

# **The Faculty of Humanities**

For the Course

**MASTER OF ARTS IN EDUCATION**

**Two-Year Postgraduate Programme**

**Semester-I to Semester-IV**

(Revised Syllabus As Per NEP 2020)

### Credit Structure for MA Education

Semester	Course Type	Course Name	Credits
<b>I</b>	<b>Major (8 + 4)</b>	MAED101 - Philosophical Perspectives in Education	<b>4</b>
		MAED102 - Sociological Perspectives in Education	<b>4</b>
		MAED103 - Psychological Perspectives in Education	<b>4</b>
	<b>DSE / Core Elective (Select any One)</b>	MAED104 L- Discipline-Specific Pedagogy (Languages) MAED104SS- Discipline-Specific Pedagogy (Social Sciences) MAED104SM- Discipline-Specific Pedagogy (Science & Mathematics) MAED104CEB- Discipline-Specific Pedagogy (Commerce, Economics & Business)	<b>4</b>
	<b>Minor</b>	MAED105 - Research in Education	<b>4</b>
<b>TOTAL</b>			<b>20</b>

Semester	Course Type	Course Name	Credits
<b>II</b>	<b>Major (8 + 4)</b>	MAED201 - ICT in Education	<b>4</b>
		MAED202 - Educational Management and Leadership	<b>4</b>
		MAED203 - Academic Writing	<b>4</b>
	<b>DSE / Core Elective (Select any One)</b>	MAED204CS - Curriculum Studies	<b>4</b>
		MAED204HE - History of Education in India	
		MAED204PA- Pedagogy, Andragogy and Assessment	
		MAED204GS - Gender Studies and Education	
	MAED204PE - Politics and Economics of Education		
	<b>INTERNSHIP / APPRENTICE-SHIP</b>	MAED205 - Internship (4 Weeks)	<b>4</b>
		<b>TOTAL</b>	<b>20</b>

Semester	Course Type	Course Name	Credits
<b>III</b>	<b>Major (8 + 4)</b>	MAED301 - Emerging Educational Technologies	<b>4</b>
		MAED302 - Educational Administration & Entrepreneurship	<b>4</b>
		MAED303 - Contemporary Teacher Education	<b>4</b>
	<b>Minor</b>	MAED304 - Advanced Educational Research	<b>4</b>
	<b>Seminar / Research Project (Select any One)</b>	MAED305DT - Digital Tools for Virtual CI MAED305LM - Learning Management System	<b>4</b>
<b>TOTAL</b>			<b>20</b>
Semester	Course Type	Course Name	Credits
<b>IV</b>	<b>Major (8 + 4)</b>	MAED401 - Environmental Education	<b>4</b>
		MAED402 - Inclusive Education	<b>4</b>
		MAED403 - Guidance and Counseling	<b>4</b>
	<b>Seminar / Research Project</b>	MAED404 - Dissertation	<b>8</b>
<b>TOTAL</b>			<b>20</b>

## **PRACTICUM COURSES:**

### **Semester-II**

#### **Internship**

Internship in organisations and institutions working in education at elementary/secondary levels of education as well as in teacher education institutions will be organized during the programme.

Internship will be for Four weeks. It would be of eight credits.

After the internship, the students will be expected to submit a reflective report of their experiences.

Internship can be in the following types of suggested sites/fields/institutions.

1. Schools, Junior Colleges and Colleges.
2. Professional pre-service teacher education institutions
3. An organization engaged in the development of innovative curriculum and pedagogic practices.
4. International/national/state institution involved in curriculum design, textbook development, education policy planning, formation and implementation; educational administration and management.
5. In-service training institutions for teachers.

### **Semester-III**

#### **Digital Tools for Virtual Classroom**

The learner will develop FIVE E-lessons using Digital Tools for Virtual Classroom. It will carry 4 credits and 100 marks

#### **Learning Management System**

This will be project work to be undertaken by students to develop a course in 4 quadrants (E-tutorials, e-content, discussion forum and assessment) by using LMS in their respective subject / discipline and this course work carries 4 credits and 100 marks.

### **Semester-IV**

#### **Dissertation-**

This would be a research study on an educational topic having 08 credits and 200 marks.

Research study will begin in Semester III and the report will be completed in Semester IV.

**All the field based experiences are to be completed and certified by the Principal/Head of the Institution.**

#### **Theory**

**1 Credit = 15 hours Practicum**

**1 Credit = 30 hours**

## MA Education Framework

### Semester I

S.N.	Subject Code & Title	Subject Unit Title	Lectures (1 hour)	Total Lectures	Credit s	Total Marks
1	<b>MAED101 PHILOSOPHICAL PERSPECTIVES IN EDUCATION</b>	1 <b>Education and Philosophy</b>	15	60	4	100 (70+30)
		2 <b>Contribution of Indian Schools of Philosophy</b>	15			
		3 <b>Contribution of Western Schools of Philosophy</b>	15			
		4 <b>Educational Contributions of Thinkers</b>	15			
2	<b>MAED102 SOCIOLOGICAL PERSPECTIVES IN EDUCATION</b>	1 <b>Sociological Perspectives of Education</b>	15	60	4	100 (70+30)
		2 <b>Social Structure and Education</b>	15			
		3 <b>Education and Society</b>	15			
		4 <b>Emerging Trends and Issues in Education</b>	15			
3	<b>MAED103 PSYCHOLOGICAL PERSPECTIVES IN EDUCATION</b>	1 <b>Concept of Learning</b>	15	60	4	100 (70+30)
		2 <b>Theories of Learning</b>	15			
		3 <b>Thinking and Personality</b>	15			
		4 <b>Managing Classroom Behaviour and Learning Environment</b>	15			
4	<b>MAED104L  DISCIPLINE SPECIFIC PEDAGOGY (LANGUAGE- ENGLISH) (Elective Course)</b>	1 <b>Place of English in the Curriculum</b>	15			
		2 <b>Approaches to teaching English</b>	15			
		3 <b>Methods and Techniques of teaching English</b>	15			

S.N.	Subject Code & Title	Subject Unit Title	Lectures (1 hour)	Total Lectures	Credit s	Total Marks
		4 Learning resources and Assessment in English	15	60	4	100 (70+30)
5	<b>MAED104SS DISCIPLINE SPECIFIC PEDAGOGY (SOCIAL SCIENCES) (Elective Course)</b>	1 Place of Social Sciences in the Curriculum	15	60	4	100 (70+30))
		2 Approaches to teaching Social Science	15			
		3 Methods of teaching Social Science	15			
		4 The Teacher & Learning resources in Social Science	15			
6	<b>MAED104SM DISCIPLINE SPECIFIC PEDAGOGY (SCIENCE AND MATHEMATICS) (Elective Course)</b>	1 Place of Science & Mathematics in the Curriculum	15	60	4	100 (70+30)
		2 Approaches to teaching Science & Mathematics	15			
		3 Methods of teaching Science & Mathematics	15			
		4 Learning Resources in teaching Science & Mathematics	15			
7	<b>MAED104CEB  DISCIPLINE SPECIFIC PEDAGOGY (COMMERCE, ECONOMICS AND BUSINESS) (Elective Course)</b>	1 Introductory Framework	15	60	4	100 (70+30)
		2 Approaches to teaching Commerce, Economics and Business Studies	15			
		3 Methods of teaching Commerce, Economics and	15			

S.N.	Subject Code & Title	Subject Unit Title	Lectures (1 hour)	Total Lectures	Credits	Total Marks
		<b>Business Studies</b>				
		4 <b>Learning Resources in teaching Commerce, Economics and Business Studies</b>	15			
8	<b>MAED105 RESEARCH IN EDUCATION</b>	1 <b>Educational Research</b>	15	<b>60</b>	<b>4</b>	<b>100 (70+30)</b>
		2 <b>Variables, Hypotheses And Sampling</b>	15			
		3 <b>Tools and Techniques of Research</b>	15			
		4 <b>Writing Research Proposal</b>	15			
		<b>TOTAL</b>		-	<b>20</b>	<b>500</b>

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**Semester II**

S.N.	Subject Code & Title	Subject Unit Title	Lectures (48 min)	Total Lectures	Credits	Total Marks
1	<b>MAED201 ICT IN EDUCATION</b>	1 <b>Concept of ICT in Education</b>	15	<b>60</b>	<b>4</b>	<b>100 (70+30)</b>
		2 <b>Instructional Design</b>	15			
		3 <b>Emerging Trends in e-learning</b>	15			
		4 <b>Application of ICT in Evaluation, Administration and Research</b>	15			
2	<b>MAED202 EDUCATIONAL MANAGEMENT AND LEADERSHIP</b>	1 <b>Introduction to Educational Management</b>	15	<b>60</b>	<b>4</b>	<b>100 (70+30)</b>
		2 <b>Organizational Behaviour</b>	15			
		3 <b>Leadership in Educational Management</b>	15			
		4 <b>Total Quality Management</b>	15			
3	<b>MAED203 ACADEMIC WRITING</b>	1 <b>Introduction to Academic Writing</b>	15	<b>60</b>	<b>4</b>	<b>100 (70+30)</b>
		2 <b>Referencing and its Management for Academic Writing</b>	15			
		3 <b>Major Academic Writings</b>	15			
		4 <b>Challenges and</b>	15			
		<b>Avenues for</b>				

S.N.	Subject Code & Title	Subject Unit Title	Lectures (48 min)	Total Lectures	Credits	Total Marks
		Academic Writing				
4	MAED204CS CURRICULUM STUDIES (Elective Course)	1 Curriculum And its Development	15	60	4	100 (70+30)
		2 Models of Curriculum Design	15			
		3 Curriculum And its Evaluation	15			
		4 Curriculum Reform	15			
5	MAED204HE HISTORY OF EDUCATION IN INDIA (Elective Course)	1 Education in Ancient and Medieval India	15	60	4	100 (70+30)
		2 Education in the British Period	15			
		3 Committees and Commissions' Contribution to Education in Post Independence Era	15			
		4 Contemporary Educational Problems, Issues and Trends in India	15			
6	MAED204PA PEDAGOGY, ANDRAGOGY AND ASSESSMENT (Elective Course)	1 Concept of Pedagogy And Andragogy	15	60	4	100 (70+30)
		2 Concept Of Assessment	15			
		3 Assessment in Pedagogy Of education	15			
		4 Assessment in	15			

S.N.	Subject Code & Title	Subject Unit Title	Lectures (48 min)	Total Lectures	Credits	Total Marks
		Andragogy of education				
7	MAED204GS GENDER STUDIES AND EDUCATION (Elective Course)	1 Key Concepts in Gender	15	60	4	100 (70+30)
		2 Theories on Gender and Education: Application in Indian Context	15			
		3 Gender - Issues and Challenges	15			
		4 Elimination of Gender Disparity in Education	15			
8	MAED204PE POLITICS AND ECONOMICS OF EDUCATION (Elective Course)	1 Concept of Economics of Education	15	60	4	100 (70+30)
		2 Perspectives in Economics of Education	15			
		3 Relationship between Policies and Education	15			
		4 Relationship between Politics and Education	15			
9	MAED205 INTERNSHIP/ APPRENTICESHIP	Internship (4 weeks)	-	-	4	100
		TOTAL			20	500

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**Semester III**

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
1	<b>MAED301 EMERGING EDUCATIONAL TECHNOLOGIES</b>	1	<b>Digital Tools for Content Creation</b>	15	<b>60</b>	<b>4</b>	<b>100 (70+30)</b>
		2	<b>Trends in emerging Educational Technologies</b>	15			
		3	<b>Understanding the technologies of Virtual Classroom</b>	15			
		4	<b>Artificial Intelligence in Education</b>	15			
2	<b>MAED302 EDUCATIONAL ADMINISTRATION &amp; ENTREPRENEURSHIP</b>	1	<b>Educational Administration</b>	15	<b>60</b>	<b>4</b>	<b>100 (70+30)</b>
		2	<b>Trends in Educational Administration</b>	15			
		3	<b>Educational Entrepreneurship</b>	15			
		4	<b>Trends in Edupreneurship &amp; International Education</b>	15			
3	<b>MAED303 CONTEMPORARY TEACHER EDUCATION</b>	1	<b>Concept of Teacher Education</b>	15	<b>60</b>	<b>4</b>	<b>100 (70+30)</b>
		2	<b>Teacher Education at different levels</b>	15			
		3	<b>Agencies of teacher Education Programmes</b>	15			

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
		4	Research in teacher education	15			
4	MAED304 ADVANCED EDUCATIONAL RESEARCH	1	Quantitative Research Designs	15	60	4	100 (70+30)
		2	Qualitative Research Designs	15			
		3	Data Analysis	15			
		4	Research Reporting	15			
5	MAED305DT SEMINAR/ RESEARCH PROJECT (Elective Course)		Digital Tools for Virtual Classroom	-	120	4	100
6	MAED305LM SEMINAR/ RESEARCH PROJECT (Elective Course)		Project Work (Learning Management System - 4 Quadrants)	-	120	4	100
			TOTAL			20	500

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**Semester IV**

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
1	<b>MAED401 ENVIRONMENTAL EDUCATION</b>	1	<b>Concept of Environment</b>	15	<b>60</b>	<b>4</b>	<b>100 (70+30)</b>
		2	<b>Environmental Issues. (Meaning, causal factors, Effects and Remedies)</b>	15			
		3	<b>Evolution of Environmental Education</b>	15			
		4	<b>Environmental Initiatives, Projects And Laws</b>	15			
2.	<b>MAED402 INCLUSIVE EDUCATION</b>	1	<b>Introduction to Inclusion</b>	15	<b>60</b>	<b>4</b>	<b>100 (70+30)</b>
		2	<b>An Overview of Diverse Learners</b>	15			
		3	<b>Policy, Programmes and Planning of Inclusive Education</b>	15			
		4	<b>Planning and Management of Inclusive Education</b>	15			
3.	<b>MAED403 GUIDANCE AND COUNSELLING</b>	1	<b>Fundamentals of Guidance</b>	15	<b>60</b>	<b>4</b>	<b>100 (70+30)</b>
		2	<b>Fundamentals of Counselling</b>	15			
		3	<b>Trends in Guidance and Counselling</b>	15			
		4	<b>Occupational</b>	15			

<b>S.N.</b>	<b>Subject Code &amp; Title</b>	<b>Subject Unit Title</b>	<b>Lectures (48 min)</b>	<b>Total Lectures</b>	<b>Credits</b>	<b>Total Marks</b>
		<b>Information and Career Counselling</b>				
4	<b>MAED404 SEMINAR/ RESEARCH PROJECT</b>	<b>Dissertation</b>	-	-	8	200
		<b>TOTAL</b>			20	500

## **DISSERTATION**

**R.\_\_\_\_\_**Title of the dissertation should be submitted to the University for approval at the beginning of the third semester of the course.

**R.\_\_\_\_\_**The dissertation shall be on an educational topic approved by the scrutiny committee consisting of members of the Board of Studies in Education as well as two additional members who are recognized post graduate teachers. If a topic suggested by any student is not approved he/ she will be at liberty to suggest another provided that in all such cases the topic has to be approved by the committee. Each student shall work under guidance of a recognized post graduate teacher for his/ her dissertation.

**R.\_\_\_\_\_**The dissertation shall be of 08 credits and shall carry 200 marks. The dissertation when submitted shall be accompanied by a certificate signed by the guiding teacher referred to in

**R.\_\_\_\_** stating that the same is the candidate's own work and is worthy of examination. Each dissertation shall be examined by an external referee appointed specifically for the purpose, by the Board of Examinations on the recommendations of the Board of Studies in Education.

**R.\_\_\_\_\_**Viva-voce examination on the dissertation will be held jointly by the external and internal examiners and the marks for the dissertation will be awarded jointly by the external and internal examiners on the basis of the dissertation and viva-voce performance.

**R.\_\_\_\_\_**Each student shall work under the guidance of a recognized post-graduate

teacher for his/her dissertation.

**R.** \_\_\_\_\_ Two copies of the dissertation (with soft copy in Pendrive) shall be submitted by the student to the Head of the institution where he/she is registered.

### **1. Programme Objectives:**

The main objectives of the programme are:

1. To prepare committed and value-based educators for the improvement of the education system at all levels.
2. To develop knowledge and understanding about the advanced levels of philosophical, sociological and psychological bases of education.
3. To empower educators towards managing, leading and achieving excellence on personal and professional fronts.
4. To develop the skills related to emerging educational technologies, LMS and digital tools and their application in teaching, learning and evaluation.
5. To enhance the understanding and skills in respective Discipline-Specific Pedagogy (Languages, Social Sciences, Science and Mathematics, and Commerce, Economics and Business).
6. To develop knowledge, understanding and application of specialised areas of elementary / secondary and higher secondary education in reference to history of education in India, contemporary teacher education, curriculum studies, educational management and leadership, Educational Administration and Entrepreneurship, gender studies, environmental education, guidance and counselling, inclusive education, Pedagogy, Andragogy and Assessment, Politics and Economics of Education.
7. To develop competencies to conduct research in emerging areas of education and academic writing.
8. To foster reflective practices by providing field-based experiences.
9. To facilitate preparation of global educators with global perspectives.
10. To develop an understanding of the Indian Knowledge System in the field of education.

The syllabi are aimed to achieve the above-mentioned objectives. Students will also be trained in communication skills, teaching, and research in education and will be sent to work in industry as interns.

## **2. Learning Outcomes:**

The course has been designed with the following learning outcomes:

The M. A. Education programme will develop trained education administrators/ consultants/ advisers who will build up young leaders in public, private and social administration. The students enrolled in the course will learn to be a good teacher with emphasis on pedagogy, teaching methods, philosophy of education and educational technology. The practicum component on development of learning resources will empower them to create online teaching resource material to teach the current generation of learners through online as well as offline modes.

# **SEMESTER - I**

## MA Education

### Framework

### Part 2 - The Scheme of Teaching and Examination

#### Semester I

S.N.	Subject Code & Title	Subject Unit Title	Lectures (1 hour)	Total Lectures	Credits	Total Marks
1	<b>MAED101 PHILOSOPHICAL PERSPECTIVES IN EDUCATION</b>	1 <b>Education and Philosophy</b>	15	60	4	100 (70+30)
		2 <b>Contribution of Indian Schools of Philosophy</b>	15			
		3 <b>Contribution of Western Schools of Philosophy</b>	15			
		4 <b>Educational Contributions of Thinkers</b>	15			
2	<b>MAED102 SOCIOLOGICAL PERSPECTIVES IN EDUCATION</b>	1 <b>Sociological Perspectives of Education</b>	15	60	4	100 (70+30)
		2 <b>Social Structure and Education</b>	15			
		3 <b>Education and Society</b>	15			
		4 <b>Emerging Trends and Issues in Education</b>	15			
3	<b>MAED103 PSYCHOLOGICAL PERSPECTIVES IN EDUCATION</b>	1 <b>Concept of Learning</b>	15	60	4	100 (70+30)
		2 <b>Theories of Learning</b>	15			
		3 <b>Thinking and Personality</b>	15			
		4 <b>Managing Classroom Behaviour and Learning Environment</b>	15			
4	<b>MAED104L  DISCIPLINE</b>	1 <b>Place of English in the Curriculum</b>	15			
		2 <b>Approaches to teaching English</b>	15			

	<b>SPECIFIC PEDAGOGY (LANGUAGE-ENGLISH) (Elective Course)</b>	3	<b>Methods and Techniques of teaching English</b>	15			
<b>S.N.</b>	<b>Subject Code &amp; Title</b>		<b>Subject Unit Title</b>	<b>Lectures (1 hour)</b>	<b>Total Lectures</b>	<b>Credits</b>	<b>Total Marks</b>
		4	<b>Learning resources and Assessment in English</b>	15	60	4	100 (70+30)
5	<b>MAED104SS DISCIPLINE SPECIFIC PEDAGOGY (SOCIAL SCIENCES) (Elective Course)</b>	1	<b>Place of Social Sciences in the Curriculum</b>	15	60	4	100 (70+30)
		2	<b>Approaches to teaching Social Science</b>	15			
		3	<b>Methods of teaching Social Science</b>	15			
		4	<b>The Teacher &amp; Learning resources in Social Science</b>	15			
6	<b>MAED104SM DISCIPLINE SPECIFIC PEDAGOGY (SCIENCE AND MATHEMATICS) (Elective Course)</b>	1	<b>Place of Science &amp; Mathematics in the Curriculum</b>	15	60	4	100 (70+30)
		2	<b>Approaches to teaching Science &amp; Mathematics</b>	15			
		3	<b>Methods of teaching Science &amp; Mathematics</b>	15			
		4	<b>Learning Resources in teaching Science &amp; Mathematics</b>	15			
7	<b>MAED104CEB</b>	1	<b>Introductory Framework</b>	15			

	<b>DISCIPLINE SPECIFIC PEDAGOGY (COMMERCE, ECONOMICS AND BUSINESS) (Elective Course)</b>	2	<b>Approaches to teaching Commerce, Economics and Business Studies</b>	15			
		3	<b>Methods of teaching</b>	15			
<b>S.N.</b>	<b>Subject Code &amp; Title</b>	<b>Subject Unit Title</b>		<b>Lectures (1 hour)</b>	<b>Total Lectures</b>	<b>Credits</b>	<b>Total Marks</b>
			<b>Commerce, Economics and Business Studies</b>		<b>60</b>	<b>4</b>	<b>100 (70+30)</b>
		4	<b>Learning Resources in teaching Commerce, Economics and Business Studies</b>	15			
<b>8</b>	<b>MAED105 RESEARCH IN EDUCATION</b>	1	<b>Educational Research</b>	15			<b>100 (70+30)</b>
		2	<b>Variables, Hypotheses And Sampling</b>	15			
		3	<b>Tools and Techniques of Research</b>	15			
		4	<b>Writing Research Proposal</b>	15			
					<b>60</b>	<b>4</b>	
			<b>TOTAL</b>		<b>-</b>	<b>20</b>	<b>500</b>

## **Part 3: Detail Scheme Theory**

### **I Year - Semester – I - Units – Topics – Teaching Lectures**

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective UNIT.

#### **MAED101 PHILOSOPHICAL PERSPECTIVES IN EDUCATION**

##### **Preamble**

This course lays the philosophical foundations of education, where the students understand the relationship between philosophy and education. The students evaluate the contribution of Western Schools of Philosophy. The course aims to introduce the students to the contribution of the Indian and Western Schools of Philosophy with special reference to theory of reality, theory of knowledge, value theory and educational implications. The course also explores the contribution of Indian thinkers to educational practice.

##### **Course Objectives**

- To acquire knowledge of the relationship between education and philosophy
- To appreciate the contribution of Indian schools of thought to education
- To develop an understanding of the contribution of Western schools of thought to education
- To analyse the contribution of Indian thinkers to educational practice

##### **Course Learning Outcomes (CLO)**

**At the end of the course, the student will be able to**

1. Elaborate the relationship between philosophy and education
2. Explain Educational philosophy and its scope
3. Deliberate on the educational implications of western and Indian schools of philosophy
4. Analyse the contribution of Indian thinkers

##### **Unit 1: Education and Philosophy**

**(16 Lectures)**

- a) Meaning of Education and Philosophy, Branches of Philosophy
- b) Relationship between Philosophy and Education
- c) Educational philosophy and its scope

##### **Unit 2: Contribution of Indian Schools of Philosophy to Education**

**(16 Lectures)**

(with special reference to theory of reality, theory of knowledge, value theory and educational implications)

- a) Samkhya, Yoga, Vedanta

- b) Buddhism, Jainism
- c) Traditions of Islam & Sikhism

**Unit 3: Contribution of Western Schools of Philosophy to Education (16 Lectures)**

(with special reference to theory of reality, theory of knowledge, value theory and educational implications)

- a) Idealism and Realism
- b) Naturalism and Pragmatism
- c) Marxism and Existentialism

**Unit 4: Educational Contributions of Thinkers (16 Lectures)**

- a) Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore
- b) Aurobindo Ghosh, Jiddu Krishnamurti
- c) John Dewey, Paulo Freire

**Suggested Activities for Subject-Specific Term Work Assessment:**

1. Visit to a school based on different Ideology- observation of activities and preparation of a reflective diary and interaction in a group.
2. Readings of original texts of Educational Thinkers and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
3. Seminar reading presentation on selected themes individually and collectively leading to discussion
4. Examine critically the concerns arising from vision of school education and teacher education and also the vision of great educators. Reflect on the multiple contexts in which the school and teacher education institutions are working.

**Self-Learning Material**

Unit	Topic	Reference Material
3 d	Pragmatism	<a href="https://en.wikipedia.org/wiki/Pragmatism">https://en.wikipedia.org/wiki/Pragmatism</a>
3e	Marxism	<a href="https://www.britannica.com/topic/Marxism">https://www.britannica.com/topic/Marxism</a>
4e	Jiddu Krishnamurthy	<a href="https://infed.org/mobi/jiddu-krishnamurti-and-his-insights-into-education/">https://infed.org/mobi/jiddu-krishnamurti-and-his-insights-into-education/</a>

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# **MAED102 SOCIOLOGICAL PERSPECTIVES IN EDUCATION**

## **Preamble**

This course attempts to introduce the learners to critically understand the relationship of education and sociology. This paper will provide an insight into the process of social system, socialization & social progress. It will explore sociological theories and its application to education. It will facilitate the understanding of the relationship between culture and education. It aims to provide value-based education that will bring attitudinal and social change in the society. It will sensitize the students towards the marginalized section of the society and the various programmes and schemes provided to them as support. The course will prepare students to critically analyse the issues, problems, trends, key ideas of investigation in the area of education and society.

## **Course Objectives**

- To acquire the knowledge of the perspectives of sociology and Education
- To critically evaluate the social theories from cultural, societal and educational perspectives.
- To inculcate an independent thinking and insight into the issues of equity, and inequalities in education and society.
- To apprise the students with emerging trends of society and issues of education in Indian society.

## **Course Learning Outcomes (CLO)**

**At the end of the course, the student will be able to**

1. Explain the concept of Educational Sociology
2. Differentiate the functionalist and conflict perspectives of social theories
3. Elucidate the role of education in social change
4. Enumerate the emerging issues in education from a sociological perspective

## **Unit 1: Sociological Perspectives of Education**

**(16 Lectures)**

- a) Concept, Nature and Scope of Educational Sociology
- b) Relationship between sociology and Education
- c) Social Organisations– Norms, Religion, Marriage and NGO's, Language, (Educational Implications)

## **Unit 2: Social Structure and Education**

**(16 Lectures)**

- a) Social Interactions and Education – Social group, Inter group relationships, and Socialization (Educational Implications)
- b) Social Theories and Educational Implications - Symbolic Interaction Theory, Conflict theory: Karl Marx, Functionalist Theory: Emile Durkheim, Feminist Theory, Social learning Theory
- c) Relationship between Culture and Education– Meaning and Nature of Culture, Role of Education and Cultural Change

## **Unit 3: Education and Society**

**(16 Lectures)**

- a) Social Movements Among Marginalized Communities: Nature and Perspectives on Social Movements: Protest, Reform, Impact of Socio-Religious Reform Movements on Scheduled Castes & Scheduled Tribes & Minorities
- b) Education for All – Concept of Equality and Equity, Schemes and Programmes for Educational development for Marginalised groups.
- c) Peace Education and Human Rights Education (Implications on society)

## **Unit 4: Emerging Trends and Issues in Education**

**(16 Lectures)**

- a) Digital literacy and Employability Skills: A concern for Digital Divide (Urban/Urban & Rural/ Urban) Third Gender, Migrants, Digital immigrants v/s digital natives), Trends of digital society.
- b) Issues and Challenges in Higher Education
- c) National Education Policy 2020

### **Suggested Activities for Subject-Specific Term Work Assessment:**

1. Video lecture of 15 minutes on a given topic from the syllabus with the use of OER's
2. Activity based Digital Lesson plan on Peace Education for Schools of India.
3. An interview with Groups or Individuals whose Human Rights have been violated with about 15 questions or an NGO and its contribution towards betterment of the society.
4. Critically analyse a research-based paper on any Social Issue.

## Self - Learning Topics (Unit- wise)

Unit	Topic	Reference Material
1 c	Social organization	<a href="https://www.sociologyguide.com/organization-and-individual/index.php">https://www.sociologyguide.com/organization-and-individual/index.php</a>
2c	Meaning and Nature of Culture, Role of Education	<a href="https://www.academia.edu/31609086/CULTURE_AND_EDUCATION">https://www.academia.edu/31609086/CULTURE AND EDUCATION</a>
3c	Human Rights Education	<a href="https://www.theadvocatesforhumanrights.org/what-is-human-rights-education">https://www.theadvocatesforhumanrights.org/what is human rights education</a>
4b	Issues and Challenges in Higher Education	<a href="https://www.researchgate.net/publication/331344205_HIGHER_EDUCATION_IN_INDIA_ISSUES_AND_CHALLENGES">https://www.researchgate.net/publication/331344205 HIGHER EDUCATION IN INDIA ISSUES AND CHALLENGES</a>

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# MAED103 PSYCHOLOGICAL PERSPECTIVES IN EDUCATION

## Preamble

This course introduces the learner to advanced educational psychology, where they learn to analyse various theories of learning and motivation. The learners develop the ability to implement the practical implications for Learning and Thinking Styles in Classroom Teaching. The learners also comprehend the Psychological Approaches from Unitary to Multiple Perspectives.

## Course Objectives

- To critically analyse the concept of learning
- To develop an understanding of theories of learning.
- To comprehend the concepts of Thinking and Personality.
- To draw the practical implications of managing classroom behaviour and learning environment.

## Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Critically analyse the concept of learning.
2. Explain the educational implications of theories of Learning.
3. Describe the concepts of thinking and personality.
4. Implement the practical implications of managing classroom behaviour and learning environment.

## Unit 1: Concept of Learning

(16 Lectures)

- a) Concept (Meaning, Characteristics and Steps/Process), Types (Single Loop, Double Loop and Deutero Learning), and Gagne's Nine Levels of Learning
- b) Motivation:
  - i. Concept, Cycle, Types of Motives, Techniques of Motivation,
  - ii. Theories of Motivation: Content Theories and Process Theories
- c) Multiple Intelligences (Howard Gardner's), Learning Styles (VARK and Kolb's Styles)

## Unit 2: Theories of Learning

(16 Lectures)

- a) Behavioural views: Classical Conditioning (I. Pavlov), Operant Conditioning (B.F. Skinner)
- b) Cognitive views: Learning by Insight, Information Processing Model and Metacognition
- c) Social Learning (Albert Bandura) and Social Constructivism (L Vygotsky)

### Unit 3: Thinking and Personality

(16 Lectures)

- a) i. Thinking Styles: R. Sternberg;  
ii. Creative (Lateral) Thinking: Edward De‘Bono,  
iii. Teaching Thinking: Feuerstein’s Approach
- b) Theories of Personality:
  - i) Freud’s Psychoanalytic Theory of Personality,
  - ii) Carl Rogers’ Self-Theory,
  - iii) Gordon Allport Theory of Personality Traits,
  - iv) Kurt Lewin’s Phenomenological Theory,
  - v) Eysenck’s Type-cum-Trait Theory
- c) Measurement and Assessment of Personality:
  - i. Rating Scale,
  - ii. Projective Techniques

### Unit 4: Managing Classroom Behaviour and Learning Environment

(16 Lectures)

- a) Identifying Behaviour Problem:
  - i) Academic Failure
  - ii) Aggression
  - iii) Depression
  - iv) Problem of Peers
- b) Managing students Conflicts and Confrontations
- c) Mental Health and Mental Hygiene; Defence Mechanisms

### Suggested Activities for Subject-Specific Term Work Assessment

1. Any two Experiments in Psychology such as Association, Concept Formation, Group Influence on Judgment, Suggestion, Imagination, Transfer of Learning, Attention, etc.
2. Administration of any two Psychological Tests such as learning styles, thinking styles, motivation, personality, etc.
3. Research Project involving the study of a psychological attribute.

### Self-Learning Topics (Unit wise) and Self Learning Material

Unit	Topic	Reference Material
1-i	Motivation - Concepts, Techniques	<a href="https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=9&amp;lesson=12">https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=9&amp;lesson=12</a>
2 - a	Pavlov’s and Skinner’s Conditioning Theories	<a href="https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=1&amp;lesson=5">https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=1&amp;lesson=5</a>

2-c	<b>Bandura's Theory of learning</b>	<a href="https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=19&amp;lesson=21">https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=19&amp;lesson=21</a>
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## **MAED104L DISCIPLINE SPECIFIC PEDAGOGY (LANGUAGE-ENGLISH)**

### **(Elective Course)**

#### Rationale

Teaching of English in India is leaping into the future with special focus on English as a Lingua Franca. This course in Teaching English will enable the students to comprehend the practices of teaching of English and critically reflect on their practices in order to make teaching more effective and innovative. This course offers broad perspectives on selection of appropriate learning resources and teaching and assessment strategies that correspond to teaching English at different ages and stages. This course is closely linked to the academic and professional needs of the English language teachers.

#### **Course Objectives**

- To develop an understanding of the place of English in the curriculum
- To ascertain the approaches to teaching English.
- To apply the method and techniques of teaching English
- To develop insights about the learning resources and assessment in English

#### **Course Learning Outcomes (CLO)**

By the end of the course the student will be able to:

1. Enumerate the place of English language in the curriculum in India
2. Apply progressive pedagogical approaches and methods in teaching and learning the language
3. Adapt learning resources for effective acquisition of language
4. Understand the contemporary tools and techniques of assessment in language

#### **Unit 1: Place of English in the Curriculum**

- a) Aims and Objectives of Teaching English in India
- b) Importance of Teaching English in a multilingual society
- c) Basic Skills of English Language

#### **Unit 2: Approaches to teaching English**

- a) Constructivist Approach (7E's)
- b) Communicative Approach (Concept & procedure)
- c) Inductive-deductive Approach

#### **Unit 3: Methods and Techniques of teaching English**

- a) Direct Method
- b) Activity-based Method
- c) Techniques- Questioning, Discussion and Narration

## Unit 4: Learning resources and Assessment in English

- a) Library Resources
- b) e- resources (Blogs, e-books, Social Networking Sites)
- c) ICT in Assessment of Skills

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### Self- Learning Materials

Unit	Topic	Reference Material
1	Basic Skills of Language (LSRW)	<a href="https://elttguide.com/basic-ideas-and-techniques-for-teaching-the-four-language-skills/">https://elttguide.com/basic-ideas-and-techniques-for-teaching-the-four-language-skills/</a>
2	Constructivist Approach  Communicative Approach	<a href="http://www.buffalo.edu/ubcei/enhance/learning/constructivism.html">http://www.buffalo.edu/ubcei/enhance/learning/constructivism.html</a> <a href="https://teachingenglish4all.wordpress.com/2011/04/22/communicative-language-teaching-clt-and-the-post-method-era/">https://teachingenglish4all.wordpress.com/2011/04/22/communicative-language-teaching-clt-and-the-post-method-era/</a>
3	Activity-based Teaching	<a href="https://www.really-learn-english.com/hands-on-activities-for-teaching-english.html">https://www.really-learn-english.com/hands-on-activities-for-teaching-english.html</a>
4	Library as a Learning Resource	<a href="https://www.britishcouncil.org/voices-magazine/ways-your-library-can-support-language-learning">https://www.britishcouncil.org/voices-magazine/ways-your-library-can-support-language-learning</a>

## **MAED104SS DISCIPLINE SPECIFIC PEDAGOGY (SOCIAL SCIENCES) (Elective Course)**

### **Rationale of the Course:**

The course aims to give basic understanding of the place of Social Sciences in the school curriculum to the learner. The learner will be acquainted with an understanding of the meaning and nature of Social Science. The various approaches such as correlation, thematic approach and infusion of global perspectives in teaching of Social Science will enable the learner to analyse the content matter and the transaction of the same. The methods in teaching of Social Sciences will equip the learner with different methods of teaching to make them aware of new trends in teaching of Social Sciences. The learners will be skilled in organizing activities through the Social Sciences club.

### **Course Objectives**

- To develop an understanding of Social Sciences in education.
- To ascertain the approaches to teaching of Social Sciences.
- To apply the methods of teaching Social Sciences.
- To develop insights about the learning resources in teaching Social Sciences

### **Learning Outcomes**

1. Enumerate the place of Social Sciences in the curriculum and explain the concept, scope and objectives of teaching social sciences
2. Analyse the approaches to teaching of Analyse the approaches to teaching of
3. Apply the methods of teaching social sciences in the classroom
4. Create Learning Resources in teaching of social sciences

### **Unit 1: Place of Social Sciences in the Curriculum**

- a) Nature of social science
- b) Scope of social science
- c) Aims, objectives and Values of Teaching social science

### **Unit 2: Approaches to teaching Social Science**

- a) Correlation of Social science with other subjects (Languages, Geography, History, Economics, Fine Arts, Science, Mathematics)
- b) Approaches to organisation of Curriculum (Integrated Approach, Thematic Approach, Spiral Approach)
- c) Constructivist Approach & Hanvey's Global Perspectives in Teaching of Social Science

### **Unit 3: Methods of teaching Social Science**

- a) Conventional - Lecture-cum-Discussion Method, Observational Method, Source Method
- b) Contemporary - Problem-based Learning, Social Inquiry method, Case study method
- c) Collaborative - Team Teaching Method, Dramatization Method, Blended Learning

### **Unit 4: The Teacher & Learning resources in Social Science**

- a) Essential Qualities of a Social Science Teacher, Continuous Professional Development
- b) E- Learning resources (Blogs, e-books, Social Networking Sites, Mobile learning, Webquest, Virtual Tours)
- c) Social Science Club, (Equipment, Organization & Maintenance)

### **Practicals: Suggested Tasks & Activities**

- a) Critical analysis of a Social Science textbook (CBSE textbook - Class 6 to 10)
- b) Critical evaluation of a film from a social science perspective
- c) Workshop on STEAM Education

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3. <https://files.eric.ed.gov/fulltext/EJ1073942.pdf>
4. Swayam course - [https://onlinecourses.swayam2.ac.in/cec21\\_ed07/preview](https://onlinecourses.swayam2.ac.in/cec21_ed07/preview)

## Self- Learning Topics & Links:

### Unit 3: Methods of teaching Social Science

#### Conventional - Lecture-cum-Discussion Method

- <https://blog.udemy.com/lecture-method/>
- [https://psychology.wikia.org/wiki/Lecture\\_method](https://psychology.wikia.org/wiki/Lecture_method)
- <https://citl.indiana.edu/teaching-resources/teaching-strategies/discussions/index.html>

#### Contemporary - Problem-based Learning

- [https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/problem-based-learning-\(pbl\)](https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/problem-based-learning-(pbl))
- <https://courses.lumenlearning.com/educationx92x1/chapter/problem-based-learning/>

#### Collaborative - Blended Learning

- <https://www.valamis.com/hub/blended-learning>
- <https://study.com/teach/blended-learning.html>

### Unit 4: The Teacher & Learning resources in Social Science

#### Essential Qualities of a Social Science Teacher

- <https://owlcation.com/academia/Characteristics-Of-A-Good-Teacher>
- [http://www.ijhssnet.com/journals/Vol\\_1\\_No\\_21\\_Special\\_Issue\\_December\\_2011/8.pdf](http://www.ijhssnet.com/journals/Vol_1_No_21_Special_Issue_December_2011/8.pdf)

## **MAED104SM DISCIPLINE SPECIFIC PEDAGOGY (SCIENCE AND MATHEMATICS)**

**(Elective Course)**

### **Rationale:**

The course aims to give basic understanding of the place of Science & Mathematics in the school curriculum to the learner. The learner will be acquainted with an understanding of the meaning and nature of Science & Mathematics. The various approaches such as maxims, correlation and global perspectives in teaching of Science & Mathematics will enable the learner to teach Science & Mathematics effectively. The methods in teaching of Science & Mathematics will equip the learner with different methods of teaching. The learners will be skilled to organise activities through Science club and Mathematics club.

### **Course Objectives:**

- To develop an understanding of the concept and place of Science & Mathematics in the curriculum.
- To explore the approaches to teaching of Science & Mathematics
- To develop insights about the methods of teaching Science & Mathematics.
- To ascertain the importance of Learning Resources in teaching of Science & Mathematics.

### **Course Learning Outcomes (CLOs):**

At the end of the course, the student will be able to

1. Explain the meaning and place of Science & Mathematics in the curriculum.
2. Analyse the approaches to teaching of Science & Mathematics.
3. Apply the methods of teaching Science & Mathematics.
4. Explore the importance of Learning Resources in teaching of Science & Mathematics.

### **Unit 1:**

#### **Place of Science & Mathematics in the Curriculum:**

- a) Meaning & Nature of Science & Mathematics
- b) Values of teaching Science & Mathematics
- c) A. Contribution of Scientists -
  - i. Sir C V Raman,
  - ii. Jagdish Chandra Bose
- B. Contribution of Mathematicians –
  - i. Aryabhata,

ii. Ramanujan

## **Unit 2:**

### **Approaches to teaching Science & Mathematics:**

- a) Maxims (Science & Maths) -
  - i. Known to Unknown,
  - ii. Simple to Complex,
  - iii. Particular to General,
  - iv. Whole to Parts,
  - v. Concrete to Abstract,
  - vi. Empirical to Rational (in Science only)
- b) A. Inductive- Deductive  
B. Analytical- Synthetic
- c) i. Correlation - Internal & External  
ii. Topical & Concentric  
iii. Infusing Global Perspectives in the Teaching of Science.

## **Unit 3:**

### **Methods of teaching Science & Mathematics:**

- a) Lecture cum Demonstration, Laboratory Method
- b) Project Method, Problem Solving
- c) Aesthetic Approach to Teaching of Science

## **Unit 4:**

### **Learning Resources in teaching Science & Mathematics:**

- a) Characteristics of a good textbook of science and mathematics
- b) Science Club and Mathematics club: importance, organisation and activities
- c) Audio-Visual aids in teaching of Science and Mathematics: charts, models, specimens and E-Resources

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## **MAED104CEB DISCIPLINE SPECIFIC PEDAGOGY (COMMERCE, ECONOMICS AND BUSINESS) (Elective Course)**

### **Rationale**

With the advancement in information and technology, the old ways of transacting business and commerce and maintaining the accounts is outdated. This course will focus on the contemporary ways in which the teaching of Commerce, Economics and Business Studies helps students to be updated with the recent trends.

The aim of the course is to give basic understanding of the place of Commerce, Economics and Business Studies in the secondary and higher secondary curriculum to the learner. The learner will be acquainted with the nature, need and objectives of teaching Accountancy and Organisation of Commerce/Business studies. They will be oriented to the different methods of teaching Commerce infused with technology also. The learners will create learning resources in teaching of commerce, Economics and Business Studies.

### **Course Objectives-**

- To develop an understanding of Commerce, Economics and Business Studies in education.
- To ascertain the approaches to teaching of Commerce, Economics and Business Studies.
- To apply the methods of teaching Commerce, Economics and Business Studies.
- To develop insights about the learning resources in teaching of Commerce, Economics and Business Studies.

### **Course Learning Outcomes (CLO)**

By the end of the course, learner will be able to:

1. Explore the place of Commerce, Economics and Business Studies in the curriculum.
2. Analyse the approaches to teaching of Commerce, Economics and Business Studies.
3. Apply the methods of teaching Commerce, Economics and Business Studies.
4. Create Learning Resources in teaching of Commerce, Economics and Business Studies.

### **Unit 1 Introductory Framework**

- a) Place of Commerce, Economics and Business Studies in the Curriculum
- b) Nature, need and scope of Commerce, Economics and Business Studies, recent advancements in Economics and Business Studies, Accountancy and Organisation
- c) Objectives of teaching Commerce, Economics and Business studies at secondary/higher secondary levels (Development of Accounting as a Professional Skills required by Contemporary Accounting Professionals. )

## Unit 2 Approaches to teaching Commerce, Economics and Business Studies

- a) Maxims of teaching commerce, Economics and Business Studies Maxims - known to unknown, simple to complex, particular to general, whole to parts, concrete to abstract.
- b) Correlation - Internal & External
- c) Current affairs- meaning, scope, utilizing current affairs in teaching commerce, Economics and Business Studies.

## Unit 3 Methods of teaching Commerce, Economics and Business Studies

- a) Methods and Techniques of teaching Commerce, Economics and Business Studies  
Lecture-cum-Discussion method Project method, Problem solving method
- b) Cooperative methods of teaching Commerce, Economics and Business Studies  
(Jigsaw, Think-Pair-Share, Round Table)
- c) Case Study method in Commerce, Economics and Business Studies

## Unit 4 Learning Resources in teaching Commerce, Economics and Business Studies

- a) Technology integration in teaching of Commerce, Economics and Business Studies  
Blended Learning Webquest iNtegrating Technology for inQuiry Model (NTeQ Model for Business Studies)
- b) Characteristics of a good textbook of Commerce, Economics and Business Studies
- c) Audio-Visual aids in teaching of Commerce, Economics and Business Studies: □  
Source Resources, specimens and E-Resources

## Self Learning Materials

Unit	Topic	Link
4a	iNtegrating Technology for inQuiry Model (NTeQ Model for Business Studies	<a href="https://files.eric.ed.gov/fulltext/EJ1154644.pdf">https://files.eric.ed.gov/fulltext/EJ1154644.pdf</a> <a href="https://designerlibrarian.wordpress.com/2015/09/29/integrating-technology-for-inquiry-the-nteq-model/">https://designerlibrarian.wordpress.com/2015/09/29/integrating-technology-for-inquiry-the-nteq-model/</a>
4b	Characteristics of a good textbook of Commerce	<a href="http://btcc.shiksha/moodle/course/view.php?id=7">btcc.shiksha/moodle/course/view.php?id=7</a>

4c	Audio-Visual aids in teaching of Commerce: - Source Resources, specimens and E-Resources	<a href="http://bttc.shiksha/moodle/course/view.php?id=7">bttc.shiksha/moodle/course/view.php?id=7</a>
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# **MAED105 RESEARCH IN EDUCATION**

## **Preamble**

This course aims to acquaint students with teachers with the process of education research and process of undertaking research projects based on types of scientific method (Exploratory, Explanatory and Descriptive) This course will enable students teachers in understanding of the different types of variables, formulate hypotheses, use appropriate sampling techniques and tools and techniques of educational research. This course will enable student teachers in planning and developing research proposals to be undertaken as research projects in educational settings.

## **Course Objectives**

1. To acquire the knowledge of the meaning of research and its application in the field of education.
2. To develop an understanding of the different types of variables, formulate hypotheses, use appropriate sampling techniques and tools and techniques of educational research.
3. To explore the tools and techniques of research.
4. To develop the skill to prepare a research proposal.

## **Course Learning Outcomes (CLO)**

**At the end of the course, the student will be able to**

1. Understand the meaning of educational research and review of related literature.
2. Comprehend variables, hypotheses and sampling of an educational research.
3. Understand tools and techniques of research.
4. Develop a research proposal.

## **Unit 1: Educational Research**

- a) Educational Research & Scientific Method: Meaning, Characteristics, Steps
- b) Educational Research: Scope / Areas, Types and Paradigms
- c) Review of Related Literature

## **Unit 2: Variables, Hypotheses and Sampling**

- a) Variables: Meaning and Types of Variables
- b) Hypotheses: Concept, Characteristics and Types of Hypothesis
- c) Sampling: Techniques - Probability Sampling and Non- Probability Sampling, Determining Sample Size

## **Unit 3: Tools and Techniques of Research**

- a) Steps of preparing a research tool: Validity, Reliability, Item Analysis and Standardisation
- b) Tools of Research: Rating Scale, Attitude Scale, Questionnaire, Aptitude and

Achievement Test and Inventory

- c) Techniques of Research: Observation, Interview and Projective Techniques

#### **Unit 4: Research Proposal**

- a) Academic research problem
- b) Steps of research proposal
- c) Ethics in educational research

#### **Suggested Activities for Subject-Specific Term Work Assessment**

- a) Write a research proposal on an educational problem.
- b) Develop a tool of research
- c) Employ a technique of research
- d) Conduct a review of related literature

#### **Self-Learning Topics (Unit wise) and Self Learning Material**

<b>Unit</b>	<b>Topic</b>	<b>Reference Material</b>
1c)	Review of Related Literature	<a href="https://youtu.be/2bIiurb6bE">https://youtu.be/2bIiurb6bE</a> <a href="https://www.youtube.com/watch?v=2bIiurb6bE&amp;t=714_s">https://www.youtube.com/watch?v=2bIiurb6bE&amp;t=714_s</a>
2c)	Sampling:	<a href="https://www.youtube.com/watch?v=LbqTOnPgqLM">https://www.youtube.com/watch?v=LbqTOnPgqLM</a>
	Techniques	
3a)	Tools of Research	<a href="https://www.youtube.com/watch?v=pLcDQrcezRk">https://www.youtube.com/watch?v=pLcDQrcezRk</a>

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# **SEMESTER-II**

**MA Education (Educational Management and Technology)**

**Framework**

**Part 4 - The Scheme of Teaching and Examination**

**Semester II**

S.N.	Subject Code & Title	Subject Unit Title	Lectures (48 min)	Total Lectures	Credits	Total Marks
1	<b>MAED201 ICT IN EDUCATION</b>	1 <b>Concept of ICT in Education</b>	15	60	4	100 (70+30)
		2 <b>Instructional Design</b>	15			
		3 <b>Emerging Trends in e-learning</b>	15			
		4 <b>Application of ICT in Evaluation, Administration and Research</b>	15			
2	<b>MAED202 EDUCATIONAL MANAGEMENT AND LEADERSHIP</b>	1 <b>Introduction to Educational Management</b>	15	60	4	100 (70+30)
		2 <b>Organisational Behaviour</b>	15			
		3 <b>Leadership in Educational Management</b>	15			
		4 <b>Total Quality Management</b>	15			
3	<b>MAED203 ACADEMIC WRITING</b>	1 <b>Introduction to Academic Writing</b>	15	60	4	100 (70+30)
		2 <b>Referencing and its Management for Academic Writing</b>	15			
		3 <b>Major Academic Writings</b>	15			

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
		4	Challenges and	15			
			Avenues for Academic Writing				
4	MAED204CS CURRICULUM STUDIES (Elective Course)	1	Curriculum And its Development	15	60	4	100 (70+30)
		2	Models of Curriculum Design	15			
		3	Curriculum And its Evaluation	15			
		4	Curriculum Reform	15			
5	MAED204HE HISTORY OF EDUCATION IN INDIA (Elective Course)	1	Education in Ancient and Medieval India	15	60	4	100 (70+30)
		2	Education in the British Period	15			
		3	Committees and Commissions' Contribution to Education in Post Independence Era	15			
		4	Contemporary Educational Problems, Issues and Trends in India	15			
6	MAED204PA PEDAGOGY, ANDRAGOGY AND ASSESSMENT (Elective Course)	1	Concept of Pedagogy And Andragogy	15	60	4	100 (70+30)
		2	Concept Of Assessment	15			
		3	Assessment in Pedagogy Of	15			

S.N.	Subject Code & Title	Subject Unit Title	Lectures (48 min)	Total Lectures	Credits	Total Marks
		education				
		4 Assessment in Andragogy of education	15			
7	MAED204GS GENDER STUDIES AND EDUCATION (Elective Course)	1 Key Concepts in Gender	15	60	4	100 (70+30)
		2 Theories on Gender and Education: Application in Indian Context	15			
		3 Gender - Issues and Challenges	15			
		4 Elimination of Gender Disparity in Education	15			
8	MAED204PE POLITICS AND ECONOMICS OF EDUCATION (Elective Course)	1 Concept of Economics of Education	15	60	4	100 (70+30)
		2 Perspectives in Economics of Education	15			
		3 Relationship between Policies and Education	15			
		4 Relationship between Politics and Education	15			
9	MAED205 INTERNSHIP/ APPRENTICESHIP	Internship (4 weeks)	-	-	4	100
		TOTAL			20	500

## **Part 5: Detail Scheme Theory**

### **I Year - Semester – II - Units – Topics – Teaching Lectures**

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective UNIT.

#### **MAED201 ICT IN EDUCATION**

##### **Preamble**

Today's education scenario is incomplete without the use of ICT. ICT is widely used in teaching, learning and evaluation processes. The role of ICT does not stop here. It helps the learner to develop insights about new trends in e-learning. Further it helps them to apply ICT in research, evaluation and administration.

##### **Course Objectives**

- To develop an understanding of use of technology in education
- To implement and plan using any instructional design
- To develop insights about new trends in e-learning
- To apply ICT in research, evaluation and administration

##### **Course Learning Outcomes (CLO)**

**At the end of the course, the student will be able to**

1. Show relationship between learning theories and instructional strategies
2. Design a learning plan using any model of development of instructional design
3. Predict the emerging trends in e learning
4. Construct an ICT tool in Evaluation, Administration and Research

##### **Unit 1: Concept of ICT in Education**

- a) Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology; Information and Communication Technology (ICT) and Instructional Technology
- b) Applications of ICT in formal, non- formal, informal and inclusive education systems, Open and Distance Learning
- c) Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky),

## **Unit 2: Instructional Design**

- a) Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model, SAM model)
- b) Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM.
- c) Concept of e learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, Mobile Learning)

## **Unit 3: Emerging Trends in e learning**

- a) Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum),
- b) Concept of Open Education Resources, type, online repository, Licences - Creative Common, Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research.
- c) Massive Open Online Courses; Concept and application.

## **Unit 4: Application of ICT in Evaluation, Administration and Research**

- a) E portfolios (Concept, Need, Characteristics, Types)
- b) Online and Offline assessment tools and Online survey tools or test generators) – Concept and Development.
- c) Online Repositories and Online Libraries

### **Suggested Activities for Subject-Specific Term Work Assessment:**

1. Create an instructional design plan using any one model of instructional design.
2. Use any one social learning tool in the teaching-learning process and write your reflections on it.
3. Create your e- portfolio.
4. Develop any one online test using ICT tool/OER.
5. Review any five educational sites and write a report on the Creative Commons.
6. Develop e-content for a topic of your specialisation.

## Self Learning Material

Unit	Topic	Reference Material
1.a.	Concept of Educational Technology (ET)	<a href="http://egyankosh.ac.in/bitstream/123456789/47032/1/Unit-4.pdf">http://egyankosh.ac.in/bitstream/123456789/47032/1/Unit-4.pdf</a>
1.b.	Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems,	<a href="https://www.slideshare.net/Anandkab/educational-technology-and-its-application-6745492">https://www.slideshare.net/Anandkab/educational-technology-and-its-application-6745492</a> <a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.201.3103&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.201.3103&amp;rep=rep1&amp;type=pdf</a> <a href="https://scholarworks.umass.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&amp;httpsredir=1&amp;article=1001&amp;context=cie_nonformaleducation">https://scholarworks.umass.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&amp;httpsredir=1&amp;article=1001&amp;context=cie_nonformaleducation</a>

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2. Som Naidu and Sanjay Mishra , Case Studies on OER-based e- Learning, [http://cemca.org.in/ckfinder/userfiles/files/Case%20Studies%20on%20OER-based%20eLearning\\_Low%20Res.pdf](http://cemca.org.in/ckfinder/userfiles/files/Case%20Studies%20on%20OER-based%20eLearning_Low%20Res.pdf)
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# **MAED202 EDUCATIONAL MANAGEMENT AND LEADERSHIP**

## **Preamble**

This course emphasises on educational management, where the students understand the relationship between management and education. The course aims to introduce the students to the various leadership styles and approaches in education. This course focuses on understanding of the organisational behaviour, communication and strategies in quality improvement of education.

## **Course Objectives:**

- To acquire the knowledge of the concept and theories of educational management and leadership.
- To develop an understanding of the organisational behaviour and communication
- To apply the leadership styles and approaches in education
- To formulate the strategies in quality improvement of education

## **Course Learning Outcomes (CLO)**

**At the end of the course, the student will be able to**

1. Show relationships between theories and practices in Educational Management to real life situations.
2. Recognize the organisational behaviour in institutions.
3. Practice leadership in Educational Management
4. Derive strategies for quality enhancement and sustenance in educational institutions

## **Unit 1: Introduction to Educational Management**

- a) Educational Management: Concept, Functions & Principles
- b) Historical Perspective of Educational Management in Indian Context
- c) Theories (Scientific Management theory, Behavioural Theory, Bureaucratic Theory) and Practices in Educational Management

## **Unit 2: Organisational Behaviour**

- a) Transactional Analysis & Johari window Model
- b) Organisational Behaviour: Introduction, Nature & Historical Perspectives
- c) Organisational Communication -Group Dynamics and Team Building

### Unit 3: Leadership in Educational Management

- a) Leadership Behaviour : Concept, Characteristics, and Styles
- b) EQ (Emotional Intelligence) versus IQ as essential leadership traits
- c) Theory and Practice: Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory

### Unit 4: Total Quality Management

- a) Concept of Quality (in Education) Quality Control, Quality Assurance, Quality Enhancement, Quality Sustenance, Six Sigma and contributions by quality experts, **Critical analysis on quality management in education.**
- b) Tools and techniques for quality management : Fishbone diagram, Pareto diagram, Benchmarking, Root Cause Analysis technique –5 Why, Failure mode and effect analysis (FMEA), Responsibility Assignment Matrix (RAM) Diagram
- c) Quality Indicators: NAAC & other agencies

### Suggested Activities for Subject-Specific Term Work Assessment –

1. Conduct a Research Project on leadership styles.
2. Conduct team building games and workshops.
3. Analyse quality parameters of various agencies for education institutions.

### Self Learning Material

Unit	Topic	Reference Material
1a	Principles of Educational Management	<a href="https://education.stateuniversity.com/pages/cw1ev9e9ib/An-Introduction-to-the-Principles-of-Management.html">https://education.stateuniversity.com/pages/cw1ev9e9ib/An-Introduction-to-the-Principles-of-Management.html</a>
2a	Organisational Behaviour: An Introduction	An-introduction-to-organizational-behavior-v11.pdf
4c	Quality Concerns: Indian and International perspective	<a href="http://www.c3l.uni-oldenburg.de/cde/support/readings/tait97.pdf">http://www.c3l.uni-oldenburg.de/cde/support/readings/tait97.pdf</a>

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## **MAED203 ACADEMIC WRITING**

### **Preamble**

This elective course introduces the learners to expository writing and effective academic communication skills. Students understand the types and mechanics of academic writing. The course stresses on the ethics of academic writing and while exploring issues like reliability of sources and informed consent in research. The students become aware of the types of plagiarism while equipping students with reference and citation skills. The course involves application of practical skills in academic writing.

### **Course Objectives**

- To develop the skill of Expository Writing Skills and Technology for Effective Communication
- To understand the concept and mechanics of academic writing
- To develop the skill of referencing and citation
- To inculcate ethical practices in academic writing.

### **Course Learning Outcomes (CLO)**

**At the end of the course, the student will be able to**

1. Use technology for effective communication
2. Elucidate the concept of academic writing
3. Illustrate referencing and citation
4. Elaborate research ethics

### **Unit 1: Introduction to Academic Writing**

- a) Concept, importance
- b) Basic rules of Academic writing
- c) English in Academic writing

### **Unit 2: Referencing and its Management for Academic Writing**

- a) Literature review
- b) Referencing and Citation
- c) Plagiarism & Citation Management Tool: Mendeley

### **Unit 3: Major Academic writings:**

- a) Review and research paper writing
- b) Thesis writing, Empirical studies,
- c) Research proposal, conference papers/chapters/ book writing

### **Unit 4 : Challenges and Avenues of Academic Writing**

- a) Challenges in Academic writing and team management
- b) Submission and Post Submission guidelines
- c) OERs: Use and Development

### **Suggested Activities for Subject-Specific Term Work Assessment:**

1. Write an abstract for a conference theme and send it for review. Obtain a review report
2. Read a journal article and write its denotative summary.
3. Make charts / diagrams / web or mind map relationships between ideas/ variables of study
4. Review any 10 articles related to a topic / theme and write a review paper
5. Write an essay on a relevant education-based topic and check it for plagiarism submits.

### **Self-Learning Material**

<b>Unit</b>	<b>Topic</b>	<b>Reference Material</b>
<b>All Units</b>	<b>Academic Writing (Swayam Course)</b>	<a href="https://onlinecourses.swayam2.ac.in/cec20_ge29/preview">https://onlinecourses.swayam2.ac.in/cec20_ge29/preview</a>

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## **MAED204CS CURRICULUM STUDIES**

**(Elective Course)**

### **Preamble**

The course of curriculum studies introduces the learner to foundational concepts of curriculum and models of curriculum design and how to frame and organise curriculum meaningfully. The learner will be oriented towards curriculum and its evaluation. The learner acquires knowledge and understanding of different strategies for curriculum reform and also implements.

### **Course Objectives**

- To acquire the knowledge of curriculum & its development
- To apply Models of Curriculum Design
- To develop an understanding of Curriculum and its Evaluation
- To critically analyze the strategies to reform the Curriculum.

### **Course Learning Outcomes (CLO)**

**At the end of the course, the student will be able to**

1. Explain curriculum and its development
2. Apply the models of curriculum design in educational practice
3. Evaluate a curriculum using appropriate approach/model
4. Design strategies for curriculum reform.

### **Unit 1: Curriculum & its Development**

- a) Concept and Principles of Curriculum, Foundations of Curriculum Planning – Philosophical, Sociological, Psychological Bases
- b) Stages in the Process of Curriculum development
- c) Benchmarking and Role of Statutory Bodies - UGC, NCTE and the University in Curriculum Development

### **Unit 2: Models of Curriculum Design**

- a) Traditional and Contemporary Models, Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model
- b) Outcome Based Integrative Model, Intervention Model
- c) C I P P Model (Context, Input, Process, Product Model)

### Unit 3: Curriculum and its Evaluation

- a) Instructional Systems and Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction
- b) Approaches to Evaluation of Curriculum
- c) Models of Curriculum Evaluation: Tyler's Model, Stake's Model, Kirkpatrick's Model

### Unit 4: Curriculum Reform

- a) Meaning and types of Curriculum reform, Factors affecting curriculum reform
- b) Approaches to curriculum reform
- c) Role of students, teachers and educational administrators in curriculum reform and improvements

#### Suggested Activities for Subject-Specific Term Work Assessment :

1. Critically analyse a curriculum of different boards or countries, at any level of education with respect to its relevance, scope and credibility.
2. Upgrade your curriculum so as to make it responsive to the new socio-economic order.

#### Self Learning Material

Unit	Topic	Reference Material
Unit-1b	Stages in the Process of Curriculum development	<a href="http://www.fao.org/3/ah650e/ah650e03.htm">http://www.fao.org/3/ah650e/ah650e03.htm</a>
Unit-2c	CIPP evaluation model	<a href="https://files.eric.ed.gov/fulltext/EJ1180614.pdf">https://files.eric.ed.gov/fulltext/EJ1180614.pdf</a>
Unit-3b	Approaches to curriculum evaluation	<a href="http://egyankosh.ac.in/bitstream/123456789/8282/1/Unit-17.pdf">http://egyankosh.ac.in/bitstream/123456789/8282/1/Unit-17.pdf</a>

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## **MAED204HE HISTORY OF EDUCATION IN INDIA (Elective Course)**

### **Preamble**

This course introduces the learner to the rich history of education in India. The learners develop an understanding of Education in Ancient and Medieval India. The learners are made aware of the education during the British Period. They analyse the Committees and Commissions' Contribution to Education in the Post Independence Era. They also learn to critically analyse the Contemporary Educational Problems, Issues and Trends in India.

### **Course Objectives**

- To develop an understanding of Education in Ancient and Medieval India.
- To create an awareness of Education during the British Period.
- To analyse the Committees and Commissions' Contribution to Education in Post Independence Era.
- To critically analyze Contemporary Educational Problems, Issues and Trends in India.

### **Course Learning Outcomes (CLO)**

**At the end of the course, the student will be able to.....**

1. Describe the Education in Ancient and Medieval India.
2. Explain the Education during the British Period
3. Explore the Committees and Commissions' Contribution to Education in Post Independence Era
4. Explicate the Contemporary Educational Problems, Issues and Trends in India

### **Unit 1: Education in Ancient and Medieval India:**

- a) Education System in the Vedic Period and in the later Vedic Period (1200 B. C. to 200 B. C.)
- b) The Buddhist Education
- c) Islamic Education in the Mediaeval Period (10th Century A. D. to mid-18th Century A. D.)

## **Unit 2: Education during the British Period:**

- a) Macaulay's Minutes (1835), Downward Filtration Theory of Education and the Oriental-Anglicist or Occidental Controversy; Woods' Despatch (1854), Indian Education Commission or Hunter Commission (1882),
- b) Sadler Commission or Calcutta University Commission (1917 - 1919) and Hartog Committee (1928)
- c) Important Development in Educational Progress (1921-1937), Wardha Scheme of Education (1937) and Sargent Report (1944)

## **Unit 3: Committees and Commissions' Contribution to Education in Post Independence Era:**

- a) Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992),
- b) National Curriculum Framework 2005, National Knowledge Commission (2007), NEP 2020
- c) Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012)

## **Unit 4: Contemporary Educational Problems, Issues and Trends in India:**

- a) Problems of wastage and stagnation; and Examination Reforms
- b) Inclusive Education and Education for Marginalised Group
- c) Impact of Globalization on Higher Education, Millennium Development Goals given by UNESCO Highlighting Education, and Privatisation of Higher Education

## **Self Learning Material**

<b>Unit</b>	<b>Topic</b>	<b>Reference Material</b>
3c	National Curriculum Framework 2005, National Knowledge Commission (2007),	<a href="https://kviffcogimlibrary.files.wordpress.com/2018/02/nf-2005.pdf">https://kviffcogimlibrary.files.wordpress.com/2018/02/nf-2005.pdf</a>

3b	National Policy of Education (1986,1992), National Commission on Teachers (1999), \	<a href="https://en.wikipedia.org/wiki/National_Policy_on_Education">https://en.wikipedia.org/wiki/National_Policy_on_Education</a>
4d	Millennium Development Goal given by UNESCO Highlighting Education, and Privatization of Higher Education	<a href="https://en.wikipedia.org/wiki/Millennium_Development_Goals">https://en.wikipedia.org/wiki/Millennium_Development_Goals</a>

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## **MAED204PA PEDAGOGY, ANDRAGOGY AND ASSESSMENT (Elective Course)**

### **Preamble**

The course of Pedagogy, Andragogy and Assessment introduces the learner to foundational concepts of pedagogy, andragogy and how to organise teaching meaningfully. The learner will be oriented to perspectives and types of assessment. Further the learner acquires knowledge of assessment in Pedagogy of Education and also develops an understanding of assessment in Andragogy of Education.

### **Course Objectives**

- To develop an understanding about the concept of pedagogy and andragogy.
- To apply the concept of assessment and its types.
- o acquire knowledge of assessment in Pedagogy of Education.
- To develop an understanding of assessment in Andragogy of Education.

### **Course Learning Outcomes (CLO)**

**At the end of the course, the student will be able to**

1. Elucidate the concept of pedagogy and andragogy.
2. Comprehend the concept of assessment and its types.
3. Elaborate the assessment in Pedagogy of Education.
4. Describe the need and significance of assessment in Andragogy of Education.

### **Unit 1: Concept of Pedagogy and Andragogy**

- a) Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy-Meaning, Need and its implications in Teacher Education,
- b) Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model)
- c) Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy

### **Unit 2: Concept of Assessment**

- a) Assessment – Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning)
- b) Types of Assessment (Placement, formative, diagnostic, summative)
- c) Relations between objectives and outcomes, Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

### Unit 3: Assessment in Pedagogy of Education:

- a) Feedback Devices: Meaning, Types and Criteria for selection
- b) Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics
- c) Competency Based Evaluation & Assessment of Teacher Prepared ICT Resources

### Unit 4: Assessment in Andragogy of Education

- a) Interaction Analysis: Flanders' Interaction analysis,
- b) Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix),
- c) Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).

### Suggested Activities for Subject-Specific Term Work Assessment:

1. Preparation of Student Portfolio
2. Development of tool of evaluation
3. Maintenance of Reflective Journal
4. Conduct a Case Study / Interaction Analysis
5. Preparation of a Rubric as a device of assessment

### Self Learning Material

Unit	Topic	Reference Material
1 a	Organizing Teaching	<a href="https://www.learningclassesonline.com/2019/08/levels-of-teaching.html">https://www.learningclassesonline.com/2019/08/levels-of-teaching.html</a>
4 b	Galloway's system of interaction analysis	<a href="http://www.ijirg.com/ijirg/wp-content/uploads/2016/09/Dr._Jyoti_Gangarde-1.pdf">http://www.ijirg.com/ijirg/wp-content/uploads/2016/09/Dr._Jyoti_Gangarde-1.pdf</a>

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## **MAED204GS GENDER STUDIES AND EDUCATION (Elective Course)**

### **Preamble**

This course aims to acquaint the student teachers with key concepts related to gender, feminist theories related to education. This course will create an awareness among student teachers towards gender issues and challenges in the Indian context. This course will also help student teachers in understanding the prevailing gender disparity and strategies to eliminate the same through school and curriculum and understanding the interface and role of community, family, school, counsellors, neighbours, religious groups and media in fostering gender equality.

### **Course Objectives**

- To develop basic understanding of the key concepts related to gender,
- To develop an understanding of feminist theories related to education.
- To create an awareness towards gender related issues and challenges.
- To analyse gender disparity and eliminate it through school and curriculum.

### **Course Learning Outcomes (CLO)**

**At the end of the course, the student will be able to.....**

1. Relate the concepts of Gender identity and Gender discrimination
2. Apply the theories on gender and education in Indian context
3. Elaborate the issues and challenges of gender
4. Suggest measures for elimination of gender disparity in education

### **Unit 1: Key Concepts in gender**

- a) Sex and Gender; Types of Gender, Gender Roles and Gender Inequality
- b) Gender Stereotyping and Gender Discrimination
- c) Gender identity: femininity and masculinity

### **Unit 2: Theories on Gender and Education: Application in Indian Context**

- a) Feminist thoughts - Liberal, Socialist, and Radical Feminism.
- b) Gender role Socialization Theory, Gender Structural Theory
- c) Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal;  
Societies: Assessing affect on Education of Boys and Girls

### Unit 3: Gender - Issues and Challenges

- a) Types of violence: physical, sexual, psychological and verbal, Forms of violence against women in family, Community and State
- b) Gender Images - Sports, Arts, Entertainment and Fashion Industry
- c) Responding to Violence – State response, Service providers, NGOs and Legal provisions.

### Unit 4: Elimination of Gender Disparity in Education

- a) Gender disparity in education, Representation and Eliminating gender disparity - school curriculum, schooling processes school textbooks of gender roles
- b) Teacher as an agent of change in eliminating gender disparity.
- c) Understanding the interface - Role of Community, family, school, counsellors, neighbours, religious groups and Media.

### Suggested Activities for Subject-Specific Term Work Assessment :

1. Interview of a Transgender and life lessons
2. Group presentation: Gender discrimination in various social institutions
3. Brainstorming sessions after watching videos of great women.
4. Seminar on representation of gender roles in textbooks and curriculum.

### Self Learning Material

Unit	Topic	Reference Material
3.a.	Types of violence: physical, sexual, psychological and verbal	<ul style="list-style-type: none"><li>• <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2652990/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2652990/</a></li><li>• <a href="https://www.who.int/violenceprevention/approach/definition/en/">https://www.who.int/violenceprevention/approach/definition/en/</a></li></ul>
3.a.	Forms of violence against women in family, Community and State	<ul style="list-style-type: none"><li>• <a href="https://www.who.int/news-room/fact-sheets/detail/violence-against-women">https://www.who.int/news-room/fact-sheets/detail/violence-against-women</a></li><li>• <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4462781/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4462781/</a></li><li>• <a href="https://www.ncjrs.gov/pdffiles1/nij/199701.pdf">https://www.ncjrs.gov/pdffiles1/nij/199701.pdf</a></li></ul>
3.c.	Responding to Violence – State response, Service providers, NGOs and Legal provisions.	<a href="https://wcd.nic.in/sites/default/files/Final%20Draft%20report%20BSS_0.pdf">https://wcd.nic.in/sites/default/files/Final%20Draft%20report%20BSS_0.pdf</a>

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# **MAED204PE POLITICS AND ECONOMICS OF EDUCATION**

## **Preamble**

This course introduces student teachers with the politics and economics of education. The student teachers will acquire the knowledge of the concept of economics of education in relation to education as an industry, education as consumption and education as an individual, social and national investment. The course will enable student teachers in understanding the perspectives in economics of education in relation to cost benefit analysis Vs cost effective analysis in education, economic returns to higher education signalling theory Vs human capital theory and concept of educational finance. This course will enable student teachers in understanding the relation between linkage between educational policy and national development, perspectives of politics of education liberal, conservative and critical, education for political development and political socialization.

## **Course Objectives**

- To develop an understanding of the concept of Economics of Education
- To study the perspectives in Economics of Education.
- To develop insights about the relationship between Policies and Education
- To ascertain relationship between Politics and Education

## **Course Learning Outcomes (CLO)**

**At the end of the course, the student will be able to.....**

1. Elucidate the concepts of Economics of Education
2. Interpret the perspectives in Economics of Education
3. Explain the relationship between Policies and Education
4. Describe the perspectives, approaches and Education for Political Development and Political Socialization

## **Unit 1: Concept of Economics of Education**

- a) Meaning, definition, scope and importance of Economics of Education.
- b) Education as an industry,
- c) Education as consumption and Education as individual, social and national investment.

## **Unit 2: Perspectives in Economics of Education**

- a) Cost Benefit Analysis Vs Cost Effective Analysis in Education,
- b) Economic returns to Higher Education Signalling Theory Vs Human Capital Theory,
- c) Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting

### Unit 3: Relationship between Policies and Education

- a) Linkage between Educational Policy and National Development,
- b) Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision,
- c) Planning of policy implementation, policy impact assessment and subsequent policy cycles

### Unit 4: Relationship Between Politics and Education

- a) Perspectives of Politics of Education Liberal, Conservative and Critical,
- b) Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice),
- c) Education for Political Development and Political Socialization

### Suggested Activities for Subject-Specific Term Work Assessment :

Suggest measures of improvement in education so as to enhance and sustain economic development in India.

1. Study the unit cost of education (any level).
2. Analyse and prepare a report on New Education Policy, 2019
3. Compare the Educational Policy of India with Educational Policies of developed countries (Any two countries)

### Self Learning Material

Unit	Topic	Reference Material
1.a.	Meaning, definition, scope and importance of Economics of Education.	<ul style="list-style-type: none"><li>• <a href="https://onlinenotebank.wordpress.com/2019/08/25/meaning-nature-and-scope-of-economics-of-education/">https://onlinenotebank.wordpress.com/2019/08/25/meaning-nature-and-scope-of-economics-of-education/</a></li><li>• <a href="https://ibukunolu.wordpress.com/2010/09/20/eme-101-basic-concept-of-economics-of-education/">https://ibukunolu.wordpress.com/2010/09/20/eme-101-basic-concept-of-economics-of-education/</a></li></ul>
1.b.	Education as an industry,	<a href="https://www.predictiveanalyticstoday.com/what-is-education-industry/">https://www.predictiveanalyticstoday.com/what-is-education-industry/</a>

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## **MAED205-INTERNSHIP (FOUR WEEKS)**

Internship in organizations and institutions working in education at elementary/secondary levels of education as well as in teacher education institutions will be organized during the programme.

Internship will be in Semester 2 for 4 weeks and 4 credits.

After the internship, the students will be expected to submit a reflective report of their experiences.

Internship can be in the following types of suggested sites/fields/institutions.

- Schools, Junior Colleges and Colleges.
- Professional pre-service teacher education institutions
- An organization engaged in the development of innovative curriculum and pedagogic practices.
- International/national/state institution involved in curriculum design, textbook development, education policy planning, formation and implementation; educational administration and management.
- In-service training institutions for teachers.

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# **SEMESTER-III**

## MA Education (Educational Management and Technology)

### Framework

### Part 6 - The Scheme of Teaching and Examination

#### Semester III

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
1	<b>MAED301 EMERGING EDUCATIONAL TECHNOLOGIES</b>	1	<b>Digital Tools for Content Creation</b>	15	60	4	100 (70+30)
		2	<b>Trends in emerging Educational Technologies</b>	15			
		3	<b>Understanding the technologies of Virtual Classroom</b>	15			
		4	<b>Artificial Intelligence in Education</b>	15			
2	<b>MAED302 EDUCATIONAL ADMINISTRATION &amp; ENTREPRENEUR SHIP</b>	1	<b>Educational Administration</b>	15	60	4	100 (70+30)
		2	<b>Trends in Educational Administration</b>	15			
		3	<b>Educational Entrepreneurship</b>	15			
		4	<b>Trends in Edupreneurship &amp; International Education</b>	15			
3	<b>MAED303 CONTEMPORA RY TEACHER EDUCATION</b>	1	<b>Concept of Teacher Education</b>	15	60	4	100 (70+30)
		2	<b>Teacher Education at different levels</b>	15			
		3	<b>Agencies of teacher</b>	15			

S.N.	Subject Code & Title	Subject Unit Title	Lectures (48 min)	Total Lectures	Credits	Total Marks
		Education Programmes				
		4 Research in teacher education	15			
4	MAED304 ADVANCED EDUCATIONAL RESEARCH	1 Quantitative Research Designs	15	60	4	100 (70+30)
		2 Qualitative Research Designs	15			
		3 Data Analysis	15			
		4 Research Reporting	15			
5	MAED305DT SEMINAR/ RESEARCH PROJECT (Elective Course)	Digital Tools for Virtual Classroom	-	120	4	100
6	MAED305LM SEMINAR/ RESEARCH PROJECT (Elective Course)	Project Work (Learning Management System - 4 Quadrants)	-	120	4	100
		TOTAL			20	500

## **Part 7: Detail Scheme Theory**

### **II Year - Semester – III - Units – Topics – Teaching Lectures**

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective UNIT.

### **MAED301 EMERGING EDUCATIONAL TECHNOLOGIES**

#### **Preamble**

This course will acquaint the students with emerging educational technologies. The students will be engaged in using digital tools in creating e-content and e-lesson plans and electronic audio-video educational content. Students will develop an understanding of various software to create educational videos and short films. Learners will develop an understanding of technologies in creating robotics and artificial intelligence as a support material to engage students in the classroom. The students will also apply these technologies to conduct virtual classroom activities. They will develop competencies in creating digital course content, facilitate online education, blended learning experiences, and conduct online assessments. Overall this course will create tech-savvy professional practitioners to cater to the needs of digital natives.

#### **Course Objectives**

- To develop skills in using digital tools to create educational content.
- To develop an understanding of the latest trends in educational technology.
- To apply the technologies of Virtual Classroom.
- To develop an appreciation of the use of AI tools in education.

#### **Course Learning Outcomes (CL)**

At the end of the course, the student will be able to:

1. Use digital tools of content creation
2. Enumerate the latest trends in educational technology
3. Apply the technologies of Virtual Classroom
4. Elaborate on the use of AI tools in education

#### **Unit 1: Digital Tools for Content Creation**

- a) Ebooks
- b) Videos, Podcasts and Webinars
- c) Blog Posts and Infographics

## Unit 2: Trends in emerging Educational Technologies

- a) Gamification, Augmented and Virtual Reality
- b) Learning Analytics and Digital Pedagogies
- c) Robotics in Education

## Unit 3: Understanding the technologies of Virtual Classroom

- a) Microsoft Teams
- b) Google Workspace
- c) Web 3.0 Open Source Software and Cloud Computing

## Unit 4: Artificial Intelligence in Education

- a) Concept of Artificial Intelligence
- b) Artificial Intelligence in School and Higher Education
- c) Role of Artificial Intelligence in the classroom

## Suggested Activities for subject-specific term-work assessment

1. Create digital tools for use in the classroom
2. Use the features of Microsoft Teams
3. Develop a course in google workspace
4. Review recent research studies related to the use of technology in education
5. Prepare a case study in application of educational technology

## Self-learning materials:

Unit	Topic	Reference Material
1	Gamification of Education	<a href="https://rotman.utoronto.ca/-/media/files/programs-and-areas/behavioural-economics/guidegamificationeducationdec2013.pdf">https://rotman.utoronto.ca/-/media/files/programs-and-areas/behavioural-economics/guidegamificationeducationdec2013.pdf</a>
4	Artificial intelligence in Education	<a href="https://curriculumredesign.org/wp-content/uploads/AIED-Book-Excerpt-CCR.pdf">https://curriculumredesign.org/wp-content/uploads/AIED-Book-Excerpt-CCR.pdf</a>

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# **MAED302 EDUCATIONAL ADMINISTRATION & ENTREPRENEURSHIP**

## **Preamble**

This course prepares teachers in school and higher education towards a conceptual understanding of educational administration, entrepreneurship, social entrepreneurship and about an edupreneur. Along with administration, the course emphasises on the significance of collaboration, networking, knowledge generation and the use of mechanisms enabling smooth administration processes. The course encourages appreciation of entrepreneurial understanding and values in developing an understanding of a spirit of edupreneurship. The course encourages educators to look at careers not only from the lens of job seekers but also from the lens of job creators, which could be further shared in their classrooms. This course develops a deeper sense of understanding about entrepreneurship in relation to the society through social entrepreneurship, leading to an appreciation for innovation, and creation of value for oneself and the larger society at national and international levels.

## **Course Objectives**

- To develop an understanding related to educational administration
- To ascertain the trends in educational administration
- To develop insights into educational edupreneurship
- To explore the concept of international education.

## **Course Learning Outcomes (CLO)**

**At the end of the course, the student will be able to:**

1. Describe educational administration and its skills.
2. Represent the essentials of networking, collaboration, capacity building, knowledge generation and the use of mechanisms such as ERP in educational administration.
3. Define the concepts of entrepreneurship, social entrepreneurship and edupreneurship emphasizing on the need for social entrepreneurship in education and apply the necessary pedagogies to create a culture of edupreneurship.
4. Analyse the concept and requisites of international education

## **Unit 1: Educational Administration**

- a) Educational Administrators: Role, Importance and Skills
- b) Administration of Resources: Human, Finance and Infrastructure
- c) Nature and Scope of Educational Administration

## **Unit 2: Trends in Educational Administration**

- a) Role of ERP in Managing Administrative Processes

- b) Networking and Collaboration with Stakeholders
- c) Capacity building and Knowledge Generation

### **Unit 3: Educational Entrepreneurship**

- a) Concept of Entrepreneurship, Edupreneurship and Social Entrepreneurship
- b) Pedagogy, Innovation and Entrepreneurship with reference to Design Thinking
- c) Creating an effective culture of Edupreneurship

### **Unit 4: International Education**

- a) Introduction to International Education; Objectives and Scope of International Education
- b) Strategies for International education- Infusing Global perspectives in the curriculum
- c) Opportunities and Challenges of International Education

### **Suggested Tasks and Activities:**

1. Case Study of Edtech Companies/ social entrepreneurship ventures
2. Literature review of articles on Edupreneurs and Social entrepreneurs
3. Interview with Educational Administrator/ Edupreneur
4. Role play of Administrative Responsibilities
5. Presentation on Entrepreneurial and Administrative topics

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# MAED303 CONTEMPORARY TEACHER EDUCATION

## Preamble

This course helps the learner to develop an understanding about the meaning, scope and objectives of teacher education and its development in India. It helps the learner to explore teacher education at different levels. Further they get acquainted with various agencies of teacher education programmes and analyze the important research findings in teacher education.

## Course Objectives

- To develop an understanding about the meaning, scope and objectives of teacher education and its development in India.
- To explore Teacher Education at different levels.
- To acquaint the students with various agencies of teacher education programmes
- To analyze the important research findings in teacher education

## Course Learning Outcomes (CLO)

**At the end of the course, the student will be able to**

1. Outline the development of teacher education before and after independence
2. Plan student teaching programmes and teaching of a particular subject
3. Interpret the teacher education programmes of different agencies
4. Formulate Professional preparation of teachers' educators

### Unit 1: Concept of Teacher Education

**(16 Lectures)**

- a) Meaning of Teacher Education, Scope of teacher education
- b) Development of teacher education before independence
- c) Development of teacher education after independence

### Unit 2: Teacher Education at different levels

**(16-Lectures)**

- a) Objectives of Teacher Education at Primary level and at Secondary level
- b) Student teaching programmes: pattern of student teaching, internship and practice teaching
- c) Preparation for the teaching of a particular subject

**Unit 3: Agencies of teacher Education Programmes****(16 Lectures)**

- a) SCERT, DIET
- b) NCERT
- c) NCTE

**Unit 4: Research in teacher education****(16 Lectures)**

- a) Importance of Networking and Collaboration in Teacher education programme
- b) In-service training programmes
- c) Professional preparation of teachers' educators

**Suggested Activities for Subject-Specific Term Work Assessment:**

1. Concept of Profession, Teaching as a Profession, Professional Ethics of Teachers
2. Personal and Contextual Factors affecting Teacher Development

**Self Learning Material**

Unit	Topic	Reference Material
3 c	Agencies of teacher Education Programmes - NCERT	<a href="https://nroer.gov.in/home/file/readDoc/59835ecf16b51cc4c4db285a/academic-support-structures-like-nuepa-ncert-scert-siemat-diet.pdf">https://nroer.gov.in/home/file/readDoc/59835ecf16b51cc4c4db285a/academic-support-structures-like-nuepa-ncert-scert-siemat-diet.pdf</a>
4 c	In-service training programmes	<a href="https://files.eric.ed.gov/fulltext/EJ1115837.pdf">https://files.eric.ed.gov/fulltext/EJ1115837.pdf</a>

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# MAED304 ADVANCED EDUCATIONAL RESEARCH

## Preamble

This course aims to develop the skills among prospective teachers in understanding the research methodology in undertaking Causal-Comparative, Correlational, Case Study type of researches and Pre-Experimental Design, Quasi- Experimental Design and True-Experimental Designs, Factorial Design, Single-subject Design type of researches. The student teachers will be able to prepare a research design i.e Grounded Theory and Narrative Research, Evaluative Research and Policy Research, Mixed Methods Design. The student teachers will be able to compile the data, do the data analysis of the quantitative and qualitative data. The student teachers will be able to write a research report with proper format, style and mechanics, references and bibliography.

## Course Objectives

- To develop an understanding about the designs of educational research
- To distinguish the processes of qualitative and mixed research designs
- To develop the skills of data compilation and data analysis.
- To enable students to write research reports.

## Course Learning Outcomes (CLO)

**At the end of the course, the student will be able to.....**

1. Comprehend the different quantitative research designs.
2. Comprehend the different qualitative research designs.
3. Analyse the difference between approaches of quantitative and qualitative data analysis.
4. Understand the development of a research report.

## Unit 1. Quantitative Research Designs

- a) Descriptive Research: Causal-Comparative, Correlational
- b) Experimental Research: Pre-Experimental Design, Quasi- Experimental Design and True-Experimental Designs, Factorial Design, Single-subject Design
- c) Internal and External Experimental Validity, Controlling extraneous and intervening variables

## Unit 2. Qualitative Research Designs

- a) Grounded Theory, Phenomenology, Ethnography and Narrative Research
- b) Case Study and Historical research
- c) Mixed Methods Design

### Unit 3. Data Analysis

- a) Quantitative Data Analysis: Descriptive data analysis
- b) Quantitative Data Analysis: Parametric Techniques, Non- Parametric Techniques and Inferential data analysis - Correlation, t-test, ANOVA, ANCOVA and Chi- square
- c) Qualitative Data Analysis: Data Reduction, Coding and Classification

### Unit 4. Research Reporting

- a) Writing a Research Report
- b) Evaluating a Research Report
- c) Avoiding Plagiarism

### Suggested Activities for Subject-Specific Term Work Assessment:

1. Evaluate a research paper / report
2. Conduct data analysis on a dummy data.
3. Presentation of a research paper in a seminar / conference

### Self-Learning Topics (Unit wise) and Self Learning Material

Unit	Topic	Reference Material
1b)	Experimental Research	<a href="https://youtu.be/_OOKwHKBKek">https://youtu.be/_OOKwHKBKek</a>
1c)	Internal and External Experimental Validity, Controlling extraneous and intervening variables.	<a href="https://youtu.be/_OOKwHKBKek">https://youtu.be/_OOKwHKBKek</a>
2c)	Mixed Methods Research	<a href="https://youtu.be/ZRP6N3_InZ8">https://youtu.be/ZRP6N3_InZ8</a> <a href="https://youtu.be/kfQZler2wIA">https://youtu.be/kfQZler2wIA</a>
2	Research Design	<a href="https://www.intechopen.com/books/cyberspace/research-design-and-methodology">https://www.intechopen.com/books/cyberspace/research-design-and-methodology</a>
3b)	Quantitative Data Analysis	<a href="https://research-methodology.net/research-methods/data-analysis/quantitative-data-analysis/">https://research-methodology.net/research-methods/data-analysis/quantitative-data-analysis/</a>
3c)	Qualitative Data Analysis	<a href="https://research-methodology.net/research-methods/data-analysis/qualitative-data-analysis/">https://research-methodology.net/research-methods/data-analysis/qualitative-data-analysis/</a>

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**MAED305DT: SEMINAR/ RESEARCH PROJECT: DIGITAL TOOLS  
FOR VIRTUAL CLASSROOM:  
(Elective Course)**

It would be in Semester III for 4 credits and students need to develop and submit 5 Digital Tools with prior approval of the college. The learner will develop FIVE E-lessons using Digital Tools for Virtual Classroom. It would be in semester – III which will carry 4 credits and 100 marks

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**MAED305LM SEMINAR/ RESEARCH PROJECT: LEARNING  
MANAGEMENT SYSTEM**

**(Elective Course)**

This would be in Semester III for 4 credits and students need to develop, add resources and implement Google Classroom or EDMODO in **four quadrants** with prior approval of the college.

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# **SEMESTER-IV**

**MA Education (Educational Management and Technology)**

**Framework**

**Part 8 - The Scheme of Teaching and Examination**

**Semester IV**

S.N.	Subject Code & Title	Subject Unit Title		Lectures (48 min)	Total Lectures	Credits	Total Marks
1	<b>MAED401 ENVIRONMENTAL EDUCATION</b>	1	<b>Concept of Environment</b>	15	<b>60</b>	<b>4</b>	<b>100 (70+30)</b>
		2	<b>Environmental Issues. (Meaning, causal factors, Effects and Remedies)</b>	15			
		3	<b>Evolution of Environmental Education</b>	15			
		4	<b>Environmental Initiatives, Projects And Laws</b>	15			
2.	<b>MAED402 INCLUSIVE EDUCATION</b>	1	<b>Introduction to Inclusion</b>	15	<b>60</b>	<b>4</b>	<b>100 (70+30)</b>
		2	<b>An Overview of Diverse Learners</b>	15			
		3	<b>Policy, Programmes and Planning of Inclusive Education</b>	15			
		4	<b>Planning and Management of Inclusive Education</b>	15			
3.	<b>MAED403 GUIDANCE AND COUNSELLING</b>	1	<b>Fundamentals of Guidance</b>	15	<b>60</b>	<b>4</b>	<b>100 (70+30)</b>
		2	<b>Fundamentals of Counselling</b>	15			
		3	<b>Trends in Guidance and Counselling</b>	15			
		4	<b>Career Counselling and Occupational</b>	15			

<b>S.N.</b>	<b>Subject Code &amp; Title</b>	<b>Subject Unit Title</b>	<b>Lectures (48 min)</b>	<b>Total Lectures</b>	<b>Credits</b>	<b>Total Marks</b>
		<b>Information</b>				
4	<b>MAED404 SEMINAR/ RESEARCH PROJECT</b>	<b>Dissertation</b>	-	-	8	200
		<b>TOTAL</b>			<b>20</b>	<b>500</b>

## **Part 9: Detail Scheme Theory**

### **II Year - Semester – IV - Units – Topics – Teaching Lectures**

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective UNIT.

#### **MAED401 ENVIRONMENTAL EDUCATION**

##### **Course Objectives:**

- To develop an understanding of Environment, Ecosystem and Ecology
- To ascertain the environmental issues wrt meaning, causal factors, effects and remedies.
- To develop insights about the development of environmental education.
- To explore environmental initiatives, projects and laws.

##### **Course Learning Outcomes (CLOs):**

At the end of the course, the student will be able to

1. Explain the concept of environment, ecosystem and ecology.
2. Illustrate the environmental issues wrt meaning, causal factors, effects and remedies.
3. Enumerate the development of environmental education.
4. Describe the environmental initiatives, projects and laws.

##### **Unit 1 Concept of Environment, Ecosystem and Ecology**

- a. Environment: Meaning and Components – Biotic and Abiotic; Major Types of Ecosystem and Biomes
- b. Concept of Ecology, Ecological Energy Dynamics (Food chain), Food web, Ecological Pyramids (Numbers, Mass, Energy)
- c. Concept of Biogeochemical cycles, Water Cycle

##### **Unit 2 Environmental Issues. (Meaning, causal factors, Effects and Remedies)**

- a. Climate Change and Loss of Biodiversity.
- b. Biomagnification and Eutrophication
- c. Genetic Engineering and Urban Sprawl

##### **Unit 3 Development of Environmental Education**

- a. Environmental Education: Meaning, Objectives, Principles, Significance.
- b. Approaches and Club:
  - i) Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary)
  - ii) Nature / Environmental Club - Objectives, Structure and Activities
- c. Sustainable Development: Meaning, Need, Guiding Principles

##### **Unit 4 ENVIRONMENTAL INITIATIVES, PROJECTS AND LAWS**

- a. Sustainable Environmental Management:
  - i) Sustainable Environmental Practices: Rainwater Harvesting, Mangrove Management, Solid Waste Management (Meaning, Process and Significance of each)

- ii) Indigenous Technical Knowledge (ITK) Practices as Sustainable Practices
- iii) Disaster Management
- b. Movements and Projects:
  - i) Movements/Andolan: Raleganj Siddhi, Green Peace, Tarun Bharat Sangh, Narmada Bachao Andolan; and
  - ii) Projects: Tiger project, Ganga Action Plan
- c. Laws of Conservation and Protection: Wildlife Protection Act (1972), Environmental Protection Act (1986), and Noise Pollution Act (2000).

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# MAED402 INCLUSIVE EDUCATION

## Preamble

This course develops an understanding among the learners about the concept and philosophy of inclusive education in different contexts and the nature and types of diverse learners. It further acquaints learners about various policies and programmes facilitating inclusive education and enables learners in understanding planning and management of inclusive classrooms.

## Course Objectives:

- To develop in students an understanding of the concept and philosophy of inclusive education in different contexts.
- To develop in students an understanding of the nature and types of diverse learners.
- To acquaint students about various policies and programmes facilitating inclusive education.
- To enable students to understand planning and management of inclusive classrooms.

## Course Learning Outcomes (CLO)

**At the end of the course, the student will be able to.....**

1. Explain the concept of inclusion
2. Identify the types and characteristics of diverse learners
3. Evaluate the Policy, Programmes and Planning of Inclusive Education
4. Design curriculum and plan for Inclusive Classrooms

## Unit 1: Introduction to Inclusion

- a) Meaning of Access, Equity, Diversity, Empowerment, Human rights and Social Justice
- b) Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners- Including Marginalised group and Learners with Disabilities)
- c) Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education

## Unit 2 : An Overview of Diverse Learners

- a) Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion
- b) Prevalence, Types, Characteristics and Educational Needs of Diverse learners Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities
- c) Identification of Diverse Learners for Inclusion

### Unit 3 : Policy, Programmes and Planning of Inclusive Education

- a) Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial)
- b) Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA)
- c) Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

### Unit 4: Planning and Management of Inclusive Education

- a) Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices; Curriculum and Curricular Adaptations for Diverse Learners
- b) Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualised Education Plan (IEP), Remedial Teaching),
- c) Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers School

### Suggested Activities for Subject-Specific Term Work Assessment :

1. Case Study of a differently abled learner.
2. Visit and Observation of special schools (Infrastructure, Classroom Technology, Educational practices).
3. Interview with special teacher or counsellor.

### Self Learning Material

Unit	Topic	Reference Material
1.c.	Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education	<a href="https://shodhganga.inflibnet.ac.in/bitstream/10603/188763/5/cha-pter%202.pdf">https://shodhganga.inflibnet.ac.in/bitstream/10603/188763/5/cha-pter%202.pdf</a> <a href="https://www.researchgate.net/publication/301675529_INCLUSIVE_EDUCATION_IN_INDIA_-_CONCEPT_NEED_AND_CHALLENGES">https://www.researchgate.net/publication/301675529_INCLUSIVE_EDUCATION_IN_INDIA_-_CONCEPT_NEED_AND_CHALLENGES</a>

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# MAED403 GUIDANCE AND COUNSELLING

## Preamble

This course helps the learner to acquire the knowledge of the concepts of guidance and counselling. It develops an understanding of educational, vocational and personal guidance among the learners. Further the learner explores various approaches of counselling and theories of counselling and is aware of career counselling and disseminates occupational information.

## Course Objectives:

- To develop an understanding of fundamentals of guidance
- To apply the fundamentals of counselling
- To analyse the various trends in guidance and counselling.
- To comprehend occupational information and career counselling

## Course Learning Outcomes (CLO)

**At the end of the course, the student will be able to**

1. Explain the need and types of guidance at various stages of life and levels of education
2. Elucidate the concept, approaches of counselling and its professional ethics
3. Explore the trends in guidance and counselling
4. Describe career counselling and occupational information.

## Unit 1: Fundamentals of Guidance

- a) Guidance: Concept, Nature, Need, Principles & Functions
- b) Need of guidance at various Stages of life
- c) Types of Guidance: Educational, Vocational and Personal- Meaning and need at Secondary and Higher Secondary level.

## Unit 2: Fundamentals of Counselling

- a) Concept of counselling, Types of counselling: Directive, Non directive, Eclectic
- b) Process of Counselling & Theories of Counselling - Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic Theory (Person Centred Counselling - Carl Roger)
- c) Professional ethics of a counsellor

## Unit 3: Trends in Guidance and Counselling

- a) Individual & Group Guidance (characteristics, skills & need)
- b) Contemporary issues: Depression, substance abuse and academic stress
- c) Role of teacher in guidance with respect to mental health and hygiene

#### **Unit 4: Occupational Information and Career Counselling**

- a) Occupational Information: Concept & Need
- b) Occupational Information: Source and Dissemination
- c) Career Counselling

#### **Suggested Activities for Subject-Specific Term Work Assessment :**

1. Strategies for handling Academic Stress / Handling puberty Issues / suicide.
2. Visit and report of a visit to any one place (Employment exchange, Guidance Bureau, counselling centre)

#### **Self Learning Material**

<b>Unit</b>	<b>Topic</b>	<b>Reference Material</b>
1 d	Role of Teacher in Guidance	<a href="http://breda-guide.tripod.com/New-8.htm">http://breda-guide.tripod.com/New-8.htm</a>
4 d	Contemporary issues such as depression, substance abuse and academic stress	<a href="#"><u>Substance Abuse and Mental Health Issues</u></a>
2d	Guidance - Mental health and hygiene	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4579550/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4579550/</a>
3d	Professional ethics of a counsellor	<a href="http://psychology.iresearchnet.com/counseling-psychology/counseling-ethics/">http://psychology.iresearchnet.com/counseling-psychology/counseling-ethics/</a>

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## **MAED404 SEMINAR/ RESEARCH PROJECT: DISSERTATION**

This would be a research study on an educational topic having 8 credits. Research study will begin in Semester III and the report will be completed and submitted in Semester IV.

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