1.6**	**1.8**

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: 2nd

	L	T	P
Credit: 02	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 Inter view
   - 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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	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	2	2	2	1	2	2	2	2
Average	**1.6**	**1.6**	**1.4**	**1.6**	**1.4**	**1.4**	**1.4**	**1.6**	**1**	**1.6**	**1.8**	**1.6**	**1.8**

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: 3rd

		L	**T**	**P**
Credit: 04		**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
a) Meaning, Nature, Aims, Principles, Need and Scope of Guidance.
b) Meaning, Nature, Aims, Principles, Need and Scope of Counseling, Counseling skills such as Establishing rapport, empathy and Listening
c) Evaluating Guidance Program with special reference to Counseling.

SECTION-B

Understanding Guidance and Counseling
a) **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, 7th 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 (7th 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 (7th 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

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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	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
Average	1.4	1.6	1.2	1.6	1.8	1.4	1.6	1.4	1	1.6	1.8	1.6	1.6

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

L   T   P

Credit: 04   **4   0   0**

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

CO	Statement
CO1	Use technology effectively to asses 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 program.

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. &Cram ford, 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.

- Thamarasseri, 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	PSO 2	PSO 3
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
Average	**1.6**	**1.6**	**1.8**	**1.4**	**1.6**	**1.6**	**1.4**	**1.6**	**1.4**	**1.6**	**1.6**	**1.6**	**1.2**

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

	L	T	P
Credit: 04	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

a) 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; center-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 st5udies, 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.
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- Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied.
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- 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.
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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	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
Average	**1.6**	**1.4**	**1.5**	**1.6**	**1.4**	**1.6**	**1.6**	**1.4**	**1.4**	**1.4**	**1.4**	**1.4**	**1.4**

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: 404304

Semester: 3rd

	L	**T**	**P**
Credit: 04	**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

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

SECTION-B

f) Historical Method: Meaning, Value, Difficulties, Types and steps.

g) Descriptive Method: Meaning, Value and types.

h) Experimental Method: Meaning and purpose, Variables: Independent, Dependent, Treatment, control, Intervening, Extraneous. Essential characteristics of experiment method, Steps.

i) Experimental Designs: Meaning, criteria for selecting an experimental design, Pre Experimental, True Experimental, Quasi Experimental, Factorial signs(2x2)

j) Writing Research Report.

SECTION-C

a) Significance of Statistics (Mean Only), Significance of difference between
   means: Large and small, Independent and correlated.

b) ANOVA (one way and two way only).

SECTION-D

c) Chi –Square test of independence.
d) Wilcoxon Signed- Rank test, Mann- Whitney test

SESSIONAL WORK

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

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	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
Average	**1.6**	**1.6**	**1.4**	**1.4**	**1.4**	**1.6**	**1.8**	**1.4**	**1.2**	**1.6**	**1.6**	**1.4**	**1.4**

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

		L	**T**	**P**
Credit: 04		**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

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

SECTION-B

a) Curriculum development: nature, purposes, scope and principles.
b) Principles of formulating aims, selecting content, teaching, learning and evaluation procedures.
c) 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.

- Annuing, 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.

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- 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.

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	1	1	1	2	2	1	2
CO2	2	-	2	1	2	2	2	1	1	1	2	1	1
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
Average	1.6	1.4	1.6	1.6	1.8	1.6	1.6	1.4	1	1.4	1.6	1.4	1.4

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

	L	T	P
Credit: 02	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

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

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	2	2	2	2	2	1	1	1	2	1
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
Average	**1.4**	**2**	**2**	**2**	**2**	**2**	**2**	**1.6**	**1**	**1.4**	**1.4**	**1.6**	**1.4**

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: 4th

		L	**T**	**P**
Credit: 04		**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:
a)   Meaning nature and scope of Sustainable Development; concept of global peace
b)   Education for Sustainable Development: Approaches & Strategies
c)   Education for global peace
d)   Integration of global peace and environmental concerns in school curriculum.
e)   Role of teacher in promoting sustainable development.

SECTION-B

a)   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

b)   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:
a)   Literacy, democracy, human rights and universal values- contribution to global peace and sustainable development
b)   Role of individual, school and community for prevention of pollution, management of natural resources; Responsible Environment Behavior (REB).
c)   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:

a)   ESD model for competencies in teachers: Knowledge, system, thinking, emotions and values in
teachers for educating students for Sustainable Development

b)   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.

•   Chhokar, K. B. (2000). Conserving Biodiversity. New Delhi, Oxford and IBH publishing Co. Pvt.
Ltd.

•   Cortese, A. (1999). Education for sustainability: The University as a model of sustainability.
Boston, MA: Second Nature, Inc.

•   Cortese, A. (2001). Education for a sustainable future: The next industrial revolution. Boston, MA:
Second Nature, Inc.

•   UNESCO's Report on Education for Sustainable Development, Paris, UNESCO.

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	2	2	2	2	2	2	1	1	1	2	2
CO2	-	2	2	2	2	2	2	2	2	1	-	2	1
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
Average	1.2	2	1.8	1.6	1.6	1.6	1.8	1.8	1.2	1.2	1.2	1.8	1.6

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

		L	**T**	**P**
Credit: 04		**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

(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.

(b) 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 program.

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 (1992): Report of C.A.B.E. Committee Department of Education, New Delhi.

- Govt. of India (1986): National Policy of Education, Ministry of Human Resource and Development, New Delhi

- Khan, Mohd. Sharif (1983): Teacher Education in India and Abroad, New Delhi, Sheetal Printing Press.

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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.

- Mohan, R. (2011) Teacher Education. New Delhi: PHI Learning Private Ltd.

- 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

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- 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.

- Stones & Morris (1973): Teaching Practice Problems and Prospective, London, Mathuen & Co.

- Udayveer (2006): Modern Teacher Training, New Delhi, Anmol Publications.

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CO1	1	3	3	3	1	2	3	1	2	3	1	2	1
CO2	3	2	2	-	3	2	3	-	2	2	2	3	-
CO3	3	2	2	3	2	3	2	2	1	2	2	1	2
CO4	2	3	3	3	3	3	2	3	2	1	-	3	2
CO5	-	2	2	2	2	2	2	2	1	1	1	2	2
Average	1.4	2.4	2.4	2.4	2.2	2.4	2.4	1.8	1.6	1.8	1.4	2.2	1.6

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

	L	**T**	**P**
Credit: 04	**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.

- Ebel, L.R. and Fristrie, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt.Ltd.

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- Popham, W.J. (1988): Educational Evaluation. New Delhi: Prentice Hall. 16. Secolsky, C.& Denison,D.B.(2011):Hand book on measurement, Assessment and

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- Singh, A.K (1986): Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Tata McGraw Hill Publishers.

- Thorndike, R.L. and Hagen E. (1977): Measurement and Evaluation on Psychology and Education. New York: John Wiley and Sons,Inc.

- Thorndike, R.M &Christ,T.M.T (2009): Measurement and Evaluation on Psychology and Education. Second Edition. New Delhi: Pearson Publishers.

- Thorndike, R.M &Christ, T.M.T (2011): Measurement and Evaluation on Psychology and Education. Second Edition. New Delhi: Pearson Publishers.

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	3	3	3	1	2	3	1	2	3	1	2	1
CO2	2	2	2	-	2	2	2	-	2	2	1	2	1
CO3	3	2	2	3	2	3	2	2	1	1	2	1	-
CO4	2	3	2	3	3	3	2	3	2	1	1	3	2
CO5	-	2	2	2	2	2	2	2	-	1	1	2	2
Average	**1.8**	**2.4**	**2.2**	**2.4**	**2**	**2.4**	**2.2**	**1.8**	**1.6**	**1.6**	**1.2**	**2**	**1.4**

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: 4th

	L	**T**	**P**
Credit: 04	**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

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

SECTION-B

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

SECTION-C

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

SECTION-D

a) Teacher Education program in U.K., Finland, U.S.A., China and India.
b) 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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- Choube,S.P.and Choube, A., (1993): Comparative Education, New Delhi: Commonwealth Publishers.

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- Dent, H.C. (1961): The Educational System of England and Wales, University of London Press Ltd., Warwick Square London &C.V.

- Epstein, E. H., (1987): Against the Currents: A critique of Ideology in Comparative Education, Compare, 17, No.1.

- 11 Green, J. L. (1981): Comparative Education and Global Village, Meerut, Anu Book.

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- Sharma, Y.K. (2004): Comparative Education A Comparative Study of Educational Systems, New Delhi: Kanishka Publishers.

- Sodhi, T.S., (1983): A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt.Ltd.

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- Sharma, R.N. (2008): Comparative Education, New Delhi: Surjeet Publications.

- Sharma, R.A. (2007): Comparative Education, Meerut: R. Lall Book Depot.

- Sharma, R.A. (2005): Comparative Perspective on Education, Jaipur, Imliwala Phatak, ABD Publishers,.

- Sharma, R.A. (2008): Tulnatamak A dhyan Shiksha. Meerut: R. Lall Book Depot (HINDI VERSION).

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	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	-
CO5	1	1	2	1	-	2	2	1	1	2	2	1	2
Average	**1.4**	**1**	**1.8**	**1.6**	**1.2**	**1.4**	**1.8**	**1.6**	**1.2**	**1.4**	**1.8**	**1.6**	**1.8**

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

Course Name: Educational Administration and Management (Elective Course)

Course Code: 404405

Semester: 4th

	L	**T**	**P**
Credit: 04	**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

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

SECTION-B

k) Historical Method: Meaning, Value, Difficulties, Types and steps.

l) Descriptive Method: Meaning, Value and types.

m) Experimental Method: Meaning and purpose, Variables: Independent, Dependent, Treatment, control, Intervening, Extraneous. Essential characteristics of experiment method, Steps.

n) Experimental Designs: Meaning, criteria for selecting an experimental design, Pre Experimental, True Experimental, Quasi Experimental, Factorial signs(2x2)

o) Writing Research Report.

SECTION-C

a) Significance of Statistics (Mean Only), Significance of difference between means: Large and small, Independent and correlated.

b) ANOVA (one way and two way only).

SECTION-D

e) Chi –Square test of independence.
f) Wilcoxon Signed- Rank test, Mann- Whitney test

Transaction Mode

The course would be transacted through participatory approaches including group discussion, self-study, seminar, presentation by students, presentation of case st5udies, 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

- Assessment of motivation level/ job satisfaction/ perception of leadership among teachers in any educational institution

SUGGESTED READINGS

- Agarwal, V. Bhatnagar, R.P. (1997). Supervision, Planning and Financing, Meerut: Surya Publication.

- 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.
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- Bhatnagar, R.P. & Agarwal, V. (2002). Educational Administration and Supervision. Meerut: Surya Publication.
- Bala, M. (1990). Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
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- Dennison, W. F. (1984). Educational finance and resources. London: Croom Helm.
- Hanson (E-Mark). Educational Administration and Organizational Behaviour. New Delhi: Discovery Publishing House.
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- Kaur, K. (1986). Education in India (1981-1985): Policies, Planning and Implementation, Chandigarh: Arun and Rajive Pvt.Ltd.
- Lulla, B.P. & Murthy, S.K. (1976). Essential of Educational Administration, Chandigarh: Mohindra Capital Publishing.
- Luthens, Fred. (1981). Organizational Behaviour Tokyo: Mc graw Hill.
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- Milton, Charles R. (1989). Human Behavior in Organizations. NY: Prentice Hall, Inc.
- Mukherji, S.N.(1970). Administration and Educational Planning and Finance. Baroda: Acharya Book Depot.
- Mohanty, J. (2005). Educational administration, supervision and school management (2nd ed.). New Delhi: Deep & Deep Publications.
- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): Governance of School Education in India. New Delhi,NIEPA.
- Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied.
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- Philip H. Coomba. (1985). The World Crisis in Education, Oxford University Press.
- Robert G. Oweus. (1970). Organizational Behaviour. Englewood Clifs: Prentice Hall. Inc.
- Sharma, B. M. (1997). Classroom administration. New Delhi: Commonwealth Publishers.
- Talesra, H., Ruhela, S. P., Nagda, M. L., & Rajasthan Council of Educational Administration and Management. (1997). Educational management: Innovative global patterns. Rajasthan, India: Rajasthan Council of Educational Administration and Management
- Tara Chand and Ravi Prakash (1997). Advanced Educational Administration, New Delhi Kanishka Publishers.
- Thakur D. & Thakur, D.N. (1996). Educational Planning and Administration, New Delhi: Deep and Deep Publications.
- Thomas I. S. (1980). Educational Governance and Administration, NY : Prentice Hall.
- Trivedi, P.R. & Sudershan, K.N., (1996). Management Education. New Delhi: Discovery

Publishing House.

- Vashisht, S. R. (1994). Theory of educational administration. New Delhi: Anmol Publications Pvt. Ltd.

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	3	3	3	1	2	3	1	2	3	1	2	-
CO2	2	2	2	-	2	2	2	1	2	2	1	2	1
CO3	3	2	2	3	2	3	2	2	-	1	2	1	1
CO4	2	3	2	3	3	3	2	3	2	1	-	3	2
CO5	-	2	2	2	2	2	2	2	1	-	1	2	2
Average	**1.8**	**2.4**	**2.2**	**2.4**	**2**	**2.4**	**2.2**	**1.8**	**1.6**	**1.6**	**1.2**	**2**	**1.4**

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: 4th

	L	**T**	**P**
Credit: 02	**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

a) Brief historical account and significance of Yoga; Yoga as a stress buster; body and mind healing device

b) Basic Yoga Exercices 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.

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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	PO10	PSO1	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
Average	**1.4**	**1**	**1.8**	**1.6**	**1.2**	**1.4**	**1.8**	**1.6**	**1.2**	**1.4**	**1.8**	**1.6**	**1.8**

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
Average	1.5	1.0	1.8	1.3	1.0	1.2	1.7	1.3	1.2	1.3	1.8	1.7	1.5

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

a) 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.

b) 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.

c) *Internship will be for one month in secondary schools

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	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	-
Average	1.6	1.6	1.8	1.6	1.2	1.6	1.8	1.6	1.2	1.4	1.8	1.6	1.6

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 be 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			
Weightage	5	10	10	10	15	15	30	70	100
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 4th semester, each student has to undergo Practical Training of 2 weeks in an secondary/senior secondary schools and submit all files mentioned in course i.e. Field internship (402408) along with a certificate from the school & its evaluation shall be carried out in the end of 4th Semester.

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