Learning Outcomes-Based Curriculum Framework
(LOCF)

M.Ed. (2021-23)

Details of curriculum development meetings:

1. Workshop: 16th March 2021
2. Board of Study: 07th Sep. 2021
3. School Board: 14th Sep. 2021
4. Academic Council: 12th Oct. 2021

School of Education

Central University of Haryana, Mahendergarh

Scheme and Syllabus of M.Ed. Programme w.e.f. Academic Session 2021-22

NCTE Regulation-2014/NEP-2020/UGC-LOCF Based Curriculum (2021 -2023)

Scheme and Syllabus of M.Ed. Programme w.e.f. Academic Session 2021-22

Background

Considering the curricular reforms as instrumental for desired learning outcomes, all the academic departments of Central University of Haryana made a rigorous attempt to revise the curriculum of undergraduate and postgraduate programmes in alignment with National Education Policy-2020 and UGC Quality Mandate for Higher Education Institutions-2021. The process of revising the curriculum could be prompted with the adoption of "Comprehensive Roadmap for Implementation of NEP-2020" in the 32nd meeting of the Academic Council of the University held on April 23, 2021. The roadmap identified the key features of the Policy and elucidated the Action Plan with well-defined responsibilities and indicative timeline for major academic reforms.

The process of revamping the curriculum started with the series of webinars and discussions conducted by the University to orient the teachers about the key features of the Policy, enabling them to revise the curriculum in sync with the Policy. Proper orientation of the faculty about the vision and provisions of NEP-2020 made it easier for them to appreciate and incorporate the vital aspects of the Policy in the revised curriculum focused on 'creating holistic, thoughtful, creative and well-rounded individuals equipped with the key 21st century skills' for the 'development of an enlightened, socially conscious, knowledgeable, and skilled nation'.

With NEP-2020 in background, the revised curricula articulate the spirit of the policy by emphasizing upon integrated approach to learning; innovative pedagogies and assessment strategies; multidisciplinary and cross disciplinary education; creative and critical thinking; ethical and Constitutional values through value-based courses; 21st century capabilities across the range of disciplines through life skills, entrepreneurial and professional skills; community and constructive public engagement; social, moral and environmental awareness; Organic Living and Global Citizenship Education (GCED); holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning; exposure to Indian knowledge system, cultural traditions and classical literature through relevant courses offering 'Knowledge of India'; fine blend of modern pedagogies with indigenous and traditional ways of learning; flexibility in course choices; student-centric participatory learning; imaginative and flexible curricular structures to enable creative combination of disciplines for study; offering multiple entry and exit points initially in undergraduate programmes; alignment of Vocational courses with the International Standard Classification of Occupations maintained by the

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International Labour Organization; breaking the silos of disciplines; integration of extra-curricular and curricular aspects; exploring internships with local industry, businesses, artists and crafts persons; closer collaborations between industry and higher education institutions for technical , vocational and science programmes; and formative assessment tools to be aligned with the learning outcomes, capabilities, and dispositions as specified for each course. In case of UG programmes in Engineering and Vocational Studies, it was decided that the departments shall incorporate pertinent NEP recommendations while complying with AICTE, NBA, NSQF, International Standard Classification of Occupations, Sector Skill Council and other relevant agencies/sources. The University has also developed consensus on adoption of Blended Learning with 40% component of online teaching and 60% face to face classes for each programme.

The revised curricula of various programmes could be devised with concerted efforts of the faculty, Heads of the Departments and Deans of Schools of Study. The draft prepared by each department was discussed in series of discussion sessions conducted at Department, School and the University level. The leadership of the University has been a driving force behind the entire exercise of developing the uniform template and structure for the revised curriculum. The Vice Chancellor of the University conducted series of meetings with Heads and Deans to deliberate upon the vital parameters of the revised curriculum to formulate a uniform template featuring Background, Programme Outcomes, Programme Specific Outcomes, Postgraduate Attributes, Structure of Masters Course, Learning Outcome Index, Semester-wise Courses and Credit Distribution, Course-level Learning Outcomes, Teaching-Learning Process, Blended Learning, Assessment and Evaluation, Keywords, References and Appendices. The experts of various Boards of Studies and School Boards contributed to a large extent in giving the final shape to the revised curriculum of each programme.

To ensure the implementation of curricular reforms envisioned in NEP-2020, the University has decided to implement various provisions in a phased manner. Accordingly, the curriculum may be reviewed annually.

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UNIVERSITY VISION	UNIVERSITY MISSION	OBJECTIVES OF SCHOOL OF EDUCATION
To develop enlightened citizenship of a knowledge society for peace and prosperity of individuals, nation and the world, through promotion of innovation, creative endeavors, and scholarly inquiry.	To serve as a beacon of change, through multi-disciplinary learning, for creation of knowledge community, by building a strong character and nurturing a value-based transparent work ethics, promoting creative and critical thinking for holistic development and self-sustenance for the people of India. The University seeks to achieve this objective by cultivating an environment of excellence in teaching, research and innovation in pure and applied areas of learning.	**In consonance with vision and mission of University School of Education has framed following objectives** 1. To prepare outstanding teacher educators for transforming lives of individuals and lead to national development. 2. To prepare teacher educators who have a sound knowledge base, essential professional skills and humanitarian values and ethics. 3. To impart skills among teachers in Information & Communication Technology with experiential learning for education. 4. To develop research skills in the pupil teachers with moral and ethical development. 5. To build self-disciplined individuals who appreciate work and manage time efficiently.

Mapping of University Vision and Mission to Department Vision and Mission
Acclaimed as modal Centre of Learning and Research by

University Vision and Mission	Objectives of School
High quality knowledge society creation for peace and prosperity of individuals, nation and the world, through and scholarly inquiry	Yes
Promotion of innovation, creative endeavors, research and development	Yes
Students' excellence through multi-disciplinary learning, value-based transparent work ethics, creative and critical thinking	Yes
Environment of excellence in teaching, research and innovation in pure and applied areas of learning	Yes

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1. PROGRAMME OUTCOMES (P.O.), SCHOOL OF EDUCATION

After successful completion of the programme:

PO-1.	Learners will be able to comprehend the acquired knowledge during the programme of study.
PO-2.	Learners will be able to reflect on the problems relating to discipline and society with ethical guidelines.
PO-3.	Learners will be able to exhibit the professional skills and competencies acquired during the programme of study.
PO-4.	Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.
PO-5.	Learners will be able to apply the knowledge and skills acquired in academic management and resource management according to predetermined objectives/outcomes.
PO-6.	Learners will be able to work as a member or a leader in various teams and multidisciplinary & diverse settings.

2. PROGRAMME SPECIFIC OUTCOMES (P.S.O.), B.Ed. Programme

The M.Ed. Two-Year, a Pre-Service Teacher Education Programme at Secondary Level Aims at:

PSO-1.	Acquiring conceptual understanding of educational philosophy, sociology, psychological and other educational aspects with experiential learning.
PSO-2.	Reflections on various learning practices and legislative provisions related to Indian Education system for providing integrated learning experiences in the context of socio-cultural milieu of the learners and inclusive setting.
PSO-3.	Nurturing professional competencies and 21st Century skills of learners.
PSO-4.	Providing exposure to learners for digital literacy, integrated pedagogy, and training for various awareness programmes related to gender, environment, health and contemporary issues.
PSO-5.	Providing real experience of all activities of teacher training institutions activities through engaging student teachers as learners.
PSO-6.	Developing research competencies with statistical techniques, research ethics and evaluation strategies to address the contemporary educational problems.

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M.Ed. Semester- I

S. No.	Course Credit	Course Code	Course Title	Credits (Theory)	Credits (Tutorial/ Practicum)	Credits (Practical)	Class Teaching / Field Based Activity Hours per week
1	4	SOE 01 01 01 C3104	Psychology of Learning and Development	3	1	0	4
2	4	SOE 01 01 02 C3104	Historical, Political and Economic Foundations of Education	3	1	0	4
3	4	SOE 01 01 03 C3104	Introduction to Educational Research	3	1	0	4
4	2	SOE 01 01 04 C0022	ICT in Education	0	0	2	4
5	2	SOE 01 01 05 C0022	Development of Self: Yoga Education	0	0	2	4
Discipline Centre Elective Courses							
6	4	SOE 01 01 01 DCEC 3104	Personality Development and Communication Skills	3	1	0	4
7	4	SOE 01 01 02 DCEC 3104	Educational Management and Leadership	3	1	0	4
8	4	SOE 01 01 03 DCEC 3104	Distance and Open Learning	3	1	0	4
9	4		**Taken from other Department/ MOOC**				
Total	**24**						

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M.Ed. Semester- II

S. No.	Course Credit	Course Code	Course Title	Credits (Theory)	Credits (Tutorial/ Practicum)	Credits (Practical)	Class Teaching / Field Based Activity Hours per week
10	4	SOE 01 02 06 C3104	Philosophical Foundations of Education	3	1	0	4
11	4	SOE 01 02 07 C3104	Sociological Foundations of Education	3	1	0	4
12	4	SOE 01 02 08 C3104	Advance Research Methodology	3	1	0	4
13	4	SOE 01 02 09 C3104	Curriculum Studies	3	1	0	4
14	2	SOE 01 02 10 C0022	Academic Writing	0	0	2	4
15	2	SOE 01 02 11 C0022	Internship and Field Attachment	0	0	2	4
16	2	SOE 01 02 12 C0022	Dissertation (Part-I)	0	0	2	4
Discipline Centre Elective Courses							
17	4	SOE 01 02 04 DCEC 3104	Guidance and Counselling	3	1	0	4
18	4	SOE 01 02 05 DCEC 3104	Gender, School and Society	3	1	0	4
19	4	SOE 01 02 06 DCEC 3104	Education of the Disadvantaged Groups	3	1	0	4
20	4	SOE 01 02 07 DCEC 3104	Comparative Education	3	1	0	4
Total	**26**						

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M.Ed. Semester- III

S. No.	Course Credit	Course Code	Course Title	Credits (Theory)	Credits (Tutorial/ Practicum)	Credits (Tutorial/ Practicum Practical)	Class Teaching / Field Based Activity Hours per week
21	4	SOE 01 03 13 C3104	Teacher Education	3	1	0	4
22	4	SOE 01 03 14 C3104	Inclusive Education	3	1	0	4
23	4	SOE 01 03 15 C0044	Internship in Specialized Area	0	0	4	8
24	4	SOE 01 03 16 C0044	Dissertation Part-II	0	0	4	8
Discipline Centre Elective Courses							
25	2	SOE 01 03 08 DCEC 2002	Institutions, Systems and Structures at Elementary Stage	2	0	0	2
26	2	SOE 01 03 09 DCEC 2002	Institutions, Systems and Structures at Secondary Stage	2	0	0	2
27	2	SOE 01 03 10 DCEC 2002	Stage Specific Status, Issues and Concerns at Elementary Stage	2	0	0	2
28	2	SOE 01 03 11 DCEC 2002	Stage Specific Status, Issues and Concerns at Secondary Stage	2	0	0	2
29	4*		**Taken from other Department/ MOOC**				
Total	**24**						

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M. Ed. Semester- IV

S. No.	Course Credit	Course Code	Course Title	Credits (Theory)	Credit (Tutorial/ Practicum)	Credit (Practical)	Class Teaching / Field Based Activity Hours per week
30	4	SOE 01 04 17 C3104	Recent Trends in Teacher Education	3	1	0	4
31	4	SOE 01 04 18 C3104	Educational Studies	3	1	0	4
32	4	SOE 01 04 19 C3104	Educational Technology	3	1	0	4
33	2	SOE 01 04 20 C2002	Environmental Education	2	0	0	2
34	4	SOE 01 04 21 C0044	Dissertation	0	0	4	8
Discipline Centre Elective Courses							
35	2	SOE 01 04 12 DCEC 2002	Practice Relating to Curriculum, Pedagogy and Assessment at Elementary Stage	2	0	0	2
36	2	SOE 01 04 13 DCEC 2002	Practice Relating to Curriculum, Pedagogy and Assessment at Secondary Stage	2	0	0	2
37	2	SOE 01 04 14 DCEC 2002	Educational Policy, Economics and Planning at Elementary Level	2	0	0	2
38	2	SOE 01 04 15 DCEC 2002	Educational Policy, Economics and Planning at Secondary Level	2	0	0	2
Total	**22**						

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List of Generic Elective Courses (GEC)

Sr. No.	Semester	Course Code	Course Title	Credits
1	First	SOE 01 01 01 GEC 3014	Life Skills in Education	4
2	Second	SOE 01 02 02 GEC 3014	Introduction to Academic Writing	4
3	Second	SOE 01 02 03 GEC 3014	Educational Leadership	4
4	Third	SOE 01 03 04 GEC 3014	Art of Teaching	4
5	Fourth	SOE 01 04 05 GEC 3014	Introduction to Counselling	4

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Year	I	PSYCHOLOGY OF LEARNING AND DEVELOPMENT	Credits	4
Semester	I		Course code	SOE 01 01 01 C 3104

Learning Outcomes	At the end of the course, the students will be able to: ● Identify the biological and the cultural processes of development and explain how the two are dynamically intertwined. ● Describe the major theories of child development and critically examine the theories as they apply to the lives of culturally diverse children and their families. ● Exhibit appropriate design and methods for carrying out research with children ● Observe children in their natural environments and describe their development in the social, emotional, physical, language, and cognitive domain.

Course Content

Unit -1	**Developmental Aspects of the Learner**
	● Growth and development: Concept and principles and its implication ● Stages of growth and development across various stages from infancy to adolescence ● Piaget cognitive development theory ● Erikson psycho-social development theory

Unit -2	**Theoretical Frameworks of Learning**
	● Learning: Concept, characteristics, learning process and factors affecting learning ● Vygotsky Sociocultural theory ● Bandura Social learning theory ● Motivation: Concept, Types, motivational cycle and its educational implications

Unit -3	**Creativity and Intelligence**
	● Creativity: Meaning, characteristics, components ● Role of teachers in fostering creativity ● Intelligence: Concept, emotional intelligence and factors affecting intelligence ● Theories of intelligence: Sternberg, & Gardner

Unit -4	**Personality and Well Being**
	● Personality: Meaning, concept, and nature ● Theories of personality: Freud, Carl Rogers, Allport ● Mental health and well being ● Defense Mechanisms

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Transactional Strategies /Teaching learning process	Lecture cum discussion, PowerPoint presentations, assignments, school observation and report, case study, and problem solving, brainstorming.

Practicum:

- Identify and prepare a case study of underachieving students.
- Identify five students showing maladjustment behavior. List the adjustment problems from which they are suffering and explain their causes.
- Visit a school, observe X class students and prepare a report on it.
- Any other task and assignment given by the institution.

Suggested Readings:

- Alexander, R. (2009). Pedagogy, culture and power of comparison. In H. D. (Eds.), *Educational Theories, Culture and Learning: A Critical Perspective* (pp. 10-26). New York: Routledge.
- Anastasi, A. (1990). *Psychological testing.* New York: MacMillan Co.
- Atkinson, R. C. (1983). *Introduction to psychology.* New York: Harcount Brace Joranovich Inc.
- Balagopalan, S. (2011). *Introduction: Children's lives and the Indian context. Childhood, 18*(3), 291-297.
- Bandura, A. (1986). *Social foundations of thought and action.* Englewood Cliffs, NJ: Prentice Hall.
- Beilin, H. & Pufull, P. (1992). *Piaget's theory: Prospects and possibilities.* Hillsdale, NJ: Erlbaum.
- Bose, P. (1995). Sons of the nation: Childrearing in the new family. In P. Chatterjee, *Texts of power: Emerging Disciplines in Colonial Bengal.* (pp. 118-144). Minneapolis: University of Minnesota Press.
- Brysbaert, M. & Rastle, K. (2013). *Historical and conceptual issues in psychology* (2nd ed.). Harlow: Pearson.
- Corr, P. & Gerald, G. (2009). *The Cambridge handbook of personality psychology.* Cambridge: Cambridge University Press.
- Dalal, A. & Misra, G. (2010). The core and context of Indian psychology. *Psychology and Developing Societies, 22*(1), 121-155.
- Dandapani, S. (2004). *Advanced educational psychology.* New Delhi: Anmol Publications Pvt. Ltd.
- Dowling, M. (2018). *Young children's personal, social and emotional development.* New Delhi: Sage publications.
- Driscoll, M. (2004). *Psychology of learning for instruction* (3rd ed.). MA: Pearson Education.
- Engler, B. (2006). *Personality theories: An introduction.* Boston: Houghton and Mifflin.
- Folk, A. W. (2004). *Educational psychology. MA:* Pearson Education.
- Gardner, H. E. (2006). *Multiple intelligences.* New Horizons, NY: Basic Books.

- Gopnik, A. (2012). *What's wrong with the teenage mind.* Retrieved from http://online.wsj.com/article/SB10001424052970203806504577181351486558984.html
- Gottlieb, A. (2012). Promoting an anthropology of infants: Some personal reflections. Retrieved, from Anthopo Children, 2012, 1, Gottlieb: http://popups.ulg.ac.be/AnthropoChildren/document.php?id=926
- Kellogg, R. (2007). *Fundamentals of Cognitive Psychology.* New Delhi: Sage Publications.
- Newman, B. M. (2007). *Theories of Human Development,* Lawrence: Erlbaum Associates, Inc.
- Paul, C. (2018). *Psychology for teachers.* New Delhi: Sage publications.
- Sharma, D. (2003). *Childhood, family and socio-cultural change in India.* Reinterpreting the inner world. New Delhi: Oxford University Press.
- Whitebread, D. (2009). *The SAGE handbook of developmental psychology and early childhood education.* New Delhi: Sage publications.
- Verma, S. & D. (2003). Cultural continuity amid social change: Adolescents' use of free time in India. In S. Verma and R. W. Larson (Eds.), *Examining adolescent leisure time across cultures.* (pp. 37 – 51). San Francisco: Jossey-Bass.

Year	I	HISTORICAL, POLITICAL AND ECONOMIC FOUNDATIONS OF EDUCATION	Credits	4
Semester	**I**		**Course code**	**SOE 01 01 02 C 3104**
Learning Outcomes		At the end of the course, the students will be able to: • Reflect on education during Vedic, Buddhist and Medieval period. • Describe the historical political and economic perspectives of education. • Specify and critically analyze the main recommendations made by various Education Commissions/ Reports/ Schemes during pre- and post-Independence Period. • Reflection on contemporary issues in education.		
Course Content				
Unit -1		**Historical Foundations of Education: Pre-Independence Period**		
		• Development of education in India during Vedic, Buddhist and Medieval period • Development of education in India during British period: Lord Macaulay Minutes (1834), Wood's Dispatch (1854), Hunter Commission (1882), Wardha Scheme of Education (1937)		
Unit -2		**Historical Foundations of Education: Post-Independence Period**		
		• Secondary Education Commission (1953) • Indian Education Commission (1964-66) • National Policy on Education (1986) • Programme of Action (1992) • National Curriculum Framework (2009) • National Education Policy (2020)		
Unit -3		**Political Foundations of Education**		
		• Educational provisions in Indian constitution • Education and human rights • Role of State in education under Panchayti Raj, State Govt and Central Govt. • Education for political development and socialization • Motives behind various policies of education: NPE-1986, NCTE-2014, RTE Act, 2009		
Unit -4		**Economic Foundations of Education**		

	• Concept of Economics of education
	• Linkage between educational policy and national development
	• Contribution of education in the economic development of a country
	• Education and employment: investment in education, skill-based education
	• Youth unemployment & education
	• Privatization, Globalization and Liberalization in education
Transaction Strategies/Teaching learning process	Lecture cum Discussion Method, Brainstorming Sessions, E-learning, assignments on different key areas, debate & panel discussion, Power Point presentations.

Practicum:

- Critique of any one: NCF-2005 / RTE Act,2009 / NEP 2020.
- Visit to a school, observation of implementation of educational schemes in school and prepare a report on it.
- Any other task and assignment given by the institution.

Suggested Readings:

- Altekar, A. S. (1944). *Education - In Ancient India.* Banaras: Nand Kishore & Bros.
- Education & National Development (n.d.). *Report of the Kothari commission on Education* (1964-66). New Delhi.
- Ghosh S. C. (2007). *History of Education in India.* New Delhi: Eastern Book Corporation.
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- GOI. (1966). *Report of the education commission: Education and national development*. New Delhi: Ministry of Education.
- GOI. (1986). National policy of education. GOI. (1992, 1998). *National policy on education, 1986 (As modified in 1992)*. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- GOI. (2009). *The right of children to free and compulsory education act, 2009.* Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf\
- GOI. (2011). *Sarva Shiksha Abhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009.*
- GOI. Retrieved from http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_(revised)_ 9-6- 2011.pdf.
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- Kaul, J. N. (1975). *Higher education, social change & national development.* Shimla: Indian Institute of Advanced Study.

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- Kneller, G. F. (1993). *Foundation of Education.* New York: John Wiley & Sons, Inc.
- Lall, M. (2005). *The Challenges for India's Education System.* London: Chatham House.
- Ministry of Education (1978). *Report of the Education Commission* (1964-66). New Delhi: Govt. of India.
- NCERT (2005). *National curriculum framework-200.* Sri Aurobindo Marg, New Delhi: NCERT.
- Taneja, V. R. (2005). *Foundation of Education*. Chandigarh: Abhishek Publishers.

Web References:
- https://kkhsou.ac.in/eslm/E-SLM-for Learner/3rd%20Sem/Master%20Degree/Sociology%203rd/SOCIOLOGY%20OF%20EDUCATION/Education%20Block%20-%202/PDF/Unit-12.pdf
- https://www.ijrar.org/papers/IJRAR19D1183.pdf
- http://uafulucknow.ac.in/wp-content/uploads/2020/03/B.Ed_.-II-UNIT-I-converted.pdf
- https://www.hillsroad.ac.uk/docs/default-source/summer-word-2020/politics-ideologies.pdf?sfvrsn=2
- https://www.sunypress.edu/pdf/60700.pdf
- https://www.researchgate.net/publication/319007951_Liberalism_in_Education
- https://www.researchgate.net/publication/227888552_Five_Critical_Stances_Towards_Liberal_Philosophy_of_Education_in_Britain
- https://liberal-arts.eu/wp-content/uploads/2017/10/Dirksen-Kontowski-Kretz-Eds.-2017-What-is-Liberal-Education-and-what-could-it-be.pdf
- https://www.researchgate.net/publication/263809277_Conservatism
- https://www.researchgate.net/publication/227585013_Conservative_Ideology_and_Curriculum
- https://www.researchgate.net/publication/319266838_Critical_perspectives_in_education_Introduction_to_the_Special_Issue
- https://www.researchgate.net/publication/255982603_On_Critical_Theory_and_Educational_Practice
- https://pages.gseis.ucla.edu/faculty/kellner/essays/towardcriticaltheoryofed.pdf
- https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1002.9463&rep=rep1&type=pdf
- http://cerc.edu.hku.hk/wp-content/uploads/2013/11/Education-and-National-Development-Priorities-Policies-and-Planning.pdf
- https://core.ac.uk/download/pdf/55754.pdf
- http://libdcms.nida.ac.th/thesis6/2011/b171170.pdf
- http://www.igntu.ac.in/eContent/IGNTU-eContent-344137278034-MA-PoliticalScience-4-Dr.GeorgeT.Haokip-Paper401PublicPolicyandDevelopmentinIndia-Unit1.pdf

- https://www.researchgate.net/publication/336927323_The_Policy_Formulation_Process
- https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2832904
- https://nroer.gov.in/home/file/readDoc/59835ea816b51cc4c4db275d/constitutional-provisions-governing-educational-administration-in-india-sharing-of-powers.pdf
- http://egyankosh.ac.in/bitstream/123456789/8531/1/Unit-9.pdf
- https://www.ei-ie.org/media_gallery/The_Privatization_of_Education.pdf

Year	I		Credits	4
Semester	**I**	**INTRODUCTION TO EDUCATIONAL RESEARCH**	**Course Code**	**SOE 01 01 03 C 3104**

Learning Outcomes	After the completion of the course, the students will be able to: ● Explain and differentiate among several types of educational research. ● Identify the research problem and construct a coherent research proposal. ● Uses of appropriate type of sampling and tests for data collection. ● Perform basic statistical techniques for data analysis and interpret their results.

Course Content	
Unit-I	**Conceptual understanding of Educational Research**
	● Educational research: Meaning, nature, scope including multidisciplinary research, and types (fundamental, applied and action) ● Scientific method: meaning, steps, characteristics (replicability, precision, falsifiability and parsimony), methods of acquiring knowledge ● Types of scientific method: Exploratory, explanatory and descriptive ● Approaches to educational research: Quantitative and qualitative
Unit -2	**Development of research proposal**
	● Research problem: Concept, sources, and identification of research problem ● Review of the literature- meaning, purpose, sources (primary and secondary) and resources used for searching latest review of literature ● Variables: meaning of concepts, constructs, and variables; Types of variables- independent, dependent, extraneous ● Research proposal: Concept, types, steps of writing research proposal (including formulation of research questions, objectives and hypotheses)
Unit-3	**Methodology of Educational Research**

	● Methods of educational research: Descriptive, historical and experimental (meaning, significance, steps)
	● Population and sample: Concept, types and characteristics of a good sample
	● Techniques of sampling-
	   ➢ Probability (simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling)
	   ➢ Non-probability (convenience, purposive, quota and snowball sampling

Unit-4	**Basic Statistical Techniques**

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	● Types of measurement scale: Nominal, ordinal, interval, and ratio ● Descriptive Measures: 　➢ Types and graphical representation of data 　➢ Measures of Central Tendency: Mean, median and mode 　➢ Measures of Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation ● Normal Probability Curve (NPC): Meaning, characteristics and applications ● Correlation: Meaning, assumptions, computation and uses of: - 　➢ Rank difference correlation 　➢ Product Moment Correlation 　➢ Partial and Multiple Correlations
Transaction Strategies/Teaching learning process	Lecture-cum-discussion, brain-storming, group discussion, presentations, panel discussions, seminar presentations, demonstration and practical exercise of statistical problems, research-based activities, and case studies.

Practicum:
- Preparation of a Research Proposal.
- Review 5 Research Articles related to selected topic of research.

Suggested Readings:
- Alan Agresti, Barbara, Finlay (2018). *Statistical methods for the social sciences*. Delhi: Pearson Publisher.
- Aggarwal, Y.P. (1998). *Statistical methods.* New Delhi: Sterling Publisher.
- Best, J. W. and Kahn, J. V. (1995). *Research in education.* Delhi: Prentice Hall.
- Burns, R. B. (1991). *Introduction to research in education.* New Delhi: Prentice Hall.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4). Thousand Oaks, California: (4) SAGE Publications.
- Edward, A. L. (1968). *Experimental designs in psychological research.* New York: Holt, Rinehart and Winston.
- Ferguson, G. A. (1976). *Statistical analysis in psychology and education.* New York: McGraw Hill.
- Fox, D. J. (1969). *The research process in education.* New York: Holt, Rinehart and Winston Inc.
- Garrett, H. E. (1973). *Statistics in psychology and education.* Bombay: Vakils, Feiffer and Simon.
- Geoffrey E. Mills and L. R. Gay (2019). *Educational research: Competencies for analysis and applications*. Delhi: Pearson Publication.
- Guilford, J. P. and Benjamin, F. (1973). *Fundamental statistics in psychology and education.* New York: McGraw Hill.
- Gupta, S. P. (2017). *Statistical methods.* New Delhi: Sultan Chand and Sons.

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- Koul, Lokesh (2011). *Methodology of educational research.* New Delhi: Vikas Publishing House.
- Kurtz, A. K. and Mayo, S. T. (1980). *Statistical methods in psychology and education.* New Delhi: Narela Publication.
- Mangal, S. K. (2002). *Statistics in psychology and education.* New Delhi: Prentice Hall of India.
- Neuman, W. L. (1997). *An introduction to educational research methods: Qualitative and quantitative approaches.* Boston: Allyn and   Bac
- Mann, P. S. (1995). *Introductory statistics*. New York: Wiley.
- Salkind, N. J. (2014). *Statistics for people who (think they) hate statistics* (5th ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Springer, K. (2010). *Educational research: A contextual approach.* Hoboken, NJ: Wiley.
- Travers, R. M. (1978). *An introduction to educational research.* New York: Macmillan.

Year	I	ICT IN EDUCATION	Credits	2
Semester	**I**	(Practical)	Course Code	SOE 01 01 04 C 0022

Learning Outcomes	After completion of the course, students will be able to: ● Demonstrate effective use of ICT tools, software applications and digital resources in learning process and research. ● Create online learning content and assessment using online tools.

Course Content	
Unit-I	● MS WINDOWS: Basic concept of an operating system and its functions; introduction of windows & basic components of a window; MS Office ● MS Word: Concept, Features and creation of academic documents ● MS Excel: Introduction to spreadsheets, concept of worksheets and their operations ● MS PowerPoint: Basic features of MS PowerPoint, creation and online presentation of the slides using various features
Unit -2	● Critically examine the digital learning initiatives by MHRD, GOI like NMEICT, SWAYAM, national repository of open educational resources, swayam prabha, e-shodhsindhu etc. ● Technologies for creating interactive content, collaborative learning and online courses ● Ethical use of web sites and search engines to locate, retrieve and manage content, tools and resources ● Web as a space for continuous/lifelong learning: exploring use of OER and MOOCs
Transaction Strategies /Teaching Learning Process	Seminars, Assignments Lecture, Group Discussion

Practicum: Any two of the following:

- Preparing a research proposal in MS Word.
- Preparation of presentation using MS PowerPoint and sharing on Google slides.
- Making of progress report-card and annual results in MS Excel.
- Critical review of any three digital initiatives of MHRD.
- Preparation of e content using free tools and OER's.
- Any other project/assignment given by the institution.

Note: The student will maintain a file of the record related to activities performed.
- Mode of transaction of this course will be a workshop.

Suggested Readings:

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- Cox, J. & Urban, P. (1999). *Quick courses in microsoft office.* New Delhi: Galgotia Publications.

- Hahn, H.(1998). *The internet-complete reference.* New Delhi: Tata McGraw Hill Publication.

- Intel Education, NCTE. (2007). *Hand book for teacher educators.* Bangalore.

- James, K. L. (2003). *The internet: A user's guide.* New Delhi: Prentice Hall of India Pvt. Ltd.

- Jain, S. (1990). *Introduction to computer science and basic programming.* New Delhi: Prentice Hall of India.

- Leao, A. M. (2001). *Computer for everyone.* New Delhi: Vikas Publishing house.

- Saxena, S. (1998). *A first course in computer.* New Delhi: Vikas Publications.

- Sinha, P. K. (1990). *Computer fundamentals.* New Delhi: BPB Publications.

- Srinivasam, T. M.(2002). *Use of computers and multimedia in education.* Jaipur: Aavisakar Publication.

- Tanenbaum, A. S. (1998). *Computer networks.* New Delhi: Prentice-Hall of India.

- Intel (2003). *Intel innovation in education.* New Delhi: Student Work Book.

Web resources:
- https://en.unesco.org/themes/building-knowledge-societies/oer
- https://www.oercommons.org/
- https://www.cccoer.org/learn/find-oer/
- https://hewlett.org/strategy/open-education/
- https://h5p.org/node/add/h5p-content
- https://www.col.org/news/news/online-course-open-educational-resources
- https://tacomacc.libguides.com/oer_computers/starting_points
- https://educationblog.microsoft.com/en-us/2017/10/introducing-education-resources-a-source-of-open-educational-resources-within-office-365-2/
- https://swayam.gov.in/nd2_cec20_cs11/preview

Year	I	DEVELOPMENT OF SELF: YOGA EDUCATION (Practical)	Credits	2
Semester	**I**		Course code	SOE 01 01 05 C0022

Learning Outcomes	After completion of the course, students will be able to: ● Demonstrate and judge the strength, weakness, opportunity and threats through SWOT. ● Compare and perform various Yoga Sans and also explain their uses.
Course Content	
Unit -1	**Introduction: Self** ● Self: Meaning, nature, and functional model of the self ● Components of Self-Concept ● SWOT analysis: Strength, weakness, opportunity and threats ● Spirituality and its roles in self-development. ● Yoga education and stress management
Unit -2	**Yoga Education** ● Yoga Education: Historical perspective, concept, aims, scope, and importance of yoga education ● Yogasans: Meaning, importance, and advantages **Types of Yogasans:** ● **Standing posture asans** (Sukhasan, Siddhasan, Padmasan, Yoga Mudra, Matsyasan, Gomukhasan, ArdhMatsyendrasan, Bajrasan, SuptaVajrasan, Sinhasan, Ustrasan, etc.) ● **Standing posture asans** (Tadasan, Trikonasan, Vrikshasan, UrdhvaHastotanasan, Kati Chakrasan, Garudasan, etc.) ● **Lying posture asans** (UttanPadasan, Halasan, KarnPidasan, Bhujangasan, Salabhasan, Dhanurasan, Paschimotanasan, Chakarasan, Mayurasan, Shavasan, etc.) and Upside posture Asans (Sarvangasan, Sirsasan, etc.) ● Pranayam: Meaning, process, and types of pranayama
Transaction Strategies/Teaching learning process	Lecture cum Discussion Method, Brainstorming Sessions, E-learning specially Videos, Yoga Shivir and practice demonstration of various Yogasans.

Practicum:
- The students shall prepare a file related to various yogasans, highlighting the usefulness and importance of yogasans.
- Teach 2-3 Days Yoga classes at your nearby school.

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Practical examination will be conducted by an external examiner at the end of the Semester including Viva-Voce and performance /demonstration of various yogasans.

Suggested Readings:

- Agochiya, D. (2010). *Life competencies for adolescents-training manual for facilitators, teachers and parents*. New Delhi: Sage Publications Pvt. Limited.
- Bahadur, K. P. (1977). *The wisdom of yoga*. Delhi: Sterling Publishers.
- Basavaraddi, I. V., Dagar, B. S., and Nagarajan, K. (2015). *Yoga education (Master of education-M.Ed.)*. New Delhi: National Council for Teacher Education.
- Dalal, A. S. (2001). *A greater psychology – an introduction to the psychological thoughts of Sri Aurobindo*. Puducherry: Sri Aurobindo Ashram Pub.
- Delors, J. (1996). *Learning the treasure within –Twenty first century education*. UNESCO Education Commission Report.
- Iyengar, B. K. S. (1977). *Light on yoga*. London: Allen & Unwin.
- Joseph & Lilian, L. P. (2013). *Mudras for healing and transformation*. USA: Integrative Yoga Therapy.
- Krishna, G. (1981). *The secret of yoga*. London: Turnstone press.
- Krishnamurti, J. (1998). *On Self- knowledge.* Chennai P: Krishnamurti Foundation India.
- Krishnamurti, J. (2000). *Education and significance of life.* Chennai: Krishnamurti Foundation India.
- Palmer, J. A. (ed) (2001). *Fifty modern thinkers of education.* UK: Routledge Publishers.
- Rukmani T. S. (1999). *Yoga vrttika of vijnanabhiksu*. Delhi: Mushiram Manohar.
- Santrock, John W. (2007). *A topical approach to life span development.* New Delhi: Tata McGraw- Hill Publishing Company Limited.
- Saraswati, Y. (1981). *Science of soul*. Rishikesh: Yoga Niketan trust.
- Stephens, M. (2010). *Teaching yoga: Essential foundations and techniques*. California: North Atlantic Books.
- Swami Ramdev (2016). *Yog- Its philosophy & practice.* Hardwar: Divya Prakashan.
- Schneider, F. W., Gruman, J. A. & Coutts, L. M. (Eds.) (2012). *Applied social psychology-understanding and addressing social and practical problems* (2nd ed.) : New Delhi: Sage Publications Pvt. Limited.
- Swami Vivekananda (1988). *Selections from the complete works of Swami Vivekananda.* Mayavathi: Advaita Ashrama.
- UNICEF (2006). *Life skills modules-adolescence education program.* New Delhi: UNICEF House.
- Venkateshamurthy, C. G. & Govinda Rao, A.V. (2005). *Life skills education training package*. R.I.E.: Mysore.

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- Wood, E. (1988). *Great system of yoga.* Mumbai: D.B. Taraporevala Sons & Co.

Web resources
- https://www.annualreviews.org/doi/pdf/10.1146/annurev.ps.38.020187.001503
- https://www.oercommons.org/courseware/lesson/57475
- https://www.oercommons.org/courseware/lesson/23043
- https://www.oercommons.org/courseware/lesson/68128
- https://www.oercommons.org/authoring/48444-foundations-of-physical-education-fitness-beginner
- https://www.oercommons.org/courses/yoga-minds-writing-bodies-contemplative-writing-pedagogy

Discipline Centre Elective Courses (DCEC)

Year	I	**PROFESSIONAL DEVELOPMENT AND COMMUNICATION SKILLS**	Credits	4
Semester	**I**		Course code	**SOE 01 01 01 DCEC 3104**
Learning Outcomes		After completion of the course, students will be able to: ● Acquire knowledge of various communication skills. ● Practice Emotional Competency, Self-Competency and Confidence. ● Develop Professional Competency. ● Exhibit professional and socio emotional skills in context of society.		
Course Content				
Unit-1		**Communication Skills** ● Listening, Speaking ● Reading ● Effective use of social media ● Non-verbal communication		
Unit-2		**Professional Skills: Career Skills** ● Resume Skills ● Interview Skills ● Group Discussion Skills ● Personality and Career choice (Teaching)		
Unit-3		**Professional Skills: Team Skills** ● Presentation Skills ● Trust and Collaboration ● Brainstorming ● Social and Cultural Etiquettes		
Unit-4		**Ethics and Integrity** ● Ethics of teaching as a profession ● Importance of ethics ● Ethical decision making ● Personal and professional moral codes of conduct		

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Transaction Strategies/Teaching learning process	Discussions, debates, research trends analysis, case studies, flipped classroom approach that leverages project- based learning, demonstration, group discussion, simulations etc.

Practicum:
- Case study of one student with adjustment problems.
- Studying the personality characteristics of some successful individuals.
- Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.
- Project work on identified themes.
- Visit to schools and classroom located in rural/urban/tribal contexts- exposure, observation, critical analysis of events and presentation before a small group.

Suggested Readings:
- Ashokan, M. S. (2015). *Karmayogi: A biography of E. Sreedharan*. UK: Penguin.
- Brown, R. (2000). *Group processes: Dynamics within and between groups*. (2) New York: Blackwell Publishers.
- Brown, T. (2012). *Change by design.* Harper Business.
- Elkington, J., & Hartigan, P. (2008). *The power of unreasonable people: how social entrepreneurs create markets that change the world*. Harvard Business Press.
- Goleman, D. (1995). *Emotional intelligence*. Bloomsbury Publishing India Private Limited.
- Kalam, A. A. (2003). *Ignited minds: Unleashing the power within India*. Penguin Books India.
- Kelly, T., & Kelly, D. (2014). *Creative confidence: Unleashing the creative potential within us all.* William Collins.
- Kurien, V., & Salve, G. (2012). *I too had a dream*. Roli Books Private Limited.
- Livermore, D. A. (2010). *Leading with cultural intelligence: The new secret to success*. New York: American Management Association.
- McCormack, M. H. (1986). *What they don't teach you at Harvard business school: notes from a street-smart executive*. RHUS.
- O'Toole, J. (2019). *The enlightened capitalists: Cautionary tales of business pioneers who tried to do well by doing good.* Harpercollins.
- Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action*. Penguin.
- Sternberg, R. J., & Baltes, P. B. (Eds.). (2004). *International handbook of intelligence*. Cambridge University Press.
- Sen, M. (2010). *An Introduction to critical thinking*. Delhi: Pearson.
- Silvia, P. J. (2007). *How to read a lot*. Washington DC: American Psychological Association.

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Web-Resources:

- Fries, K. (2019). 8 Essential Qualities That Define Great Leadership. *Forbes*. Retrieved 2019- 02-15 from: https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essential- qualities-that-define-great-leadership/#452ecc963b63. *How to Build Your Creative Confidence*, Ted Talk by David Kelly - https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence
- India's Hidden Hot Beds of Invention Ted Talk by Anil Gupta - https://www.ted.com/ talks/anil_gupta_india_s_hidden_hotbeds_of_invention
- Knowledge@Wharton Interviews Former Indian President APJ Abdul Kalam - . "A Leader Should Know How to Manage Failure" https://www.youtube.com/ watch?v=laGZaS4sdeU
- Martin, R. (2007). How Successful Leaders Think. *Harvard Business Review*, *85*(6),60.
- NPTEL Course on Leadership - https://nptel.ac.in/courses/122105021/9

Year	I	**EDUCATIONAL MANAGEMENT AND LEADERSHIP**	Credits	4
Semester	**I**		**Course code**	**SOE 01 01 02 DCEC 3104**

Learning Outcomes	After completion of the course, students will be able to: ● Know and understand the concepts of educational management, administration and leadership. ● Understand various styles of leadership. ● Develop some leadership qualities in themselves. ● Understand educational administration in India at local, state and central level.
Course Content	
Unit-1	**Educational Management, Educational Planning and Supervision** ● Concept, Needs, Objectives, Scope and approaches of Educational Management, Educational Management Human Beings as inputs, Process & Product inputs ● Managerial Creativity, Managerial Ethics, Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management & Administration ● Meaning, Nature and Approaches of Educational Planning ● Meaning, Nature and Scope of Educational Supervision, Educational Supervision as: Service Activity, Process, Functions, Planning, Organizing and Implementing Supervisory Programmes
Unit-2	**Communication in Educational Management** ● Types of Communication, Methods and Devices of Communication ● Models of communication ● Selection of Appropriate Communication Strategies ● Barriers of Communication ● Methods and Devices of Communication ● Selection of Appropriate Communication Strategies ● Barriers of Communication
Unit-3	**Leadership in Education & Theories of Leadership** ● Concept of Leadership, Leader and Manager, ● Leadership Traits and Styles of Leadership ● Approaches of Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based and Social ● Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tridimensional Model and Hersey and Blanchard's Situational Theory

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Unit-4	Role & Functions of Educational Administrative Bodies in India
	● State Bodies: State Council of Educational Research & Training (SCERT)
	● State Institute of Education Technology (SIET)
	● District Institute of Education& Training (DIET)
	● Institute of Advance Studies in Education (IASE)
Transaction Strategies/Teaching learning process	Lectures, field visits to various educational institutions, case studies, assignments, discussions

Practicum:
- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.
- Review research on educational management or management of elementary schools.
- Evaluation of management of SSA activities in a district.
- Collect data from relevant sources on student & teachers ratio at elementary level. Is it according to provision of RTE act? Prepare a report on it.
- Examine the effectiveness of any one programme run by central Govt. for elementary students. Present the report in a classroom seminar.
- Analyze the quality & quantity of Mid-day meals in any rural school.

Suggested Readings:
- Altrichter, H. & Elliot, J. (2000). *Images of educational change. England*: Buckingham Open University.
- Bhattacharya, D.K. (2001). *Managing people*, New Delhi: Excel Books.
- Bush T., L. B. (2003). The *principles and practice of educational management*, (Eds.). New Delhi: Sage Publications.
- Bush, T. (2013). *Educational management, administration & leadership*. New Delhi: Sage Publications.
- Chauhan, S. (2012). *Educational management.* New Delhi: Pearson Publication.
- Dawra, S. (2003). *Management thought*. New Delhi: Mohit Publication.
- Dhillan, S.S. (2019). *Educational administration: management and leadership*. New Delhi: Gyan Geeta Publications.
- Harigopal, K. (2001). *Management of organizational change*. New Delhi: Response Books.
- Lunenburg, F.C. & Orenstein, A.C. (2012). *Educational administration- Concept & practices*. Canada, USA: Wadsworth, Cengage Learning Solutions.
- Luthans, F. (2005). *Organisational behavior*. New York: McGraw-Hills Inc.
- McCaffery, P. (2004). *The higher education manager's handbook*. New York and Canada: Routledge.
- Nair, S.R. (2004). *Organizational behaviour- Texts and cases*. Mumbai: Himalaya Publication.

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- Nangia, S.B. (2009). *Educational administration*. New Delhi: APH Publishing Corporation Publishing House.
- Northouse, P. (2018). *Leadership theory and practice*. New Delhi: Sage Publications.
- Owens, R.C. (2001). *Organizational behaviour in education*, Boston: Allyn and Bacon.
- Prasad, A. (2007). *University education administration and the law*. New Delhi: Deep& Deep Publications.
- Punia, V. (2004). *Managerial skills in educational administration*. New Delhi: Deep& Deep Publications Pvt. Ltd.
- Rita, S. (2004). *Assessment and accreditation in higher education*. New Delhi: Association of Indian Universities.
- Sayeed, O. B. and Pareek, U. (2000). *Actualizing managerial roles*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Sharma, R. A. (2009). *Educational administration & management*. Meerut: R Lal Book Depot.
- Sindhu, I.S. (2012). *Educational administration & management*. New Delhi: Pearson Publications.
- Srivastav, A.K. (2009). *Educational administration policy, planning and survey*. New Delhi: Kunal Books.

Year	I	DISTANCE AND OPEN LEARNING	Credits	4
Semester	**I**		**Course code**	**SOE 01 01 03 DCEC 3104**

Learning Outcomes	After completion of the course, students will be able to: ● Understand the philosophy of open and distance learning. ● Differentiate different modes of learning. ● Develop the understanding of management and technological tools in open and distance learning. ● Reflect on various evaluation techniques in distance education.
Course Content	
Unit-1	**Philosophy of Distance Education and Open Learning** ● Concept, nature and importance of distance and open learning ● Need, scope, advantages and limitations of distance and open learning ● Philosophy of distance education and open learning – International and National ● Correspondence and open education: Development, objectives modes and Indian Perspective of open learning
Unit-2	**Communication aspects of Distance & Open Learning** ● Communication Technology for Distance Education ● Audio Technology, Video Technology, satellite-based communication system, Mobile Technology ● Role of Mass Media ● Computer Technology
Unit-3	**Instructional Process of Distance & Open Learning** ● Instructional process in distance and open learning ● Content Development for distance education and Open Learning ● Technology use and integration in Distance education and open learning ● Professional Development of staff with reference to Distance Education and open learning
Unit-4	**Evaluation Procedure in Distance Education and Open Learning** ● Learner Support Services and Learning Management System ● Recommendations of NPE (1986), NKC (2005) and NEP 2020 regarding distance education and open learning ● Evaluation techniques in Distance Education and Open Learning ● Comprehensive and continuous evaluation in Distance Education & Open Learning

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Transaction Strategies/Teaching learning process	Web based learning, Lectures, Debates, Assignments, Projects, PowerPoint Presentations, and Demonstration.

Practicum:

- Review of a book on distance education.
- Assignment on the need and relevance of distance education system, in India at elementary/secondary/higher levels.
- Review of CIET/UGC/IGNOU TV Programmes, and preparation of report.

Suggested Readings:

- Crompton, H. (2018). *Mobile learning and higher education: challenges and context*. India: Routledge.

- Criscito Pat (2004). *Barron's guide to distance learning.* London: Barron's E. Publisher.

- Garrison, D. R. (1989). *Understanding distance education framework for future*. Chapman and Hall, London: Routledge.

- Holmberg, B. (1985). *Status and structure of distance education* (2nd Ed.). Lector Publishing.

- IGNOU (1988). *Growth and philosophy of distance education, (*Block 1, 2 & 3*).* New Delhi: IGNOU.

- Mohanty, J. (2001). *Studies in distance education*. New Delhi: Deep & Deep Publication.

- Nandra, I.S. (2010): *Distance and open education*; Patiala: Century Publication.

- Pandey, U. (2017). Optimizing open and distance learning in higher education institutions. New Delhi. IPI Global.

- Prarad D. Chandra (2007). *Distance education*. New Delhi: K.S.K. Publishers.

- Race, Phil (1994). *The open learning handbook*, Second Edition. London: Kogan Page.

- Rathore, H.C.S. (1993). *Management of distance education in India*. New Delhi: Ashish Publishing House.

- Sharma S. (2002). *Modern methods of lifelong learning and distance education*. Meerut: International Publishing House.

- Sharma, R.A. (2008). *Distance Education*. Meerut: International Publishing House.

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Generic Elective Course (GEC)

Year	I		Credits	4
Semester	**I**	**LIFE SKILLS IN EDUCATION**	**Course code**	**SOE 01 01 01 GEC 3014**

Learning Outcomes	After completion of the course, students will be able to: ● Explain the concept of life skills, social and emotional learning and value education. ● Describe the concept of thinking skills; strategies of coping with emotions. ● Design lesson plans to teach social and emotional learning. ● Reflect on the importance of communication skills, empathy, team building and interpersonal skills in educational settings.
Course Content	
Unit-1	**Concepts related to Life Skills** ● Concept of life skills and importance of life skills in present context ● Classification of life skills: Generic, Problem specified and area specific skills ● Life Skills Education in Indian context ● Contribution of various national and international organizations to life skill education

Unit-2	**Thinking Skills**
	● **Thinking**
	  • Nature, elements of thought, types of thinking, creative and critical thinking
	● **Problem Solving**
	  • Definition, steps in problem solving
	  • Factors influencing problem solving
	● **Decision Making**
	  • Consequences, models of decision making, goal setting

Unit-3	**Coping Skills**
	● **Coping with Emotions**
	  • Definition, characteristics, types of emotions- causes and effects of different emotions
	  • Strategies of coping with emotions and managing emotions: Classroom discussion; brainstorming; role-plays, audio and visual activities e.g arts, music, theatre, dance; case studies, storytelling, debates
	● **Teaching Social and Emotional Learning (SEL)**
	  • SEL frameworks and teaching approaches for SEL
	  • Lesson Planning for SEL, Assessment strategies for SEL

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Unit-4	**Life Skills** ● Communication skills ● Empathy building ● Cooperation and Team building ● Interpersonal skills
Transaction Strategies/Teaching learning process	Lecture Method, Activity based Method, Survey Method, Cooperative Learning, Blended Learning

Practicum: Under the Life Skills Project, the students are expected to design activities to develop the following ten life skills-
1. Self-Awareness 2. Empathy 3. Problem Solving 4. Decision Making 5. Effective Communication 6. Interpersonal Relationships / Friendships 7. Creative Thinking 8. Critical Thinking 9. Coping with Emotions and 10. SEL.
The following strategies are suggested to design activities: Role-plays, Arts, Music, Theatre, Dance, Storytelling, Debates etc. on diverse issues in the form of workshops.

Suggested Readings:

- Braisby, N., & Gellatly, A. (2012). *Cognitive psychology*. Oxford: Oxford University Press.
- Dahama O.P., Bhatnagar O.P, (2005). *Education and Communication for Development.* (2). New Delhi: Oxford& IBH Publishing Co. Pvt. Ltd. Debra McGregor, (2007). *Developing Thinking; Developing Learning - A guide to thinking skills in education*. New York, USA: Open University Press.
- Delors, J. (1997). *Learning: The Treasure Within*. Paris: UNESCO.
- Karen, G. D. & Eastwood, A. (2008). *Psychology for Living Adjustment, Growth and Behaviour Today.* (8). New Delhi: Pearson Education Inc.
- Hockenbury (2010). *Discovering Psychology*. New York: Worth Publishers.
- Halonen, S. J., Santrock, W. J. (2009). *Psychology: Context & Application.* USA: McGraw-Hill Companies Inc., (3).
- Moore, B. N., & Parker, R. (2016). *Critical thinking*. Dubuque, IA: McGraw-Hill Education.
- Rajasenan, V. N. (2010). *Life Skills, Personality and Leadership*. Tamil Nadu: Rajiv Gandhi National Institute of Youth Development.
- Cottrell, S. (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*. New York: Palgrave Macmillan Ltd.
- Sternberg, R. J., & Mio, J. S. (2009). *Cognitive psychology*. Belmont (CA): Wadsworth.
- UNESCO (1999). *Adult Education: The Hamburg Declaration*. Paris: UNESCO.
- UNESCO (2005). *Quality Education and Life Skills: Darkar Goals*. Paris: UNESCO.
- WHO (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*. Geneva: WHO.

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- Santrock, W. J. (2006). *Educational Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd. (2).
- Dakar Framework for Action. (2000). *Education for All: Meeting our Collective Commitments*. Dakar, Senegal.
- Life Skills Resource Manual, Schools Total Health Program. (2006). Chennai: Health Education and Promotion International Inc.
- Kumar, J. Keval. (2008). *Mass Communication in India.* JAICO Publication India Pvt. Ltd.
- Morgan & King. (1993). *Introduction to Psychology*. New Delhi. Tata McGraw-Hill Publishing Company Ltd.
- Rao. P.L. (2008). *Enriching Human Capital through Training and Development.* Delhi: Excel Books.
- Singh, M. (2003). *Understanding Life Skills*. Background paper prepared for Education for All: The Leap to Equality.
- UNESCO and Indian National Commission for Cooperation with UNESCO (2001). *Life Skills in Non-formal Education: A Review.*
- *YUVA School Life Skills Programme: Handbook for Teacher.* (2008). Delhi: Department of Education and State Council of Educational Research and Training. *I – IV.*

Web-Resources:
- Tull, M., Post Traumatic Stress (PTSD). (2010, January 30th). *How to Monitor Your Emotions and Increase Emotional Awareness.* Retrieved from. http://ptsd.about. com/
- *A Life Skills Program for Learners in Senior Phase*. (2002). University of Pretoria. Chapter in Thesis. Retrieved from: http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf
- *Life Skills Based Education*. (2011). Wikipedia. Retrieved from: http://en.wikipedia.org/wiki/Life_skills-based_educaion
- *Life Skills Based Education CCE.* (2009). CBSE. Retrieved from: http://www.cbse.nic.in/cce/life_skills_cce.pdf
- Ministry of Education. (2006). *Senior Secondary Phase*. Republic of Namibia. Retrieved from: http://www.nied.edu.na/publications
- https://canvas.instructure.com/courses/1879941
- https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf
- https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf
- https://canvas.instructure.com/courses/2700844

Year	I	PHILOSOPHICAL FOUNDATIONS OF EDUCATION	Credits	4
Semester	**II**		**Course code**	**SOE 01 02 06 C3104**

Learning Outcomes	After completion of the course, students will be able to: ● State the meaning of education philosophy and illustrate its branches and categorize various types and sources of Knowledge. ● Explain constitutional values, Aims of education and Modern Concept of Philosophy. ● Classify Western and Indian Schools of Philosophy. ● Reflect on the contribution of various educational thinkers (Indian and Western).

Course Content	
Unit-1	**Conceptual Understanding of Educational Philosophy** ● Concept and nature of Educational Philosophy, Relationship between Education and Philosophy ● Branches of Philosophy: Metaphysics, Epistemology and Axiology and their educational implications ● Knowledge: Concept, nature and types of knowledge
Unit-2	**Indian Schools of Philosophy** ● Indian Schools of Philosophy and their educational implications: Sankhya, Vedanta, (Buddhism, Jainism)
Unit-3	**Western Schools of Philosophy** ● Western Schools of Philosophy and their educational implications: Idealism, Naturalism, Pragmatism, Existentialism
Unit-4	**Contribution of Educational Thinkers** ● J. Krishnamurthy ● Rabindranath Tagore ● John Dewey ● Paulo Friere
Transaction Strategies/Teaching learning process	Projects, Debates, illustrations, presentations, Lecture cum Discussion Method, E-learning, assignments on different key areas, panel discussion, brainstorming sessions.

Practicum:
● Group discussion on the role of values in our life.
● Assignments on different key areas given in the syllabus.
● Panel discussion on importance of educational philosophies.
● Any other activity suggested by the teacher.

Scheme and Syllabus of M.Ed. Programme w.e.f. Academic Session 2021-22

Suggested Readings:

- Aggarwal, J.C. (2013). *Basic ideas in education*. New Delhi: Shipra Publications.

- Bailey, Richardet. al. (2010). *Philosophy of education*. U.S.A.: Sage Publication Ltd.

- Barrow, R. (2010). Schools of Thought in Philosophy of Education. In Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.), *The SAGE Handbook of Philosophy of Education*. London: Sage Publications.

- Bharathy, V., & Rao, D. B. (2015). *Educational philosophies of Swami Vivekananda and John Dewey*. New Delhi: APH Publications Corporation.

- Carr, D. (2010). *The Philosophy of Education and Educational Theory*. In Bailey, R. Barrow, Carr, D., & McCarthy, C. (ed.), *The SAGE Handbook of Philosophy of Education*. London: Sage Publications.

- Chand, J. (2010). *Philosophical foundation of education*. New Delhi: Anshah publishing house.

- Coulby, D. & Zambeta, G. (2005). *Globalization & nationalism in education*. New York: Routledge.

- Deshpande, S. (2004). *Contemporary India: a sociological view*. New Delhi: Penguin.

- Gupta, R. (2011). *Philosophical, sociological and economic bases of education*. Ludhiana: Tondon Publications.

- Gupta, R. (2012). *Shiksha ke darshnik, samaj shastriya aurarthik adhar*. Ludhiana:Tondon Publications.

- Kaur. (2018). *Philosophical and sociological perspectives in education.* New Delhi: ABD Publishers.

- Kenkel, W.F. (1980). *Society in action: Introduction to sociology*. New York: Harper and Row.

- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: APH Publishing Corporation.

- Mathur S.S. (2008). *A Sociological approach to Indian Education*. Agra: Vinod Pustak Mandir.

- Ministry of Education (1985). *Challenges of Education-A policy perspective.* New Delhi: Govt. of India.

- Ministry of Education (1993). *Education for all: The Indian Scene*. New Delhi: Govt. of India.

- Ozmon, H. A. (2017). *Philosophical foundations of education*. New Jersey: Pearson Publication.

- Pandey, R.S. (1997). *East west thoughts on education*. Allahabad: Horizon Publishers.

- Phillips, D.C. (2010). *What is Philosophy of Education?* In Bailey, R. Barrow, Carr, D., & McCarthy, C. (ed.), *The SAGE Handbook of Philosophy of Education*. London: Sage Publications.

- Pring, R. (2010). *The philosophy of education and educational practice*. In the sage handbook of philosophy of education. Bailey, R. Barrow, Carr, D., & McCarthy, C. (ed.). London: Sage Publications.

- Siegel, H. (2010). *Knowledge and truth*. In Bailey, R. Barrow, Carr, D., & McCarthy, C. (ed.), *The sage handbook of philosophy of education*. London: Sage Publications.

- Singh, Y. K. (2014). *Education philosophy of Mahatma Gandhi*. New Delhi: APH Publishing Corporation.

- Sodhi T.S. & Suri A. (1998). *Philosophical and sociological foundation of education*. Patiala: Bawa Publications.

- Vallikkat, S. (2015). *Philosophy of education*. New Delhi: APH Publishing Corporation.

- Vashishtha, U. C. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation.

- Walia, J.A. (2011). *Modern Indian education and its problems*. Gopal Nagar, Jalandhar City: Paul Publishers

Web Resources

- https://www.cukashmir.ac.in/departmentdocs_16/WESTERN%20SCHOOLS%20OF%20PHILOSOPHY%20-%20Dinesh%20Kumar%20K.pdf, https://shodhganga.inflibnet.ac.in/bitstream/10603/68349/7/07_chapter%202.pdf

- http://www.ibe.unesco.org/sites/default/files/krishnamurtie.pdf

- http://www.ijcrar.com/vol-4/T.%20Pushpanathan.pdf

- https://files.eric.ed.gov/fulltext/ED564712.pdf, https://files.eric.ed.gov/fulltext/EJ1158258.pdf, http://sabarishedn.blogspot.com/2014/02/educational-philosophy-of-paulo.html

Year	I	**SOCIOLOGICAL FOUNDATIONS OF EDUCATION**	**Credits**	**4**
Semester	**II**		**Course code**	**SOE 01 02 07 C3104**

Learning Outcomes	After completion of the course, students will be able to: ● Explain the concept & nature of educational sociology and sociology of education, relationship of sociology and education. ● Classify the social Institutions, list agencies of socialization and their functions in education. ● Discuss the socialization cultural change & Social Stratification. ● Reflect on the social Changes, Social Mobility and National Values enshrined in the Indian constitution.

Course Content	
Unit-1	**Concept of Educational Sociology and Sociology of Education** ● Educational Sociology, Sociology of education, Relationship of Sociology and Education ● Social foundations of education ● Education as a socially contrived system influenced by social, cultural, political, economical
Unit-2	**Social Institutions and types, Social Group and Social interaction** ● Concept and types of social Institutions and their functions in education (family, school and society ● Meaning, Definition, Characteristics and Types of Social Groups ● Meaning, Characteristics and Factors of Social Interaction, Educational Implications of Social Interaction ● Concept and Definition of Group Dynamics, Educational Significance of Group Dynamics
Unit-3	**Socialization and Education, Education and Culture** ● Concept and Meaning of Socialization, Agencies of Socialization; Home, School and Community ● Social Stratification; Concept and educational implications ● Role of education in cultural context, Education and cultural changes
Unit-4	**Social Changes, Social Mobility and National Values** ● Social changes: Concept and educational Implications, constraints to social changes in India ● Social Mobility and education ● National Values as enshrined in the Indian Constitution – Socialism, secularism, justice, liberty, democracy, equality, freedom with special reference to education
Transaction Strategies/Teaching learning process	Lecture cum Discussion, Debates, illustrations, presentations, Projects Method, E-learning, assignments on different key areas, panel discussion, brainstorming sessions.

Practicum:

- Group discussion on social changes and its role in our life.
- Assignments on different key areas given in the syllabus.
- Panel discussion on education and its cultural context.
- Any other activity suggested by the teacher.

Suggested Readings:

- Abrahan F. &Margan, J. (2002). *Sociological thought.* New Delhi: *MC Millian India Ltd.*
- *Banks (2018). An Introduction to Multicultural Education.* New Delhi*: Pearson.*
- *Gore, M.S. (1984). Education and modernization in India.* Jaipur: *Rawat Publishers.*
- Hanighurst, R. (1995). *Society and education.* Boston: Allyn and *Bacon.*
- Harlambos, M. (1997). *Sociology theme and perceptive.* New Delhi: *OUP.*
- Havighurst, Robert et al. (1995). *Society and Education*. Baston: Allyen and Bacon.
- Inkeles, Alex. (1987). *What is Sociology?* New Delhi: Prentice Hall of India.
- Jayapalan N. (2001). *Sociological theories.* New Delhi: Atlantic Publishers and Distributers.
- Kamat, A.R. (1985). *Education and social change in India.* Bombay: Samaiya Publishing Co.
- Lal, R.B. & Palod, S. (2016*). Philosophical & Sociological perspectives of education.* Meerut: R.Lall Publications.
- M.H.R.D. (1990). *Towards an enlightened and human society. New Delhi: Department of Education.*
- Mathur, S.S. (1966). *Sociological approach to Indian education. Agra: Vinod Pustak Mandir.*
- Maubnhein K. (1962). *An introduction to sociology of education. London: Routledge.*
- Mossish, Loor (1972). *Sociology of Education: An Introduction.* London: George Lalen and Unwin.
- Mukerjee, R. K. (1969). *Ancient Indian Education*. Varanasi: Motilal Banarsidas.
- Narvane, V. S. (1978). *Modern Indian Thought*. New York: Orient Longmans Ltd.
- Pandey, K.P. (1983). *Perspective in Social Foundations of Education. Gaziabad: Amita Prakashan.*
- Rao, Shanker, C.N. (2002*). Sociology, primary principles. New Delhi: S. Chand & Co.*
- Saxena, S. (2001). *Philosophical and sociological foundation of education. Meerut: Surya Publications.*
- Singh, A.(2018). *Emerging trends in education and future vision. New Delhi: Omega Publications.*
- Singh, B.N. (2005). *Education: social change and economic development. Jaipur: RBSA Publishers.*

- Snedden, D. (2018*). A digest of educational sociology. Australia: Trestie Publications*
- Sodhi, T.S. & Suri, A. (1998). *Philosophical and sociological foundation of education.* Patiala: Bawa Publication.

Web- Resources

- http://www.beykon.org/dergi/2016/SPRING/2016XI.I.10.A.Sen.pdf

- https://www.bmartin.cc/pubs/90psa2/90psa2_Rootes.pdf

- https://www.cliffsnotes.com/study-guides/sociology/the-sociological-perspective/three-major-perspectives-in-sociology

- https://www.ebscohost.com/uploads/imported/thisTopic-dbTopic_1248.pdf

- https://laulima.hawaii.edu/access/content/user/kfrench/sociology/The%20Three%20Main%20Sociological%20Perspectives.pd

- https://study.com/academy/lesson/sociologys-four-theoretical-perspectives-structural-functional-social-conflict feminismsymbolic-interactionism.html

- https://en.wikibooks.org/wiki/Introduction_to_Sociology/Sociological_Theory

- http://shiacollege.org/uploads/econtent/Basic%20Concept%20of%20Social%20Groups%20.pdf

- https://files.eric.ed.gov/fulltext/EJ1201477.pdf

Year	I	**ADVANCE RESEARCH METHODOLOGY**	**Credits**	**4**
Semester	**II**		**Course code**	**SOE 01 02 08 C3104**

Learning Outcomes	After completion of the course, students will be able to: ● Acquire and illustrate with examples the use of quantitative and qualitative research designs. ● Select suitable good data collection instruments in quantitative and qualitative research. ● Describe the meaning and assumptions of parametric and non-parametric tests. ● Choose and apply appropriate parametric or non-parametric tests for hypothesis testing.

Course Content	
Unit-1	**Research Designs** ● Quantitative Research Designs: 　▪ Descriptive Research 　▪ Experimental Research: Experimental Designs ● Qualitative Research Designs: 　▪ Ethnography 　▪ Case Study 　▪ Grounded Theory ● Mixed Method Designs: Concept and Types
Unit-2	**Tools and Techniques of Data Collection** ● Tools of data collection and their Characteristics of a good data collection instrument ● Quantitative data collection: Characteristics and uses of Questionnaire, Psychological Tests, Rating Scales and Socio-metric Techniques in Research ● Quantitative Data Collection: Characteristics and uses of Observations, Interview, Focus Group, Documents, Secondary Data ● Properties of a good measurement tool: Reliability, Validity; concept of standardized tests
Unit-3	**Inferential Statistics (Parametric Tests)** ● Meaning and assumptions of parametric tests ● Concepts related to Hypothesis Testing: Standard Error, Confidence Limits, Levels of Significance, Null Hypothesis ● One tailed and two tailed test; Two types of Error ● Hypothesis Testing: 　• t-Test: Concept, Assumptions, Computation and Uses

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	• ANOVA (One Way and Two Way): Concept, Assumptions, Computation and Uses
Unit-4	**Inferential Statistics (Non-Parametric Tests)**

	● Meaning and assumptions of Non-Parametric tests
	 ● Concept, Computation and Uses of:
	     • Chi-Square Test of Equality and Independence
	     • Sign Test
	 ● Mann Whitney U Test

Transaction Strategies/Teaching learning process	Discussion on qualitative and quantitative research studies, practice on data with various statistical methods, case studies and assignments

Practicum:

1. Writing of a term paper on the given course contents.
2. Planning and Development of instructional design for online modules using appropriate approach.
3. Development of e portfolios and online assessment.
4. Critical review of online education initiatives. (Any two)
5. Interface with the educational technology industry (through excursion).

Suggested Readings:

● Best, J. W. and Kahn, J. V. (1995). *Research in education.* New Delhi: Prentice Hall.

● Burns, R. B. (1991). *Introduction to Research in education.* New Delhi: Prentice Hall.

● Adward, Allen Literacy. (1968). *Experimental designs in psychological research*. New York: Holt, Rinehart and Winston.

● Creswell, J. W. (2017). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* India: Pearson.

● Ferguson, G. A. (1976). *Statistical analysis in psychology and education*. New York: McGraw Hill.

● Garrett, H. E. (1973). *Statistics in psychology and education.* Bombay: Vakils, Feiffer and Simon.

● Guilford, J.P. and Benjamin, F. (1973). *Fundamental statistics in psychology and education.* New York: McGraw Hill.

● Johnson, B., & Christensen, L.B. (2020). *Educational research: Quantitative, qualitative, and mixed approaches*. USA: Sage

● Kerlinger, F. N. (1973). *Foundation of behavioural research.* New York: Holt, Rinehart and Winston.

● Koul, L. (1988). *Methodology of research.* New Delhi: Vikas.

● Kurtz, A.K. and Mayo S.T. (1980). *Statistical methods in psychology and education.* New Delhi: Narela.

- Lindquist, E.F. (1970). *Statistical analysis in educational research.* New Delhi, Oxford and IBH publishing House.
- Mangal, S.K. (2002). *Statistics in psychology and education.* New Delhi: Prentice Hall of India.
- Mann, P.S. (2015). *Introductory statistics.* New York: Wiley.
- Neuman, W.L. (1997). *An introduction to educational research methods: Qualitative and quantitative approaches*. Boston: Allyn and Bacon.
- Sharma, S.R. (2003). *Problems of educational research.* New Delhi: Anmol Publications Pvt. Ltd.
- Siegel, S. (1986). *Non-parametric Statistics*. New York: McGraw Hill.
- Travers, R.M. W. (1978). *An introduction to educational research*. New York: Macmillan.
- Springer, K. (2010). *Educational research: A contextual approach*. Hoboken, N.J: Wiley.

Year	I	**CURRICULUM STUDIES**	**Credits**	**4**
Semester	**II**		**Course code**	**SOE 01 02 09 C3104**

Learning Outcomes	After completion of the course, students will be able to: ● Describe the concept, scope and principles of curriculum development ● Get sensitized to curriculum as a process, product and praxis. ● Acquaint students with the different aspects of curriculum evaluation. ● Explain the models of curriculum evaluation.

Course Content	
Unit-1	**Conceptual framework of Curriculum** ● Meaning, definition and elements of curriculum ● Types of curriculum-hidden curriculum, integrated curriculum ● Determinants of curriculum (Philosophical, Sociological and Psychological)
Unit-2	**The Evaluation of Curriculum** ● Formative Evaluation: feedback and guidance for shaping the curriculum ● Summative Evaluation: appraisal of the emergent curriculum ● Models in Curriculum Evaluation: CIPP, Tyler
Unit-3	**Curriculum Transaction** ● Flipped classroom ● Collaborative learning ● Team teaching ● Factors influencing Curriculum Transaction
Unit-4	**Trends in Curriculum Development in India** ● Mudaliar Commission ● Basic education ● Kothari Commission ● National Curriculum Framework, 2005
Transaction Strategies/Teaching learning process	Assignments and workshop on curriculum development and evaluation.

Practicum:

- Identify curriculum perspectives in the literature and develop an annotated bibliography.
- Identify issues and methods in your own discipline by supporting with relevant literature review on a curriculum topic of your choice.
- Assignment on critically reflecting on the issues discussed on the theoretical foundations of curriculum construction and commenting on the future of curriculum theory.

Suggested Readings:

- NCERT. (2006). *Position paper: National focus group on aims of education*. National Council of Educational Research and Training, Delhi, India.
- Kumar, K. (1992). *What is worth teaching? In what is worth teaching*. (1 – 22). Delhi: Orient Longman.
- Dhankar, R. (2003). *Aims of Education: Policy documents and demands of democracy.*
- Glickman C. D. (2011). *Dichotomizing educational reform*. In Ornstein.
- Pajak, & Ornstein (Eds.). *Contemporary issues in curriculum*. Pearson. *32*(5), 328-335.
- Egan, K. (2003). *What is curriculum? Journal of the Canadian Association for Curriculum Studies.* 1(1), 66-72.
- Haggerson, N. L. Jr. (2000). *Expanding curriculum research and understanding: A mytho- poetic perspective*. New York: Peter Lang.
- Jackson, P. W. (1992). *Handbook of Research on Curriculum.* NY: Macmillan Publishing Co.
- Marsh, C.J. (2009). *Key Concepts for understanding curriculum.* Taylor and Francis.
- Young, M. (2007). *What are schools for? Education Sociology. 28* (101), 1287-1302.
- Kumar, Krishna. (1999). *Listening to Gandhi. What is worth teaching?* New Delhi: Orient Longman. 111 - 128. (or Kumar, K. (1998). Buniyadi Shikshaki prasangigkta. Shikshavimarsha)
- Tagore, R. (1951/2000). *What is real education? In Devi Prasad* (Ed.) *Rabindranath Tagore philosophy of education and painting*. New Delhi: NBT. 43 – 50.
- National Council of Educational Research and Training. (2005). *National Curriculum Framework.* (Yash Pal, Chairman). National Council of Educational Research and Training, Delhi, India. (Foreword, acknowledgement, executive summary and the steering committee description).
- National Council of Educational Research and Training. (2006). *Position paper: National focus group on curriculum syllabus and textbook,* (Rohit Dhankar, Chairman). National Council of Educational Research and Training, Delhi, India.
- Posner, G. J. (1998). *Models of curriculum planning.* In L. E. and M. W. Apple (Eds.) *The curriculum: Problems, politics and possibilities*. New York: Sunny Press. *2*, 79-91.
- Anderson, L. W., & Krathwohl, D.R. (2001). *A taxonomy for learning, teaching and assessing: a revision of bloom's taxonomy of educational objectives*. Addison Wesley Longman.

- Apple, M. W. (1993). *The politics of official knowledge: Does a national curriculum make sense? Teachers college record*. Winter, Teachers College, Columbia University. *95*(2).
- Kumar, K. (1988). *Origins of India's "textbook culture"*. Comparative Education Review. 2 (4), 452-464.
- Ahvaan trust & Ambedkar University, Delhi. (Forthcoming). *Teachers in conversation proceedings of two focus group discussions with teachers.*
- Apple, M.W. and Beane, J. A. (2007). *Democratic schools: Lessons in powerful education.* (2). Heinmann.
- Pathak, A. (2002). *Mirambika: An alternative school. In Social implications of schooling: Knowledge, pedagogy and consciousness*. Noida: Rainbow Publishers. 166 – 235.
- Vineeta, Sood. (2012). Foreword to Indian edition. In Gatto, J. T., *Weapons of mass instruction: A school teacher's journey through the dark world of compulsory schooling.* Indore: Banyan Tree. vii-xiv.
- Documentaries: Summerhill; HSTP.
- Kelly, A.V. (2009). *The curriculum theory and practice*. Sage.
- Marsh, C. J. (2004). *Key concepts for understanding curriculum* (3). London: Routledge Falmer.
- Flinders, D. J. and Thorton, S. J. (Eds.). (2009). The curriculum studies reader (3). New York: Routledge.
- MHRD (2012). *Vision of Teacher Education in India Quality and Regulatory Perspective* (Report of the High-Powered Commission on Teacher Education constituted by Hon'ble Supreme Court of India), Department of School Education & Literacy, MHRD, Government of India, New Delhi.
- James, K.Mc. (2007): *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research.* Routledge. U.K.
- National Curriculum Framework (2005): New Delhi: NCERT.
- Ornstein, A.C & Hunkins, F.P, (2018). *Curriculum: Foundations*, *Principles and Issues* (7). New York: Pearson.
- Ornstein, P. & Ornstein. A.C. (2011). *Contemporary Issues in Curriculum* (5). New York: Pearson.
- Slattery, P. (2006). *Curriculum Development in the postmodern Era* (2). Routledge.

Year	I	ACADEMIC WRITING	Credits	2
Semester	**II**		**Course code**	**SOE 01 02 10 C0022**

Learning Outcomes	After completion of the course, students will be able to: ● Describe the essential requirements of academic writing and distinguish a good academic writing from others. ● Build capacities for self-criticism and facilitate self- growth.
Course Content	● Introduction to the Writing Process ● Writing in one's own words: Summarizing and Paraphrasing ● Write a professional report of any workshop and seminar ● Critically analyze two research papers on the topic of your interest and write a report on it ● Book Review: Any Text Book/Novel/Book
Transaction Strategies/Teaching learning process	Workshop, Assignments, Organizing seminars

Practicum:
- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.
- Attend a seminar/workshop or conference and write a report on the entire programme.
- Workshop on academic writing skill and report writing.

Suggested Readings:
- *Academic English: Writing Specialization* (2019). Retrieved from https:// www.coursera.org/specializations/academic-english.
- Bailey. S. (2015). *Academic writing: A Handbook for International Students*. London and New York: Rutledge.
- Eric Hayot (2014). *The elements of academic style: Writing for the humanities*. US: Columbia University Press.
- Labaree, R.V. (2009). *Organizing your social sciences research paper: Academic writing style*. Retrieved from libguides.usc.edu/writing guide/academic writing.
- Murray, N. (2012). *Writing essays in english language and linguistics*. UK: Cambridge University Press.
- Olivia, V. (2019). *An introduction to academic writing: Characteristics and common mistakes to avoid.* Retrieved from https:// www.thoughtco.com /what-is -academic-writing-1689052.

Year	I	INTERNSHIP AND FIELD ENGAGEMENT	Credits	2
Semester	**II**		**Course code**	**SOE 01 02 11 C0022**
Learning Outcomes		● Internship program is aimed at providing practice of the concepts and skills learned in theoretical papers in the field of education such as schools, teacher education institutes apart from where the scholar is studying.		

Plan of Activities:

Sr. No.	Phase	Name of Activity	Duration
1	Part -One	Pre-Internship training (Each student is required to deliver at least one lecture to B.Ed. students of School of Education)	01 Week
2	Part - Two	Observation of Internship Activities of B.Ed. students	01 Week
3	Part-Three	Attachment in Teacher Training Institution	02 Week
Total Duration of Internship			**04 Week**

Part-A:

This phase is preparatory in nature aimed at providing students with necessary guidance and skills enriching their field-based engagement. In this phase each M.Ed. a student is required to take a minimum of One Pedagogy paper class in the B.Ed. course of the Department.

Part-B:

Each student is required to observe the internship activities of B.Ed. students attached to a high school / higher secondary school for school-based internship programme. The students are required to observe at-least five lessons of B.Ed. students and should maintain a separate observation record. The students are also expected to familiarize themselves with the school practices including school administration, organization of curricular and co-curricular activities.

Part-C:

Each M.Ed. a student is required to take a minimum of 06 classes in B.Ed. college/DIET either in core papers or in optional papers or both taken together under the close mentorship of teacher educators of the institution selected for internship related activities. The students are also expected

to familiarize themselves with the college practices including administration, organization of curricular and co-curricular activities. The students are also expected to collectively organize at least one activity.

The suggestive list are as follows:

- Teaching learning material making competition
- Drawing / poster making competition on themes related to education
- Organize an innovative teaching learning material making workshop
- Debate/ Essay writing/ Slogan competition.
- Nukkad Natak
- Cleanliness Drive
- Workshop on Micro-teaching Skills

Year	I		Credits	2
Semester	**II**	**DISSERTATION-I**	**Course code**	**SOE 01 02 12 C0022**
Learning Outcomes		After completion of the course, students will be able to: ● Understand the process of conducting research and preparing the research proposal. ● Apply the steps of writing review of related literature and identification of research gap.		
Course Content		● Research problem: Concept, identification and specification of the research problem ● Review of related literature: Concept, importance and identification of the research gaps ● Introduction to various referencing styles ● Research proposal: Concept and preparation of research proposal		

(Note: In this part of Dissertation each student is required to undertake the aforesaid activities under the guidance of their respective supervisors)

Discipline Centre Elective Courses (DCEC)

Year	I	**GUIDANCE & COUNSELLING**	Credits	4
Semester	**II**		**Course code**	**SOE 01 02 04 DCEC 3104**

Learning Outcomes	After completion of the course, students will be able to: ● Explain the meaning and concept of guidance and counselling in India. ● Exhibit various techniques for guidance and counselling. ● Develop competencies for various approaches of counselling. ● Encourage practices to promote group activities for addressing factors affecting mental health.

Course Content	
Unit-1	**Introduction to Guidance** ● Guidance: Concept, Principles and Functions ● Types of Guidance: Educational, Vocational, Social, Personal, health and Social Guidance ● Role of teachers in guidance ● Contemporary Models of Guidance: Mathewson
Unit-2	**Introduction to Counselling** ● Concept, Principles, Techniques & Procedure of Counseling ● Counselor: Characteristics, Functions ● Ethics of counsellor ● Skills of Counseling: Building Trust, Listening, Observation & Empathy
Unit-3	**Approaches and theories of counselling** ● Approaches of Counseling: Directive, Non-Directive, Eclectic Counseling ● Cognitive-behavioral approach (CBT): Aaron T. Beck ● Rational emotive behavior approach (REBT): Albert Ellis ● Theories of Counseling: Psychoanalytic, Behavioristic
Unit-4	**Mental Health and Well Being** ● Concept of Well Being ● Concept of Mental Health ● Factor Affecting Mental Health ● Promoting Positive Mental Health at Work Place

Transaction Strategies/Teaching learning process	Lectures, discussions, use of psychological tests, observation of students, conducting career guidance in the schools, counsel students by identifying their mental health problems such as lack of concentration, anxiety, anger etc.

Practicum:

- Prepare an interview schedule for an effective Counseling.
- Visit a guidance Centre and Write a report about its organization and functions.
- Write a research report on – Issues and trends in Guidance and Counseling.

Suggested Readings:

- Aggarwal, J.C. (2005). *Career information in career guidance theory & practice*. Delhi: Doaba House.
- Aggarwal, R. (2010). *Elementary guidance and counselling*. New Delhi: Shipra Publication.
- Bala, Rajni. (2007). *Guidance and counselling: Modern Review*. New Delhi: Afa Publication.
- Burnard, P. (2005). *Counselling Skills Training*. New Delhi: Viva Book Private Limited.
- Chandra, R. (2009). *Career information and guidance and counselling*. Delhi: Isha Books.
- Chandanpat (2018). *Guidance and counselling*. ND: Educational Publisher & Distributor.
- Chauhan, S.S. (2007). *Principle and techniques of guidance.* New Delhi: Vikas Publishing House.
- Dev, K. (2005). *Educational guidance*. New Delhi: Pragun Publication.
- Gibson, R. L. & Mitchell, M. (2008). *Introduction counselling and guidance*. New Delhi: PHI Learning Pvt. Ltd.
- Gibson, Robert L. & Mitchell, Marianne, H. (2016). *Introduction to counselling and guidance*. New Delhi: Pearson Prentice Hall in India.
- Gladding, R. (2018). *Introduction to counselling.* ND: Pearson.
- Gupta, M. (2005). *Effective guidance & counselling.* Jaipur: Mangaldeep publications.
- Kochhar, S. K. (2006). *Educational and vocational guidance in secondary education*. Delhi: Sterling Publications.
- Kochhar, S.K. (2009). *Guidance & counselling in colleges & universities*. New Delhi: Sterling Publishers Pvt Ltd.
- Koshy, J. (2007). *Guidance and counselling*. New Delhi: Dominant Pub. & Distributors.
- Kottler, J. A. & Shepard, D. S. (2008). *Counselling theories & practices*. Cenage Learning: 1st Edition.
- Madhukumar, I. (2007). *Guidance and counselling*. New Delhi: Authors Press.

- Mathur, S. S. (2008). *Fundamentals of guidance & counselling, (*2). Agra: Aggarwal Publication.

- Mishra, R.C. (2004). *Guidance & counselling*. New Delhi: APH Publishing Corporation.

- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan publishers.

- Pandey, V.C. (2006). *Educational guidance & counselling*. Delhi: Isha Books.

- Rao, S N. (2006). *Counselling and guidance.* Delhi: McGraw hill Publication.

- Rao, S. N. &Hari, H. S. (2004). *Guidance and counselling*. New Delhi: Discovery Pub. House.

- Safaya, B.N. (2002). *Guidance & counselling.* Chandigarh: Abhishek Publications.

- Saxena, A. (2006). *Organization of Guidance Service*. Delhi: Rajat Publications.

- Saxena, A. (2007). *Introduction to educational & vocational guidance*. Delhi: Rajat Publications.

- Sexena, A. (2007). *Modern techniques of counselling*. New Delhi: Rajat Publications.

- Sharma, R. A. (2011). *Fundamentals of guidance and counselling*. Meerut: R. Lal Book Depot.

- Sharma, S.P. (2008). *Career guidance & counselling*. New Delhi: Kanishka Publishers & Distributors.

- Sharma, T.C. (2002). *Modern methods of guidance & counselling*. New Delhi: Sarup& Sons.

- Sharma, Y.K. (2005). *Principles of educational & vocational guidance*. New Delhi: Kanishka Publishers.

- Shrivastava, K.K. (2003). *Principles of guidance & counselling*. New Delhi: Kanishka Publishers.

- Singh, R. (2002). *Educational & vocational guidance*. New Delhi: Commonwealth Publishers.

- Varky, B. G. & Mukhopadhyay, M. (2006). *Guidance and Counselling*. New Delhi: Sterling Publications.

- Vashist, S.R. (2004). *Evaluation of Guidance.* New Delhi: Anmol Publications Pvt. Ltd.

- Yadav, R.H. (2012). *Guidance & Counselling*. New Delhi: APH Publishing Corporation.

Year	I	**GENDER, SCHOOL AND SOCIETY**	Credits	4
Semester	**II**		**Course code**	**SOE 01 02 05 DCEC 3104**

Learning Outcomes	After completion of course students will be able to: ● Explain the key concepts-gender, gender bias, gender stereotype, empowerment, describe the policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society. ● Reflect on gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region. ● Develop professional competencies to address gender-based violence in all social spaces and evolve strategies for addressing it. ● Exhibit practices and strategies to create gender inclusive classrooms.
Course Content	
Unit-1	**Gender Issues: Key Concepts** ● Gender and Sex ● Gender roles ● Socio-economic and cultural aspects of gender ● Gender identities and socialization
Unit-2	**Gender and Media** ● Portrayal of Women in Mass Media (Cinema, TV, Print media) ● Autobiography ● Women in Folk culture ● Alternative media- Street play and Theatre
Unit-3	**Creating Gender Inclusive Classroom** ● Gendered texts: Curriculum, Textbooks ● Teacher attitude and classroom processes ● Producing the Gendered Self, Nurturing Masculinities and Femininities ● Teacher as an agent of change
Unit-4	**Socialization Processes in India: Family, School and Society** ● Gender Identities and socialization practices in different types of families in India ● Gender Concerns related to access, enrolment, retention, participation and overall achievement ● Gender Issues in Curriculum

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	• Gender, Culture and Institution: Intersection of class, caste, religion and region
Transaction Strategies/Teaching learning process	Lecture, Brainstorming sessions

Practicum:

- Conduct a study to understand how power is used for sexual harassment in work place.
- Critically analyse different movies to understand the portrayal of women in cinema.
- Visit different schools and by interacting with principals and supervisors find out the various conflict faced by them in institution and the ways they resolve them.
- Visit the educational institutions to understand the motivation strategies used by leaders to motivate their employees.

Suggested Readings:

- Desai, Neera and Thakkar, Usha. (2001). *Women in Indian Society*. National Book Trust, New Delhi.
- Geetha, V. (2002). *Gender.* Calcutta: Stree.1-10, 38-50 & 89-109.
- Menon, N. (2012). *Family, in idem seeing like a feminist.* New Delhi: Zubaan.1-50.
- Vincent, C. (2010). *The Sociology of Mothering*. In Michael W. Apple, Stephen J. Ball (Eds.) The Routledge International Handbook of the Sociology of Education, New York: Routledge. 109-120.
- Martin, J. R. (1986). *Redefining the Educated Person: Rethinking the Significance of Gender, Educational Researcher*. Special Issue: The New Scholarship on Women in Education. *15*(6) 6-10.
- Kumar, K. (2010). *Culture, State and Girls: An Educational Perspective', Economic & Political Weekly. 45*(17), 75-84.
- Manjrekar, N. (2003). *Contemporary Challenges to Women's Education: Towards an Elusive Goal.* Economic and Political Weekly. *38(43),* 4577-4582.
- Kumar, K., & Gupta, L. (2008). '*What Is Missing in Girls' Empowerment?*'. Economic & Political Weekly. *43* (26/27), 19-24.
- Balagopalan, Sarada (2010). '*Rationalizing Seclusion: A Preliminary Analysis of a Residential Schooling Scheme for Poor Girls in India'.* Feminist Theory. *11*(3), 295-308.
- Kalia, NarendraNath (1986). '*Women and Sexism: Language of Indian School Textbooks'.* Economic and Political Weekly. *21* (18), 794-797.
- Bhog, D. et al (2009). *Textbook Regimes: A Feminist Critique of Nation and Identity*. New Delhi: Nirantar, Selected Excerpts.
- Leach, F. (2003). *Practicing Gender Analysis in Education*. Oxfam.
- NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, New Delhi.
- Chanana, K. (1988). *Socialization, education and women.* Nehru Memorial Museumand Library: New Delhi.

- Conway, J. K., et al. (1987). '*Introduction: The Concept of Gender',* Daedalus. Learning about Women: Gender, Politics, and Power (Fall): *116*(4), XXI-XXX.
- Asghar, A. (1994). *'Status of Muslim Women',* Economic and Political Weekly. *29*(6), 297-300.
- Erikson, E. H. (1964). *'Inner and Outer Space: Reflection on Womanhood'*, Daedalus. The Woman in America: Spring. *93*(2), 582-606.
- Ganesh, K. 1994. 'Crossing the Threshold of Numbers: The Hierarchy of Gender in the Family in India', Indian Journal of Social Science, 7(3 & 4): 355-62.
- Ganesh, K. (1999). '*Patrilineal structure and agency of women: issues in gendered socialization'* in T. S. Saraswathi (ed.), Culture, Socialization and Human Development Delhi: Sage Publication India Pvt. Ltd.
- Government of India. (1975). *Towards Equality: Report of the Committee on the Status of Women in India* (Delhi: Department of Social Welfare, Government of India).
- Government of India. (1994). *The girl child and the family: an action research study*. Department of Women and Child Development Delhi: HRD Ministry.
- Kumar, K. (2010, April 24th). *'Culture, State and Girls: An Educational Perspective*. Economic and Political Weekly. *XLV* (17).
- Ridgeway, C. L., & Correll, S. J. (2004). *'Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations'*. Gender and Society. *18*(4).

Year	I	EDUCATION OF DISADVANTAGED GROUPS	Credits	4
Semester	**II**		**Course code**	**SOE 01 02 06 DCEC 3104**

Learning Outcomes	After completion of course students will be able to: ● Reflect on the policy perspectives related to education of socially disadvantaged section in India. ● Analyze the status of education of the socially disadvantaged children in the country. ● Illustrate the educational opportunities required to meet the diverse needs of children- socio-cultural and linguistic. ● Discuss the skill to address social group inequality in school and, society.

Course Content

Unit-1	**Conceptual Understanding of Education of the Disadvantaged Groups:** ● Disadvantaged Sections of India: Scheduled Castes, Scheduled Tribes, educationally backward minorities, girls, children from rural and slum children ● Constitutional Provisions for social group equity and education of socially disadvantaged sections of India ● National Policy on Education (1986), POA (1992), and National Curriculum Framework, 2005, NEP 2020 ● International initiatives: Dakar Framework of Action (2000) and Millennium Development Goals (2000)
Unit-2	**Status of School Education of Disadvantaged Section in India** ● Status of enrollment at elementary and secondary stage with reference to social group equity, different access in habituations, class, caste, tribe and other disadvantaged groups ● Achievement of disadvantaged children (Intelligent question, early identification) ● Education of gifted and underachievers of disadvantaged group ● Remedial measures for disadvantaged section of society
Unit-3	**Problems in education of disadvantaged section and addressing inequality** ● Problems in education of socially disadvantaged children, Social Empowerment and economic empowerment ● Multicultural education, multi-grade teaching in rural context ● Organization and management of school to address socio-cultural diversity, bias in textbooks, hidden curriculum (teacher attitude, expectations) ● Teaching learning process and support materials, addressing language issues, curriculum and curricular activities for meeting diverse needs of children- socio-cultural and linguistic
Unit-4	**Research priorities in the area of education of disadvantaged section** ● Evaluation of centrally sponsored schemes of education of SCs, STs, girls and Minorities

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	● Status study of education of SCs, STs, girls, and Minorities and other marginalized groups ● Study of teaching learning practices and social inclusion ● Case studies on innovative institutional practices-NVS, KGVBs, Madrassas etc.
Transaction Strategies/Teaching learning process	Discussions, debates, research trends analysis, case studies

Practicum:

- Visit to a Inclusive school and prepare a report.

- A study of inclusive school plant and compare with high excellent school.

- Design and evaluate an Inclusive education programme.

- Draft a counseling program for special need child in Secondary School. (Inclusive classroom child)

Suggested Readings:

- Bank, B.J. (2007). *Gender and education: An encyclopedia*. Westport, London: Praeger.
- Bhatt, B.D. & Sharma, S.R. (1992). *Women's education and social development*. Delhi: Kanishka.
- Fredman, S. (2018). *Human rights and equality in education: comparative perspectives on right to education of minorities and disadvantaged groups.* Germany: Lambart publications.
- Government of India (1986). *National policy on education*. New Delhi. Department of Education.
- Government of India (1992). *Programme of action*, New Delhi: MHRD, Department of Education.
- Mehrotra, S. (2006). Child malnutrition and gender discrimination in south Asia. *Economics and political weekly*.
- NCERT (2005): *National curriculum framework*. New Delhi: NCERT.
- NCERT (2006). *National focus group report on education of SCs and STs*. New Delhi: NCERT.
- Ramchandran, V. (1998). *Girls and women education: policies and implementation mechanism*. Case study: India, Bangkok, UNESCO.
- Scot Danforth& Terry J.S. (2005). *Engaging troubling students-A constructivist approach*.
- Sharma, M.C. & Sharma, A.K. (2003). *Discrimination based on sex, caste, religion and disability: Addressing through educational interventions; A handbook for sensitizing teacher and teacher educators*. New Delhi: NCTE & NHRC.
- ShehV. P. (1982). The *educational problems of scheduled caste and scheduled tribe school and college students in India.*

Year	I		Credits	4
Semester	**II**	**COMPARATIVE EDUCATION**	**Course code**	**SOE 01 02 07 DCEC 3104**

Learning Outcomes	After the completion of this course the students will be able to: ● Explain the concept, need, history and development of Comparative Education. ● Reflection on the various contemporary issues in comparative education. ● Compare and contrast the elementary and secondary education of the U.K., U.S.A. and India. ● Describe the aims, content, methods of instructions and evaluation strategies related to teacher education and vocationalization courses in Finland and India.

Course Content	
Unit-1	**Conceptual Understanding of Comparative Education & Historical Development** ● Concept, scope, principles and aims of Comparative Education ● Historical development of comparative Education ● Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach ● Factors influencing Education system in any country
Unit-2	**Elementary Education and secondary Education (U.K., U.S.A. and India)** ● Elementary Education in UK, USA and India with reference to concept, aims, content, methods of instructions and evaluation strategies ● Secondary Education in UK, USA and India with reference to concept, aims, content, methods of instructions and evaluation strategies ● Concept of Universalization of Elementary Education in India and its implementation (DPEP, SSA and RTE Act, 2009) Concept of universal access and quality secondary education and its implementation (Rastriya Madyamik Sikhsha Abhiyan) ● Educational Administration in UK, USA and India

Unit-3	**Higher Education, Distance Education and Continuing Education**
	● Higher Education in UK, USA and India:
	  • Aims and objectives
	  • Methods of Instructions and Evaluation strategies
	● Distance and continuing Education in UK, Australia and India:
	  • Aims and objectives
	  • Methods of Instructions and Evaluation strategies

Unit-4	**Teacher Education and Vocational Education** ● Teacher Education in Finland and India: Aims, content, Methods of Instructions and Evaluation strategies

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	- Salient Features of Vocationalization of Education in UK, USA and India - Meaning and Needs of Vocationalization of Education - Aims, Content, Methods of Instructions and Evaluation strategies - Research trends in Comparative Education
Transaction Strategies/Teaching learning process	Discussions, debates, research trends analysis

Practicum:

- Collect information regarding the education institutions in medieval period.
- Collect information and make presentation on different types of universities.

Suggested Readings:

- Cramer, J.F. & Browne, C.S. (1965). *Contemporary education: A comprehensive study of national system.* New York: Brace and world, Inc.

- Humbersone, T.H. (2018). *A short history of education in Great Britain and Ireland*. England: Forgotten books.

- Karen M., Kathy B. & Hayhoe R. (2017). *Comparative and international education, (2).* Canada: Canadian Scholars' Press.

- Naseema, C. &Jibin, V.K. (2012). *Comparative education*. Shipra Publication.

- Sharma, Y. K. (2004). *Comparative education-Comparative study of educational system*. Guwahati: Eastern Book House.

- Sodi, T.S. (2018). *Textbook of Comparative Education (6thEd.),* New Delhi: Vikas Publication.

- UNESCO (1971). *Developing of Education in Asia*.Paris: Unesco, Mineda's.

- Young, D. (1995). *Introduction of American public education*. New York: McGraw-Hills Inc.

- Tulanatmak Shikshan – Dr. Seeteram Jaiswal, Dr. Ramdas Barkale, Dr, Nalini Pichad.

Generic Elective Courses (GEC)

Year	I	INTRODUCTION TO ACADEMIC WRITING	Credits	4
Semester	**II**		**Course code**	**SOE 01 02 02 GEC 3014**

Learning Outcomes	After completion of course students will be able to: ● Reflect on communicative behavior. ● Describe and improve report writing skills. ● Build capacities for self-criticism and facilitate self- growth. ● Enhance listening & observation skills.
Course Content	
Unit-1	**Report writing** ● Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience ● Write a paragraph on any topic of your interest, then acknowledge the source ● Edit one's own writing ● Prepare a report on the academic program
Unit-2	**Writing Skills** ● Writing Skills: Essential components of writing skills, writing standard ● Email drafting and Etiquettes ● Making notes on any academic conversations ● Attend a seminar/workshop or conference and write a report on entire programme
Unit-3	**Career Skills** ● Career Skills: Applying for job, covering letters, resume and effective profiling ● group discussion intra personal/ interpersonal skills problem solving ● reflective thinking, critical thinking ● negotiation skill ● Prepare your resume/effective profile for an interview
Unit-4	**Book Review** ● Components of book review ● Review of any text book/book
Transaction Strategies/Teaching learning process	Lecture-cum-discussion, workshop sessions, assignments, presentations by students

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Practicum:

- Workshop on academic writing skill.

- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.

- Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire program.

Suggested Readings:

- http://gujarat-education gov.in/education-citizen act-rules. html
- www.ugc.ac.in
- www.ncte-india.org
- www.ngu.ac.in
- www.education.nic.in
- www.scribid.com
- HNGU Handbook-I
- HNGU Handbook-II

Year	I		Credits	4
Semester	II	**EDUCATIONAL LEADERSHIP**	Course code	SOE 01 02 03 GEC 3014

Learning Outcomes	After completion of course students will be able to: ● Reflect on emerging trends in Educational Leadership. ● Develop an understanding of functions and dynamics of leadership. ● Exhibit various school leadership activities and qualities in their daily life. ● Acquaint the students with research and innovation in leadership.

Course Content

Unit-1	**Leadership in Education & Theories of Leadership** ● Concept of Leadership, Leader and Manager ● Leadership Traits ● Styles of Leadership ● Approaches of Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based and Social
Unit-2	**Leadership: Functions and Dynamics** ● Concept and functions of Leadership ● Theories of leadership and management in educational organizations ● Theories of leadership and management styles including emotional intelligence ● Theories and models of educational leadership (including curriculum, professional, academic, instructional and student-cantered leadership)
Unit-3	**School Leadership** ● Curriculum framework, outline key areas for leadership development in secondary schools: - (capacity building to transform function at managers to school leaders) ● Leading partnership, developing self, transforming teaching learning process, building and leading teams and leading Innovation ● School leadership: - Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels ● School & Community: - Inter-linkage, Role and responsibilities

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Unit-4	**Research and Innovation & Leadership**
	● Innovation and research in leadership: school developmental plan towards better schooling
	● Culture of innovation in school: - At all levels of school, at classroom, student & teacher as innovators
	● Professional development of teachers: -Issues, concerns, programmes and practices at International, National & Local level.
	● Leadership programs of MHRD, NUEPA, NCSL with reference to goal, vision and strategy
Transaction Strategies/Teaching learning process	Lecture, Discussions, Debates, Analysis of plans and policies.

Practicum:

- Detailed study of any one PPP model in Education.
- Case study of a Global School from the Educational Management perspective.
- Study the Quality Control Practices in Educational Institutions.

Suggested Readings:

- Harbison, I.F. (1967). *Educational planning and human resource development.* Paris: UNESCO.
- Harding, H. (1987). *Management appreciation*. London: Pitman Publishing.
- Hatehy, H.J. (1968). *Educational planning, programming, budgeting – a systems approach*. New Jesry: Printice Hall.
- Kingrough, R.B. & Nunnery, M.Y. (1983). *Educational administration – an introduction.* N.Y.: MacMillan.
- Ravishankar, S., Mishra, R.K. & Sharma, M.L. (1988). *Human resource development.* Bombay: Dhruv& Deep.
- Shukla, P.D. (1983). *Administration of education in India.* New Delhi: Vikas.
- Sinha, P.S.N. (2002). *Management and administration in govt*. New Delhi: Commonwealth Publishers.
- Spears, H. (1955). *Improving the supervision of instruction.* N.Y.: Prentice Hall.
- Wiles Kimbal (1955). *Supervision for better schools.* N.Y.: Prentice Hall.
- Ediger, Morlow & Rao, B.D. (2006). *School organization.* Discovery Publishing House, New Delhi-110002
- Sindhu, I.S. (2008). *Educational administration and management.* International Publishing House, Meerut
- Mishra, R.C, (2010). *Classroom management.* APH Publishing Corporation Darya Gang, New Delhi-110002.

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Year	II		Credits	4
Semester	**III**	**TEACHER EDUCATION**	**Course code**	**SOE 01 03 13 C 3104**

Learning Outcomes	After the completion of this course the students will be able to: ● Explain the Concept, Need and Importance and development of Teacher Education. ● Understand the structure, Curriculum and Modes of Pre-Service Teacher Education. ● Exhibit the various components of Professional Growth of Teachers. ● Reflect on various Agencies of Teacher Education and categories various Challenges in teaching profession.
Course Content	
Unit-1	**Introduction to Teacher Education**
	● Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs ● Committees and Commissions contribution to Teacher Education: Kothari Commission Report (1964-66), NCF (2005) and NCFTE (2009), Justice Verma Commission Report (2012)
Unit-2	**Structure, Curriculum and Modes of Pre-Service Teacher Education**
	● Pre- Service Teacher Education: Concept, Nature, Objectives at different levels ● Components of Pre-Service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy, School based Practicum and Internship ● Reflective Teaching and Strategies for promoting reflective teaching
Unit-3	**Structure and Modes of In-service Teacher Education**
	● In-service Teacher Education; concept, Need, Objectives and areas of Professional development ● Types of In-Service courses for Teachers; Orientation and refresher Courses, workshops, seminars, Internship and Summer Institutes ● Modes of In-service teacher education; Induction, Cascade, School based, Face to face, Distance and online mode
Unit-4	**Teaching as a Profession, Agencies of Teacher Education**
	● Agencies of Teacher Education and their functions: DIET, SCERT, NCERT, NCTE ● Profession and Professionalism, Teaching as a profession, Professional ethics of a teacher ● Challenges of teacher education in the 21st Century
Transaction Strategies/Teaching learning process	Lecture cum Discussion, Debates, illustrations, presentations, Projects Method, E-learning, assignments on different key areas, panel discussion, brainstorming sessions.
Practicum: Assignment on any one of the following- ● Prepare a report on the role of various central and state agencies in Teacher Education.	

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- Visit DIET/SCERT/NCERT and prepare a note on its functions.
- Attend any program related to in-service teacher education programs and write a report on it.

Suggested Readings:

- Batra, P. (2014). Problematizing teacher education practice in India: Developing a research agenda. *Education as Change. 18,* 5- 18.
- Behari, A. & Menon, S. (2009). *National Curriculum Framework 2005: Implications for Teacher Education.*
- Cochran, S. M. (2008). *Handbook of research on teacher education: Enduring questions in changing contexts* (3). New York: Routledge.
- Devedi, P. (1980). *Teacher education- A resource book*. New Delhi: NCERT. http://www.ejtn.eu/Documents/Collaborative_experiential_learning.pdf
- Govt. of India (1966). *Education and national development*. New Delhi. Report of Education Commission.
- Govt. of India (1986). *National policy of education.* New Delhi: Ministry of Human Resource and Development.
- Govt. of India (1992). *Report of C.A.B.E.* New Delhi: Committee Department of Education.
- Giroux, H. (1988). *Teachers as intellectuals*. USA: Bergin & Garvey Publishers Inc.
- Giroux, H. (2012). *Paulo Freire and the pedagogy of bearing witness in education and the crisis of public values.* New York: Peter Lang Publication. https://www.infodev.org/infodev-files/resource/InfodevDocuments_294.pdf
- Kohli, V.K. (1992). *Teacher education in India.* Ambala: Vivek Publishers.
- Kumar, K. (2005). *Political agenda of education: A study of colonialist and nationalist ideas* (2nd ed.). New Delhi: Sage Publications.
- Linda D. H. & John B. (2005). *Preparing teachers for a changing world*. Jossey-Bass, San Francisco.
- Mangla, S. (2000). *Teacher Education: Trends and Strategies*. New Delhi: Radha Publishing.
- MHRD (1985). *Report of the National Commission on Teachers* (1983-85). New Delhi: Govt. of India.
- MHRD (1986). *National Policy of Education and Program of Action*. New Delhi: Govt. of India.
- MHRD (1992). *Program of Action*. New Delhi: Department of Education, Govt. of India.
- MHRD (2012). *Vision of teacher education in India: quality and regulatory perspective*. New Delhi: Govt. of India.1 & 3.
- M. A. Siddiqui, A. K. Sharma & G. L. Arora (Eds). *Teacher Education: Reflections towards Policy Formulation*. New Delhi: NCTE.
- NCERT (2006). *Position paper on teacher education*. New Delhi: National Council for Educational Research and Training.
- NCTE (2009). *National curriculum framework for teacher education: Towards preparing professional and humane teachers*.   New Delhi: NCTE.
- Null, J. W. & Bohan, C.H. (2005). Teacher education curriculum: what, how and why. *Curriculum and teaching dialogue* pp.39-49.
- National Curriculum Framework (2005), NCERT, New Delhi.
- National Curriculum Frameworks for Teacher Education (2009). *Towards preparing professional and humane teachers*. NCTE, New Delhi. Retrieved fromhttps://ncte.gov.in/Website/PDF/NCFTE_2009.pdf.
- National Policy on Education (1986), Govt. of India, Department of Education, MHRD,
- New Delhi retrieved from https://mhrd.gov.in/sites/upload_files/mhrd/files/document- reports/NPE86-mod92.pdf.
- NCERT (2006). *The reflective teacher: Organisation of in-service training of the teachers of elementary schools under SSA, Guidelines*.

- NCTE (1998). *Competency based and commitment-oriented teacher education for quality school education: Pre-service education.* NCTE, New Delhi.
- NCTE (1998). *Policy perspective in teacher education- critique and documentation.* NCTE, New Delhi
- Pollard, A. (2002). *Reflective teaching: Effective and evidence informed professional practice.* London: Continuum.
- Purnima, K. (2018). *Teacher education in 21st century. ND:* APH Publishing Corporation.
- Sharma (2017). *Teaching effectiveness. ND:* APH Publishing Corporation.
- Sharma, R.A. (2005). *Teacher Education.* Meerut: Loyal Book Depot.
- Sharma, S.P. (2005). *Teacher Education.* New Delhi: Kanishka Publishers.
- Shrimali.K.L (1954). *Better teacher education.* New Delhi: Ministry of Education Govt. of India.
- Sikula, J., Buttery, T. J. & Guyton, E. (Ed.) (1996). *Handbook of Research on Teacher Education.* USA: Macmillan.http://tanvirdhaka.blogspot.com/2011/01/models-of-teacher-education.html
- Udyaveer (2006). *Modern Teacher Training.* New Delhi: Anmol Publications.

Web-Resources:
- https://nroer.gov.in/home/file/readDoc/59835ecf16b51cc4c4db285a/academic-support-structures-like-nuepa-ncert-scert-siemat-diet.pdf
- https://files.eric.ed.gov/fulltext/EJ1056080.pdf
- http://dspace.vpmthane.org:8080/jspui/bitstream/, https://schooleducation.mizoram.gov.in/uploads/attachments/http://ddceutkal.ac.in/Syllabus/MA_Education/Paper-4.pdf
- https://www.researchgate.net/publication/248607615pdf
- http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf
- https://ncte.gov.in/Website/PDF/NCFTE_2009.pdf

Year	II	**INCLUSIVE EDUCATION**	**Credits**	**4**
Semester	**III**		**Course code**	**SOE 01 03 14 C3014**

Learning Outcomes	After the completion of this course, the students will be able to: ● Explain the concept of inclusive education. ● Describe the role of various agencies on inclusive education. ● Evaluation of various resources for children with special abilities and needs for inclusion. ● Reflect on the implementations of policies and program for children with special needs and abilities.

Course Content	

Unit-1	**Inclusive Education for Children with Diverse needs**
	
	● Introduction to Inclusive Education: Definition, concept and importance of Inclusive Education
	  • Concept of Access, Equity, Diversity, Human Rights & Social Justice
	  • Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education
	  • Readiness of School, Principles and Models of Inclusion
	● Definition and characteristics of children with sensory (hearing, visual and physically challenged)
	● Intellectual (gifted, talented and children mentally challenged children)
	● Developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, under-achievers, slow learners and other marginal groups

Unit-2	**Provisions, Trends and Issues in Inclusive Education**
	
	● The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990)
	● The Asian and Pacific decade of Disabled Persons, 1993-2002, The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education
	  • Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action (1992) Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005)
	  • Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA)
	  • The National Trust for the welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act, 1999

Unit-3	**Identification of Diverse Learners, Planning and Management of Inclusive Education** ● Approaches to Evaluation and Identification of Diverse Learners for Inclusion ● Educational Evaluation: Meaning, Methods, Tools and Techniques

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	● Planning and Management of Inclusive Classrooms: material resources, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners ● Practices and Classroom Management: Seating arrangement, whole class teaching, collaborative Teaching, activity-based Learning, Pear tutorial and cooperative Learning
Unit-4	**Resources and Facilitators of Inclusion- Assistive /Adaptive Technology** ● Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching) ● Therapeutic Interventions: Need and Scope, Use of Information Communication Technology (ICT) in inclusive classroom) Facilitators for Inclusive Education ● Parent – Professional Partnership: Role of Parents, Peers, Professionals, School Management & Community ● Role Responsibilities of General, Special and Resource Teachers, Skills & Competencies among Inclusive school teachers
Transaction Strategies/Teaching learning process	Field visits and projects, discussions on policies and programs, action research, observation schedules to observe various institutions for provision of inclusive education, designing awareness programs.

Practicum: Tasks and Assignments: The students may undertake any two of the following activities-

- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Analysis of policy document (national, international) related to diversity.
- Critical review of policy and practice and panel discussion by a group of students.
- Visit to special, integrated and inclusive classrooms. Reflective journal writing.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

Suggested Readings:

- Ainscow, M., Booth, T. (2003). *The index for inclusion: developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A; Jangira, N.K. (2002). *Effective teacher training; cooperative learning-based approach.* New Delhi National Publishing house.
- Bartlett, L. D. and Weisentein, G. R. (2003). *Successful inclusion for educational leaders.* New Jersey: Prentice Hall.
- Daniels, H. (1999). *Inclusive Education*. London: Koegan.
- Deiner, P. L. (1993). *Resource for teaching children with diverse abilities*. Florida: Harcourt Brace and Company.
- Gartner, A. &Lipsky, D. D. (1997). *Inclusion and school reform transferring 72ehavio's classrooms*. Baltimore: P. H. Brookes Publishers.
- Gore, M. C. (2004). *Successful inclusion strategies for secondary and middle school teachers,* Crowin Press: Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of children with special needs: from segregation to inclusion.* Corwin Press: Sage Publishers.
- Hollahan and 72ehavior (1978). *Exceptional Children: An Introduction to Special Education.* India: Prentice Hall.
- Jha, M. M. (2002). *School without walls: inclusive education for all.* Oxford: Heinemann Education.

Scheme and Syllabus of M.Ed. Programme w.e.f. Academic Session 2021-22

- Jangira N.K. and Mani, M.N.G. (1990). *Integrated education for visually handicapped.* Gurgaon, Old Subjimandi, Academic Press.
- Karten, T. J. (2007). *More inclusion strategies that work*. Corwin Press, Sage Publications.
- King Sears, M. (1994). *Curriculum based assessment in special education*. California, Singular Publications.
- Panda, K. C. (1997). Education of Exceptional Children. New Delhi: Vikas Publications.
- Rangasayee, R.& Gathoo, V. (2007). *Towards inclusive education of children with hearing impairment*: *a hand book for regular school teachers.* AYJNIHH Publishers.
- Rayner, S. (2007). *Managing special and inclusive education*. Sage Publications.
- Ryandak, D. L. &Alper, S. (1996). *Curriculum content for students with moderate and severe disabilities in inclusive* Setting.
- Sedlak, R. A. & Schloss, P. C. (1986). *Instructional methods for students with learning and behavior problems*.
- Allyn, Bacon, Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs.* London Unwin Hyman.
- Sharma, P.L. (1990). *Teachers handbook on helping children with special needs.* N.C.E.R.T Publication.
- Sharma P.L (2003). *Planning inclusive education in small schools*. Mysore: RIE.
- Turnbull, A., Turnbull, R. Turnbull, M., & Shank, D. L. (1995). *Exceptional lives: special education in today's schools.* (2). New Jersey Prentice Hall. Inc.
- Vlachou D. A. (1997). *Struggles for inclusive education: an ethnographic study*. Philadelphia, Open University Press.

Year	II	**INTERNSHIP**	Credits	4
Semester	**III**		**Course code**	**SOE 01 03 15 C0044**

Learning Outcomes	After the completion of this course, the students will be able to: ● Develop nuanced understanding of pedagogical practices and programme structures in institutes and other sites. ● Understanding about children's thinking and learning processes, and their relationships. ● Refine skills of interpersonal interactions with young children. ● Critically reflect upon the field experiences and link them with theoretical constructs.
Course Content	
Brief description of internship:	Internship have been designed to deepen students' engagement with education as praxis and to develop professionals who understand the interrelationship between the theory and practice in the 'field' which includes development sector, state functionaries, centrally sponsored schemes and initiatives among others. During this field attachment, students will be placed at a field site for three weeks. This prolonged engagement will enable students to gain an "insider-outsider" perspective to the field and critically engage with questions around equity, quality and social justice related to learning and development of young children.
Assessment Details: **Suggested Internship activities**	**Concerned supervisor will evaluate the internship activities of students. The activities will depend upon the situation of COVID-19. If a normal situation prevails then students will do internships related to teacher training institutes. Otherwise, students will do online internship activities.** 1. Collaborative small projects in community 2. Action Research 3. Study of one Moodle/ LMS 4. One course of their interest on swayam 5. preparing small module related to their subjects 6. Observation of B. Ed Plan 7. Interview of teachers working in schools 8. Webinar 9. Content review of website 10. Attend live lectures on facebook or any other social media 11. Video analysis of NCERT of content 12. Analysis of website of innovative schools- Doon School, Digenter, Rishi Valley- Compulsory 13. Challenges and Opportunity in COVID-19- interview of 5 people 14. Video presentation – on any relevant topic of teacher education 15. Challenges and Opportunity in COVID-19- for study- interview of 5 students of schools/university

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Year	II		Credits	4
Semester	**III**	**DISSERTATION PART-II**	**Course code**	**SOE 01 03 16 C0044**
Learning Outcomes		After the completion of this course, the students will be able to: ● Critically read, understand and evaluate the latest literature and research process. ● Exhibit skills for selecting appropriate research methods. ● Demonstrate a comprehensive understanding of techniques critical to scholarship in the field. ● Communicate clearly and effectively to specialist and non-specialist research.		

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Discipline Centre Elective Courses (DCEC)

Year	II	INSTITUTIONS, SYSTEMS AND STRUCTURES AT ELEMENTARY LEVEL	Credits	2
Semester	**III**		Course code	SOE 01 03 08 DCEC 2002
Learning Outcomes		After completion of the course, students will be able to: ● Explain the role of various institutions and institutional planning in education at the elementary stage. ● Reflection on the recommendations of various commissions and committees.		
Course Content				
Unit-1		**Introduction: Elementary Education** ● Indigenous system of Elementary Education, Objectives of Elementary Education ● Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, NPE – '1986, POA 92, Rama Murthy Committee, Yashpal, Committee and NCF-2005., NEP 2020: Pedagogical and curricular structuring		
Unit-2		**Educational Management and Institutional planning at Elementary level** ● National Level, State Level and District Level Ministry of Education (MoE) CABE-NCERT-RIE NIEPA, NCTE, CIET State Level and District Level: Ministry of School Education ii. Directorate of School Education iii. Board of Education iv. SCERT – SSA – SIET – SRC – SIEMAT, District Education Administration –DEO, Dy. DPO (SSA) ● Concept, scope and nature of Institution Planning, Need and importance of Institution Planning Types of Institution Planning		
Transaction Strategies/ Teaching learning process		Lecture cum discussion, Use of PPT, Assignments on various topics, Lecture cum demonstration, In depth analysis of various education commissions, debate on elementary Education.		

Practicum:
- Conduct a play to illustrate recommendations of various committees on elementary education.
- Organize a Seminar on indigenous system of elementary education.
- Visit any two schools and find out innovative teachers. Prepare a detailed report on their innovation.
- Prepare a yearly plan for school after reviewing all the activities of the school.
- Design an instructional plan of a unit in a subject at elementary level.

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Suggested Readings:

- Celin R. (1984). *The study of elementary education and resource book*. Vol. I.
- Government of India (1986). *National policy on education*. New Delhi: MHRD.
- Government of India (1987). *Programme of action*. New Delhi: MHRD.
- Government of India (1987). *Report of the committee for review of national policy on education.* New Delhi: MHRD.
- Hayes, Denis (2008). *Elementary teaching today: an introduction*. Routledge Publications.
- U.K. Hurlock, E. (1995). *Child development*. USA Kabra: McGraw Hill Book Company.
- K.M. (1977). *Planning process in a district*. New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993). *Elementary education in India.* New Delhi: Concept Publication.
- Lewis, R. (2008). *Understanding pupil 77ehavior.* U.K: Routledge Publications.
- Mohanty, J. N. (2002). *Elementary and elementary education.* Deep & Deep Publications. New Delhi
- National Curriculum Framework (NCF)-2005 NCERT New Delhi.
- Rao, V.K. (2007). *Universalization of elementary education*. New Delhi: Indian Publishers.
- Rita Chemicals (2008). *Engaging pupil voice to ensure that every child matters: A practical guide*. David Fultan Publishers.
- Singhal, R.P. (1983). *Revitalizing school complex in India.* New Delhi.
- Sharma, R. N. (2002): *Indian education at the cross road*. Shubhi Publications.
- Tilak, J.B. (1992). *Educational planning at gross roots.* New Delhi.
- NCERT (1987). *In-service teacher education package for elementary school teachers.* New Delhi.
- NCERT (1991). *Elementary teacher education curriculum, guidelines and syllabi*. New Delhi.
- NCERT (2005). *National curriculum framework*, New Delhi.
- NCTE, (2004). *Teacher education curriculum*. New Delhi.
- Singh, L.C. (Ed.) (1987). *Teacher education – a resource book.* NCERT, New Delhi.
- The Study of Elementary Education – A Source Book. (1984). Volume I & II, 1984.
- Victor & Learner. (1971). *Readiness in science education for the elementary school,* McMillan Co., N.Y.
- UNESCO (2006). *Teachers and educational quality: monitoring global needs for 2015*. UNESCO Publication. Montreal.

Year	II	INSTITUTIONS, SYSTEMS AND STRUCTURES AT SECONDARY LEVEL	Credits	2
Semester	III		Course code	SOE 01 03 09 DCEC 2002

Learning Outcomes	After completion of the course, students will be able to: • Understand the system of secondary and senior secondary education in India. • Critically evaluate the role of teacher in institutional planning and execution.

Course Content	

Unit-1	**System and Structure of Secondary Education in India**
	• Meaning, aims, objective of Secondary education
	• Structure of secondary education in India in the overall structure of education
	• System of Secondary Education in India – Pre- and Post-independence
	    • Macaulay's Minute of 1835
	    • The Dispatch of 1854
	    • Sargent Report 1944
	• Nai Talim
	• Secondary Education Commission (1952-53)
	    • Kothari commission (1964-66)
	• Secondary Education and National Policy on education (1986)

Unit-2	**Conceptual Understanding of Institution Planning** • Meaning, nature and scope of Institution Planning • Purposes of Institution Planning • Need and importance of Institution Planning • Steps for preparing an effective Institution Plan • Role of a teacher in Institution Planning
Transaction Strategies/Teaching learning process	Lecture cum discussion, Use of PPT, Assignments on various topics, Lecture cum demonstration

Practicum: Tasks and Assignment: any two of the following-

In depth analysis of various education commissions, debate on Secondary Education and National Policy on education, Ask pupils to prepare an effective Institution Plan for secondary school by the student teachers and presentations will be encouraged.

• **In addition, school and community-based activities may be organized**

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Suggested Readings:

- Aggarwal. J., C., (2018). *Landmarks in the history of modern indian education.* New Delhi: Vikas Publishing house.
- Buch, M.B (1969), *Institutional planning for improvement and development*, RCE: Bhopal.
- Dash & Dash (2008). *School management.* New Delhi: Atlantic Publishers and Distributers Pvt. Ltd.
- Govt. of India (1953). *Report of secondary education commission.* New Delhi.
- Govt. of India (1996). *Indian education commission*. (1964-66) Report. New Delhi.
- Govt. of India – (1986/1992). *National policy of education*. 1992 Modification and their POA's, MHRD, Dept. of Education.
- Govt. of India, MHRD (2005). *Universalisation of secondary education: report of the CABE committee.* New Delhi.
- Government of India, (2005). Report of the Council of Advisory Board on Education (CABE) Committee on '*Universalizing secondary education'*. Retrieved from www.education.nic
- Kochhar, S.K (2007).*Secondary School Administration*, New Delhi: Sterling Publishers Pvt. Ltd.
- Lewin, K.M. (2008b). *Secondary education in India: Managing expansion with affordable costs*. Policy Guidance Note for MHRD, GOI, New Delhi.
- Malhotra, P.L. (1986). *School education in India: present status and future needs* NCERT, New Delhi.
- Malhotra, P.L. (1986). *School education in India: Present status and future needs*, New Delhi: NCERT.
- MHRD Government of India (2010). *Centrally sponsored schemes in secondary education*. Retrieved fromhttp://education.nic.in/79rgani/secondary.html.
- Mishra, A., D., (2015). *Mahatma Gandhi on education.* New Delhi: Vikas Publishing house.
- Mishra, V. & Pundir, V. (2011). Institutional planning: The working principles. *International Journal of Multidisciplinary Research;* 1(6), 238 – 252.
- Mohanty, J. (1990). *Educational administration, supervision and school management.* Deep & Deep Publications F-159, Rajouri Garden, New Delhi-110.
- Mudhopadyay, S. & Kumar K. A. (2001). *Quality profiles of secondary schools.* NIEPA, New Delhi.
- MacBeth, J. (1999). *Schools must speak for themselves*. Routledge, UK.
- Naik, J.P (1968). *The role of teachers in educational planning and development*, RCE Bhopal.
- NSSO (2010). *Education in India: 2007-08–Participation and Expenditure*. 64thRound (July 2007-June 2008), Ministry of Statistics and Programme Implementation, GOI, New Delhi.
- Planning and Development Department [PPD]. (2016). *About the planning and development department* [PPD]. Retrieved from: http://mak.ac.ug/university-services/planning-and-development-department.

- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, (2005).
- Report of the Education Commission (1964-66).
- Report of the Delors Commission, UNESCO, 1996
- Yadav, M.S. & Lakshmi, T.K.S. (2003). *Conceptual inputs for secondary teacher education: the instructional role*. India, NCTE.

Web-Resources

- https://www.oercommons.org/courseware/lesson/60861
- https://www.oercommons.org/courses/careers-in-education-model
- https://www.oercommons.org/courses/curriculum-standards
- https://www.oercommons.org/courses/ict-essentials-unit-02-ict-curriculum
- https://www.oercommons.org/courses/curriculum-studies
- https://www.oercommons.org/courses/curriculum-video-collection
- https://www.oercommons.org/courses/goopen-phase-3-putting-in-place-a-robust-infrastructure-for-learning
- https://www.jstor.org/stable/1503555

Year	II	STAGE SPECIFIC STATUS, ISSUES AND CONCERNS AT ELEMENTARY LEVEL	Credits	2
Semester	**III**		**Course code**	**SOE 01 03 10 DCEC 2002**

Learning Outcomes	After completion of the course, students will be able to: ● Understand the historical perspective of elementary education and reflection on various programmes implemented in India in context of school education. ● Analyze the various issues and concerns at elementary level.

Course Content	
Unit-1	**Elementary school education in India: Aims, historical perspective and structure**
	● Historical perspective of elementary education system in India, Aims and objectives of elementary school education ● School – concept, need & role and structures of school education ● UEE, District Elementary Education Programme & RTE Act,2009 ● EFA Global Monitoring Report (UNESCO, 2005: 142)
Unit-2	**Major issues in elementary school education**
	● Students' strength, Mid-Day meal, PTA, SMC, Role of head of institution and teacher ● Infrastructure: school building, sport ground, NEP 2020: Vocationalisation, Tackling the issues of elementary education
Transaction Strategies/Teaching learning process	Lecture cum discussion, Use of PPT, Assignments on various topics, Lecture cum demonstration, In depth analysis of various education commissions, debate on elementary Education.

Practicum: Tasks and Assignment: any two of the following-

● Study of Annual report of annual report or any Govt. school to identify issues of elementary education in India.
● Prepare a report on major obstacles and challenges in elementary education.
● Prepare an annual school calendar for elementary education.
● In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public/Govt./private elementary education.
● Organize a Debate on the best approach to planning and Skill for effective management in elementary education.
● Any other suggestions by teacher education.

Suggested Readings:

● Government of India (1986). *National policy on education*. New Delhi: MHRD.
● Government of India (1987). *Programme of action.* New Delhi: MHRD.
● Government of India (1987). *Report of the committee for review of national policy on education*. New Delhi: MHRD.
● Hayes, D. (2008). *Elementary teaching today: An introduction.* Routledge Publications.

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- K.M. (1977). *Planning process in a district.* New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993). *Elementary education in India.* New Delhi: Concept Publication.
- Lewis, Ramón (2008). *Understanding pupil 82rganize*. U.K: Routledge Publications.
- Mohanty, J. N. (2002). *Elementary and elementary education.* Deep & Deep Publications. New Delhi.
- National Curriculum Framework (NCF)-(2005) NCERT New Delhi.
- NCERT (1987). *In-service teacher education package for elementary school teachers.* New Delhi.
- NCERT (1991). *Elementary teacher education curriculum, guidelines and syllabi*. New Delhi.
- NCERT (2005). *National curriculum framework.* New Delhi.
- NCTE, (2004). *Teacher education curriculum.* New Delhi.
- Rao, V.K. (2007). *Universalization of elementary education*. New Delhi: Indian Publishers.
- Rita Chemicals (2008). *Engaging pupil voice to ensure that every child matters: a practical guide*. David Fultan Publishers.
- Singhal, R.P. (1983). *Revitalizing school complex in India,* New Delhi.
- Sharma, R. N. (2002). *Indian education at the cross road.* Shubhi Publications.
- Singh, L.C. (1987). *Teacher education – A resource book.* NCERT, New Delhi.
- Tilak, J.B. (1992). *Educational planning at gross roots.* New Delhi.
- U.K. Hurlock, E. (1995). *Child development*. USA Kabra: McGraw Hill Book Company.

Year	II	**STAGE SPECIFIC STATUS, ISSUES AND CONCERNS AT SECONDARY LEVEL**	**Credits**	**2**
Semester	**III**		**Course code**	**SOE 01 03 11 DCEC 2002**

Learning Outcomes	After completion of the course, students will be able to: ● Explain the status and structure of secondary education in India. ● Reflection on various contemporary issues and concerns in secondary education in India.
Course Content	
Unit-1	**Status of Secondary Education in India** ● Aims and objectives of Secondary school education ● Historical perspective of Secondary stage education system in India ● Constitutional obligation related to Education (With special reference to Secondary Education) ● Present status of Secondary Education
Unit-2	**Issues and concerns of Secondary Education** ● Vocationalisation of Secondary Education ● Quality issues and concerns of Secondary Education ● Problem and reforms in examination system ● Role of PTA and SMC's in Secondary Education ● Role of Principal and Teachers in the development of Secondary Education
Transaction Strategies/Teaching learning process	Lecture cum discussion, Use of PPT, Assignments on various topics, Lecture cum demonstration

Practicum:

In depth analysis of various education commissions, debate on issues and concerns of Secondary Education.
* In addition, school and community-based activities may be organized.

Suggested Readings:

● Aggarwal. J., C., (2018). *Landmarks in the history of modern Indian education.* New Delhi: Vikas Publishing house.
● Buch, M.B (1969). *Institutional planning for improvement and development*, RIE: Bhopal.
● Dash & Dash (2008). *School Management*, New Delhi: Atlantic Publishers and Distributers Pvt. Ltd.
● Govt. of India (1953). *Report of secondary education commission.* New Delhi.
● Govt. of India (1996). *Indian education commission* (1964-66) Report. New Delhi.

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- Govt. of India - (1986/1992). *National policy of education.* Modification and their POA's, MHRD, Dept. of Education.
- Govt. of India, MHRD (2005). *Universalisation of secondary education: Report of the CABE committee*, New Delhi.
- Government of India, (2005). *Report of the council of advisory board on education (CABE) committee on universalizing secondary education.* Retired from: www.education.nic
- Kochhar, S.K (2007).*Secondary School Administration*. New Delhi: Sterling Publishers Pvt. Ltd.
- Lewin, K.M. (2008b). *Secondary education in India: Managing expansion with affordable costs*. Policy Guidance Note for MHRD, GOI, New Delhi.
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi.
- Malhotra, P.L. (1986). *School education in India: Present status and future needs*, New Delhi: NCERT.
- MHRD Government of India (2010). *Centrally sponsored schemes in secondary education*. Retrieved from: http://education.nic.in/secedu/secondary.htm.
- Mishra, A. D. (2015). *Mahatma Gandhi on education.* New Delhi: Vikas Publishing house.
- Mishra, V. & Pundir, V. (2011). Institutional planning: The working principles. *International Journal of Multidisciplinary Research;* 1(6), 238 – 252.
- Mohanty J. (1990). *Educational administration, supervision and school management.* Deep & Deep Publications F-159, Rajouri Garden, New Delhi-110.
- Mudhopadyay, S., & Kumar, K. A. (2001). *Quality profiles of secondary schools.* NIEPA, New Delhi.
- MacBeth, J. (1999). *Schools must speak for themselves*. Routledge, UK.
- Naik, J.P (1968). *The role of teachers in educational planning and development*, RCE Bhopal.
- NSSO (2010). *Education in india: 2007-08–participation and expenditure*. 64[th]Round (July 2007-June 2008), Ministry of Statistics and Programme Implementation, GOI, New Delhi.
- Planning and Development Department [PPD]. (2016). *About the planning and development department* [PPD]. Retired from: http://mak.ac.ug/university-services/planning-and-development-department.
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- Report of the Education Commission (1964-66).
- Report of the Delors Commission, UNESCO, 1996.
- Yadav, M.S. & Lakshmi, T.K.S. (2003). *Conceptual inputs for secondary teacher education: the instructional role.* India, NCTE.

Web Resources:

- https://www.oercommons.org/courseware/lesson/60861
- https://www.oercommons.org/courses/careers-in-education-model
- https://www.oercommons.org/courses/curriculum-standards
- https://www.oercommons.org/courses/ict-essentials-unit-02-ict-curriculum
- https://www.oercommons.org/courses/curriculum-studies
- https://www.oercommons.org/courses/curriculum-video-collection
- https://www.oercommons.org/courses/goopen-phase-3-putting-in-place-a-robust-infrastructure-for-learning
- https://www.jstor.org/stable/1503555

Generic Elective Course (GEC)

Year	II		Credits	4
Semester	**III**	**ART OF TEACHING**	**Course code**	**SOE 01 03 04 GEC 3014**

Learning Outcomes	After completion of the course, students will be able to: ● Explain the concept, nature, level and maxims of teaching. ● Discuss the concept of teaching as a profession and will also be familiar with the qualities of a good teacher. ● Understand the basic teaching and 21st Century skills. ● Critically evaluate the innovative strategies of teaching and role of ICT in teaching-learning process.
Course Content	
Unit-1	**Understanding of Teaching** ● Concept and nature of teaching ● Levels of teaching ● Maxims of teaching ● Factors influencing teaching process
Unit-II	**Teaching as a Profession** ● Teaching as a profession ● Professional ethics of teachers ● Qualities of a good teacher ● NEP-2020: Role of a teacher at the different levels
Unit-III	**Teaching Skills and Innovative Strategies** ● Basic Teaching Skills: Questioning, explanation, illustration with examples, stimulus variation and reinforcement ● 21st Century Skills: Critical thinking, creativity, collaboration, communication & flexibility ● Innovative Strategies- Flipped classroom, peer tutoring, and collaborative learning
Unit-4	**Role ICT in Teaching-Learning process** ● Use of ICT in teaching-learning process ● Online teaching platforms: Google Classroom, LMS, SWAYAM, Diksha, Virtual Labs ● Blended models of learning ● Online assessment and examination
Transaction Strategies/Teaching learning process	The content of the course would be transacted through Lecture cum Discussion, Group & Panel Discussion, Brainstorming Session, and Use of Multimedia Applications.

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Practicum: Each student has to undertake any one activity, out of the following activities-

- Critical reflection on the concept of teaching and its level.
- Critically evaluate the role of a teacher in the context of New Education Policy (2020).
- Preparation of a lesson plan on any topic using the basic teaching skills.
- Preparation a detail report on uses of online teaching platforms/digital initiatives by Govt. of India.

Suggested Readings:

- Chauhan, S.S. (2014). *Innovations in teaching learning process*. Noida: Vikas Publishing House Pvt. Ltd.
- Dash, B.N. (2014). *Psychology of teaching learning process*. New Delhi: Dominant Publishers & Distributors Pvt. Ltd.
- Siddiqui, M. H. (2005). *Techniques of classroom teaching.* Delhi: APH Publishing Corporation.
- Mathew A, P., Mathew, P., & Peechattu, P. (2017). Reflective practices: A means to teacher development. Asia Pacific Journal of Contemporary Education and Communication Technology, 3(1), 126-131. Retrieved from https://apiar.org.au/wp-content/uploads/2017/02/13_APJCECT_Feb_BRR798_EDU-126-131.pdf.
- MHRD (2020). National Education Policy-2020, Government of India, New Delhi. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.
- Panigrahi, M.R. (2016). ICT integrated teacher education. New Delhi: Commonwealth Educational Media Centre for Asia. Retrieved from https://www.cemca.org/ckfinder/userfiles/files/ICT%20Integrated%20Teacher%20Education-Final_Low%20with%20Cover%20Back.pdf.

Year	II	RECENT TRENDS IN TEACHER EDUCATION	Credits	4
Semester	**IV**		**Course Code**	**SOE 01 04 17 C 3104**

Learning Outcomes	After the completion of the course, the students will be able to: ● Explain the Historical Development of Teacher Education in India. ● Categorize the Initiatives for Professional Development of Teachers. ● Develop the Ethics, Competency and Accountability among teachers. ● Construct ideas to tackle the emerging issues in teacher education and demonstrate the uses of various Digital initiatives.
Course Content	
Unit-I	**Historical overview of Teacher Education** ● Development of Teacher Education Pre-Independence: Hunter Commission (1882), Sadlar Commission (1917-19) and Sargent Report (1944) ● Development of Teacher Education Post-Independence: Kothari Commission (1964-66), NCFTE (2009), NCTE Regulations (2014) and New Education Policy (2020)
Unit -2	**Initiatives for Professional Development of Teachers** ● Policies and Programmes: SSA, RMSA, and SAMAGRA ● Digital Initiatives: -MOOCs, SWAYAM, SWAYAM Prabha-e-Pathshala, e-PG Pathshala • Faculty Development through online programmes
Unit-3	**Teacher Ethics, Teacher Competency and Accountability** ● Teaching as a profession and Teacher as a reflective practitioner ● Professional ethics for teacher educators ● Competency based teacher education and Core competencies of teacher educators • Roles and accountability of teacher educators and characteristics of effective teacher educators
Unit-4	**Emerging Issues in Teacher Education** ● Personal and contextual factors affecting the teacher development ● Innovative practices/approaches in teacher education: Constructivist, ICT based approach, Integrated approach– School cantered teacher education and Teacher cantered approach to community development ● Quality concerns in teacher education, Research priorities in teacher education
Transaction Strategies/Teaching learning process	Lecture cum Discussion, Debates, illustrations, presentations, Projects Method, E-learning, assignments on different key areas, panel discussion, brainstorming sessions, hands on practice.

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Practicum: Assignment on any one of the following-
- Write on Historical development of Teacher Education.
- Prepare a report on Digital Initiatives by Govt. of India in Education.
- Attend any in-service teacher education program and write a report on it.
- Critically evaluate New Education Policy (2020).

Suggested Readings:

- Arora, G.L. (2002). *Teachers and their teaching*. Delhi: Ravi Books.
- Adam, D. M. (1985). *Computers and Teacher Training: A Practical Guide*. N.Y.: The Haworth Pren, Inc.
- Anand, C. L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand and Co.
- CABE (1992). *Report of the CABE Committee on Policy Perspectives*. New Delhi: Govt. of India, MHRD.
- Dunkin, J. Michal (1987). *The International Encyclopedia of Teaching and Teacher Education*. Pergamon Press.
- Chaurasia G. (2000). *Teacher education and professional organizations*. Delhi: Authors Press.
- Chauhan, S.S. (2018). *Professional ethics and accountability in education*. New Delhi: APH Publications.
- Day, C. & J. Sachs, J. (2004). *International handbook on the continuing professional development of teachers*. Maidenhead: Brinks Open University Press.
- Dillon J. & Maguire, M. (1997). *Becoming a teacher: Issues in secondary teaching*. Buckingham: Open University Press.
- Dunking, Michael, J. (1987). *The international encyclopedia of teaching and teacher education*. Oxford: Pergamon Press.
- Elahi, N. (1997). *Teacher's education in India*. New Delhi: APH Publishing Corporation.
- Husen, Tosten& Postlethwaite (1994). *The International Encyclopedia of Education* (Ed.), Vol. 1-12. New York: Pergamon Press.
- Indian Education Commission (1964-66). *Report of Indian Education Commission on Education and National Development*. Ministry of Education, Govt. of India.
- Kundu, C.L. (1998). *Indian year book on teacher education.* New Delhi: Sterling Publishers Privatization Ltd.
- McNergney, Robert F. & Joanne M. H. (2001). *Foundations of education*: *The challenge of professional practice*. Boston: Allyn and Bacon.
- Misra, K.S. (1993). *Teachers and their education*. Ambala Cantt.: The Associated Publishers.
- Mohammad Miyan (2004). *Professionalization of teacher education*. New Delhi: Mittal Publications.
- Murray, Frank B. (1996). *Teacher educator's handbook: Building a base for preparation of teachers*. San Francisco: Jossey-Bass Publishers.
- Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.
- MHRD (1986). *National Policy on Education and Programme of Action*. New Delhi: Govt. of India.
- MHRD (1992). *Programme of Action*. New Delhi: Department of Education, Govt. of India.

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- Mukherjee, S. N. (1988). *Education of the Teacher in India – I & II*. Delhi: S. Chand and Co.
- National Council for Teacher Education (1998). NCTE Document. New Delhi: Member Secretary, NCTE.
- NCTE. (1998). *Policy perspective in teacher education-Critique and documentation.* New Delhi: NCTE.
- NCERT. (2019). *Continuous and Comprehensive Evaluation Guidelines*. New Delhi: NCERT.
- NCERT. (1988). *In-Service Teacher Education Package for Primary and Secondary Teachers – I & II*. New Delhi: NCERT.
- Reimers, E.V. (2003). *Teacher professional development: An international review of the literature*. UNESCO Paris: IIEP.
- Siddiqui, M.A. (1993). *In-service education of teachers*. New Delhi: NCERT.
- Sen.S. (2018). *Teachers in 21st century characteristics and role performance*. New Delhi: APH Publishing House.
- Sharma, S. P. (2004). *Teacher Education in India*. New Delhi: Vikas Publications.
- Singh, L. C. (1990). *Teacher Education in India* (Ed.) - Source Book. New Delhi: NCERT.
- Smith, E. R. (1962). *Teacher Education: A Re-appraisal* (Ed.). New York: Harper & Row Publishers.
- Soder, R. (1991). *The Ethics of the Rhetoric of Teacher Professionalism*. Teaching and Teacher Education, 7(3).
- Stiles, L. J. & Parker, R. (1969). *Teacher Education Programme: Encyclopedia of Educational Research*, 4th Edition. New York: McMillan.
- Wasnik (2018). *Skilling training: A complete guide for trainers and learners.* New Delhi: APH Publications.

Web-References

- https://www.researchgate.net/publication/329528233_Teacher_Education_in_Pre-Independence_India#:~:text=In%20pre%2Dindependence%20India%2C%20the,well%2Dbeing%20of%20the%20community
- http://www.gcoekmr.org/pdf/MED15042CR_HistoricalDevelopmentofTE_Unit2.pdf
- http://www.vidyawarta.com/04/wp-content/uploads/2015/10/Teacher-Education-in-Pre-Independence-India.pdf
- https://dera.ioe.ac.uk/14020/1/1009_Accountability_of_teachers_Literature_review.pdf
- https://www.researchgate.net/publication/334459316_Development_of_21_St_Century_School_Teachers'_Teaching_Competencies_in_India
- http://irjrr.com/irjrr/March2014/1.pdf

Year	II	**EDUCATIONAL STUDIES**	**Credits**	**4**
Semester	**IV**		**Course Code**	**SOE 01 04 18 C 3104**

Learning Outcomes	After the completion of the course, the students will be able to: ● Acquainted concepts involved in education as a discipline. ● Establish relationship of education with other disciplines. ● Application of education in society. ● Analyze thoughts of great scholars, thinkers and educators on education.
Course Content	
Unit-I	**Theoretical Perspective of Education as a Discipline** ● Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors ● Aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society ● Procedure of bridging gap in the process of knowledge construction between- 　• Content kowledge and Pedagogy knowledge, 　• School knowledge and out of the school knowledge, 　• Experiential knowledge and empirical knowledge, 　• Knowledge on action and reflection on outcome of action, 　• Theoretical knowledge and practical knowledge, 　• Universal knowledge and contextual knowledge. ● Transformation of national aspirations into educational goals/aims of education, its linkage with curricular decision, teaching-learning process and pedagogy for different stages of education ● Analysis and synthesis of thoughts of great educators: Acharya Vinoda Bhave, Tagore, Shri Aurobindo, Maria Montessori
Unit -2	**Education as Interdisciplinary Knowledge** ● Interdisciplinary nature of education; relationships with philosophy, psychology, sociology, management, economics, anthropology etc. ● Contribution of science and technology in education and challenges ahead ● Axiological issues in education: role of peace and other values, aesthetics in education ● Dynamic relationship of education with the political process ● Interrelation between education and development
Unit-3	**Socio-cultural Context of Education** ● Social purpose of education ● Understanding Indian society-with reference to multilingual and multicultural and other diversity, approaches for teaching young children in the context of diversity

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	● Process of socialization and acculturation of the child: role of school, parents, peer group and the community
	● Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality
	● Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities as reflected in society
Unit-4	**School Context**
	● Multiple schools contexts-rural/urban, tribal etc.
	● School management: Role of teachers, headmasters, and administrators
	● Nurturing learner friendly school environment
	● School as site of curricular engagement
	● Teacher's autonomy and professional independence
	● Participation of different stakeholders in school education-role of media, use of technology, NGOs, Civil society groups, Teacher organizations, family and local community
	● Monitoring and evaluation of schools
Transaction Strategies/Teaching learning process	Lectures, discussions, reflections on biographies, case studies of various types of schools.

Practicum: Assignment on any one of the following-

- Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo etc. and presentation on linkage of various theoretical concepts with pedagogy and practices.
- Assignment based on policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India.
- Visit to a school, observation of activities and preparation of a reflective report.
- Any other task/assignment given by the institution.

Suggested Readings:
- Banrs, J.A. (1996). *Cultural diversity and education: Foundations curriculum and teaching* (4). Boston: Alynand, Becon.
- Beyer, L.E. (Ed.) (1996). *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press.
- Bruner, J.S. (1996). *The culture of education.* Cambridge, M.A.: Harward University Press.
- Dearden R. F. (1984). *Theory and practice in Education*. London, Routledge K Kegan & Paul.
- Heyes, D., Hills, M., Chistien, P. & Lingard, B. (2007). *Teachers and schooling: Making a Difference*. Australia Allen and Unwin.

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- Delors, J., et al; (1996). *Learning: The Treasure within report of the international commission on education for 21st century*, UNESCO.
- Dewey, J. (1916/1977). *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Govt. of India (1992). *National policy on education* (revised) New Delhi.
- Govt. of India (1992*). Programme of Action*. Govt. of India, New Delhi.
- International Encyclopedia of Education. (1994) 2nd edition.Vol.10. Perganon Press.
- Matheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publishers.
- NCERT (2005). National curriculum framework, New Delhi.
- Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. London: Routledge Flamer.
- Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
- Winch, C. (1st edition) (1996). *Key Concepts in the philosophy of education*. London, Routledge.
- Winch, C. (1986). *Philosophy of human learning.* London Routledge.

Year	II		Credits	4
Semester	**IV**	**EDUCATIONAL TECHNOLOGY**	**Course Code**	**SOE 01 04 19 C 3104**

Learning Outcomes	After the completion of the course, the students will be able to: ● Explain the concept, nature, forms and historical development of educational technology. ● Elaborate the steps of instructional designing on the basis of models of Instructional design. ● Analyse the implications of digital initiatives by the Government of India for promoting learning. ● Explore the integration of ICT in education.

Course Content

Unit-I	**Educational Technology: An Overview** ● Educational Technology: Concept, nature, components (hardware & software) and scope ● Historical development of Educational Technology ● Application of educational technology in Formal, Non-formal (open and distance learning) and Informal Education systems ● Systems approach to education: concept, characteristics and application in education
Unit -2	**Instructional Design** ● Overview of Behaviourist, Cognitive, and Constructivist theories and their implications to instructional design ● Instructional design: Concept, significance, process and stages of development of Instructional Design ● Overview of models of instructional design: ADDIE, ASSURE, DICK and CAREY Model ● Gagne's Nine events of instruction and 5 E's instructional model based on constructivist instructional design
Unit-3	**Emerging Trends in e-learning** ● Concept of e- learning and approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended Learning, Flipped learning) ● National initiative for Digital education- DIKSHA, SWAYAM PRABHA, SWAYAM, On Air, E content for inclusive education, Open Educational Resources (OERs), National digital Library and other significant initiatives. ● Approaches for development of learner centric MOOC: LCM approach, Four quadrant approach ● Learning Management Systems
Unit-4	**ICT in Education** ● ICT in Education: Concept, significance and applications of ICT tools ● Social learning- Concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum ● E-portfolios and Online Assessment- concept and development ● E- inclusion- Concept, Assistive technology in e-learning and disruptive technologies

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Transaction Strategies/Teaching learning process	Lecture-cum- demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations / institutions and analyzing the different instructional design.

Practicum:

- Writing of a term paper on the given course contents.
- Planning and Development of instructional design for online modules using appropriate approach.
- Development of e portfolios and online assessment.
- Critical review of online education initiatives (any two).
- Interface with the educational technology industry (through excursion).

Suggested Readings:

- Apple, M. (1991). *The new technology: Is it part of the solution or part of the problem in education? Computers in the Schools*. 8(2), 59-81.
- Ahuja, M. (2007). *Mastery learning- A practical approach*. Meerut: Vivek Publishers.
- Behera, S.C. (1991). *Educational television programmes.* New Delhi: Deep and Deep Publications.
- Bhushan, A & Ahuja, M. (1992). *Educational technology*. Meerut: Vikas Publication.
- Bloom, B.S. (1972). *Taxonomy of educational objectives. A hand book- I (cognitive domain).* New York: DevidMokeay Campo.
- Das, R.C. (1993). *Educational technology– A basic text*. New Delhi: Sterling Publishers Pvt. Ltd.
- Flanders, Ned A. (1978). *Analyzing teacher behavior.* London: Addison Wesley Publishing Co.
- Goel, S. (2019). *ICT waves in education: challenges for 21st century teachers*. New Delhi; Atlantic publishers.
- Haas, K.B. and Packer, H.Q. (1990). *Preparation and use of audio-visual aids.* New York: Prentice Hall.
- Jena, S.S. (2018). *ICT in Education.* New Delhi: Shipra Publication.
- Joyce, B. Weil, M. & Showers, B. (1985). *Models of Teaching.* New Delhi: Prentice Hall of India Pvt. Ltd.
- Kumar, K.L. (2008). *Educational technology*. New Delhi: New Age International Pvt. Ltd. Publishers.
- Kumar, N. & Chandiram, J. (1967). *Educational television in India*, New Delhi: Arya Book Depot.
- Ledford, B.R. & Sleeman, P.J. (2001). Instructional Design: A Primer. Greenwich: Information Age Publishing.
- Mohanty, J. (2007). *Modern trends in educational technology*. Hyderabad: Neelkamal Publications.
- Mukhopadhyay, M. (1990). *Educational technology challenging issues.* New Delhi*:* Sterling Publishers Pvt. Ltd.
- Mukhopadhyay, M. (1990). *Educational technology.* New Delhi: Shipra Publication.
- Narang, V.K. (2015). *Modern trends in educational technology.* New Delhi: Astha Publishers.

- Pandey, S. (2018). *A textbook of educational technology*. New Delhi: Pearson.
- Pathak, R. P. (2007): *Shaikshik Prodyogiki Kein Nay eAayaam*. Delhi: S. M. Books.
- Ray, P.K.S. (2012). *Educational technology*. Delhi: Dominant Publishers.
- Roy, R. (2011). *Educational technology in changing society*. Delhi: Shipra Publication.
- *Saxena, P. K. (2008): Shaikshik Prodyogiki evam Kaksha Prabandh. Delhi: KK Publications.*
- *Sharma, S. & Gupta, N. (2007): Shaishik Takniki Avam Kaksha Kaksh Prabandhan. Jaipur: Shyam Prakashan.*
- *Spector, J.M. (2012. Foundations of Educational Technology: Integrative Approaches and Interdisciplinary Perspectives. Routledge, NY, 2012.*
- Pragyata: Guidelines for Digital Education by MHRD. Available at: https://www.education.gov.in/sites/upload_files/mhrd/files/pragyata-guidelines_0.pdf

Year	II		Credits	2
Semester	**IV**	**ENVIRONMENTAL EDUCATION**	**Course Code**	**SOE 01 04 20 C 2002**

Learning Outcomes	After the completion of the course, the students will be able to: ● Develop competencies to examine the intrinsic relationship between biological sciences and Environmental Education vis-à-vis the possibilities and challenges within. ● Explain the role of professionals and ethics in environmental management.

Course Content	
Unit-I	**Environmental Education:** ● Environmental Education: Concept, guiding principles, significance ● Environmental hazards: pollution, global warming and human health ● Sustainable development goals: Guiding principles and strategies ● Place of Environmental Education in National Curricular Framework (2000) given by NCERT and Environmental Education Curriculum Framework for Teachers and Teacher Educators (2005) given by NCTE
Unit -2	**Environmental Management** ● Characteristics and Functions of Environment management ● Teaching – Learning Strategies for Environmental Education: Field visits, Demonstration, Observation, Group- Discussion and Dramatization ● Strategies for evaluating environmental education-Use of Observation, Self-reporting techniques (attitude scale, interview and questionnaire) in Environmental Education ● Relationship between Men and Environment: Ecological and Psychological Perspective
Transaction Strategies/Teaching learning process	Lectures, Debates, Assignments, Projects, PowerPoint Presentations, Demonstration

Practicum: Tasks and Assignments, Any two of the following-
● Project on Any Environmental Issue.
● Field Experience in a polluted Environmental area.
● Celebrations/observation of different environmentally important days.
● Preparation and Use of a strategy for teaching Environmental Education at school level / college level.

Suggested Readings:
● Goleman, D. (2010). *Ecological Intelligence.* Penguin Books, London
● Bodzin, A., Klein, B. & Weaver, S. (2010). *The inclusion of environmental education in science teacher education.* Springer, London.
● Bonnet, M. (2002a). *Education for sustainability as a frame of mind. environmental education research*, 8(1), 9-20. Taylor & Francis Ltd.

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- Fien, J. (2000). *Education for the environment: a critique—an analysis, environmental education research*, 6(2), pp.179-192. Taylor & Francis Ltd.
- Gough, S. & Reid, A. (2000). *Environmental Education Research as Profession, as Science, as Art and as Craft: implications for guidelines in qualitative research.* Environmental Education Research. 6(1): Taylor & Francis Ltd.
- Gough, S. & Scott, W. (2006). *Promoting environmental citizenship through learning: toward a theory of change*.
- A. Dobson &D. Bell (Eds.) *Environmental Citizen ship,* Cambridge and London: The MIT Press.
- Kulkarni, V., & Ramachandra, T V. (2009). *Environmental Management*, TERI Press, New Delhi.
- NCERT, (2000). National Curriculum Framework 2000. New Delhi: NCERT Press.
- NCTE, (2005). *Environmental education curriculum frame working for teacher & teacher education*. New Delhi: NCERT.
- SAUVEÂ , L. (1999). *Environmental education-between modernity and postmodernity- searching for an integrating education framework*. Canadian Journal of Environmental Education, 4, 9-35.
- Grace M. & Sharp, J. (2000). *Exploring the actual and potential rhetoric-reality gaps in environmental education and their implications for pre-service teacher training*. Environmental Education Research. 6(4), 331-45. Routledge.
- Kaushik,A. & Kaushik, C.P.(2004). *Perspectives in environmental studies*, New Age International (P) Ltd. Publishers, New Delhi.
- Kim, M. and Diong, C.H. (Eds.) (2012). *Biology education for social and sustainable development*. Sense Publishers. The Netherlands.
- Kohli, V.K. and Kohli, V (2000). *Environmental pollution and management*. Vivek Publishers, Ambala.
- Lovelock, James (1979). *Gaia: a new look at life on earth*. Oxford: Oxford University Press.
- NCERT (2004). *Environmental education in schools.* NCERT, New Delhi.112.
- NCERT (2011). *Teachers' handbook on environmental education for the higher secondary stage*, DESM, NCERT, New Delhi, Pp.316.
- Powers, A.L. (2004). *Teacher preparation for environmental education: faculty perspectives on the infusion of environmental education into pre-service methods courses.* The Journal of Environmental Education. Taylor & Francis Ltd.
- Palmer, J. (1998). Theory of Environmental Education. Routledge.
- Rathore, H.C.S., Bhattacharya, G. C., Singh, S.K., Singh, M. & Gardia, A. (2008). *Society and environmental ethics*, Seema Press, Varanasi, Pp. 242.
- Sharma, R.C., Mahajan, B., Premi, K.K., Nuna, S.C., Menon, P. (1994). *Source book on environmental education for elementary teacher educators.* NIEPA, New Delhi.pp.278.
- Singh, S.K. (2010). *Fundamentals of environmental education*. Sharda Pustak Bhawan, Allahabad, Pp. 175.
- Stevenson, R.B. (2007). *Schooling and environmental education: contradictions in purpose and practice*. Environmental Education Research. Vol. 13(2) pp. 139-153.
- Revisioning Environmental Education through Whole Systems Thinking http://www.bath.ac.uk/cree/sterling/sterlingpartd.pdf.
- The World Summit on Sustainable Development: Agenda 21 Chapter 36, UNESCO 2002 http://habitat.igc.org/agenda21/a21-36.htm. (20 June 2004)
- Aggarwal, J.C. (2007). *Education for values, environment and human rights*. Shipra Publications, Delhi.
- Reddy, K.P. and Reddy, D.N. (2002). *Environmental Education.* Neelkamal Publications Pvt. Ltd. Hyderabad.
- Sungosh, S.M. (2006). *An introduction to environmental education.* Akashi Book Depot, Shillong.

Year	II	DISSERTATION	Credits	4
Semester	**IV**		**Course Code**	**SOE 01 04 21 C 0044**

Learning Outcomes	After the completion of the course, the students will be able to: ● Demonstrate comprehensive knowledge of the data analysis techniques. ● Critically evaluate the process of report writing. ● Communicate clearly and effectively to specialist and non-specialist research. ● Contribute new knowledge and skills for welfare of society and academia.

Discipline Centre Elective Courses (DCEC)

Year	II	PRACTICE RELATING TO CURRICULUM, PEDAGOGY AND ASSESSMENT AT ELEMENTARY LEVEL	Credits	2
Semester	IV		Course Code	SOE 01 04 12 DCEC 2002

Learning Outcomes	After the completion of the course, the students will be able to: ● Understanding about development of curriculum in teaching and learning, and assessment practices at elementary level. ● Analyze and reflect on the new developments in the area of curriculum development in elementary level.
Course Content	
Unit-I	**Curriculum development in elementary level** ● Meaning, principles of curriculum development and need of curriculum development ● Selection of content and learning experiences and their organization ● Pedagogy, Pedagogical Analysis-Concept and Stages ● Organizing teaching: Memory level (Herbertian model), Understanding level (Morrison teaching model), Reflective level (Bigge and Hunt teaching model)
Unit -2	**Assessment and evaluation in elementary school level** ● Assessment-Meaning, nature, perspective (Assessment for learning, Assessment of learning and assessment learning); Relation between Objectives and outcomes ● Types of Assessment (Placement, Formative, Diagnostic, Summative); Assessment of cognitive (Anderson and Krathwohl), Affective (Krathwohl) and Psychomotor domains (R.H. Dave) of learning ● New trends in evaluation-grading, internal assessment, semester system, CCE, On demand examination system, online examination ● Critical appraisal of the present evaluation system at secondary school level in context to the alignment between the curriculum and forms of assessment with special reference to Learning Outcomes Based Curriculum (LOCF)
Transaction Strategies/Teaching learning process	Lectures, Brainstorming, Group Discussion and Self-study Projects.

Practicum:

- Seminar on one of the topic Assigned.
- Critical Analysis of any Existing Curricula in Constructive Alignment view point.
- Adapting Kirkpatrick's model of evaluation to your Teaching-Learning situation and submit report of your work.
- Apply any Alignment model.

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Suggested Readings:

- Beauchamp, G.A (1981). *Curriculum theory* (4th edition.). Itasca, II: Peacock Publishers.
- Bruner. J.S. (1966). *Towards a theory of instruction.* Cambridge. Harvard University Press.
- Henson, Kenneth.T (1978). *Curriculum development for education reform*. Harper Collins College publishers.
- Davies, Ivan, K. (1976). *Objectives in curriculum design*. Mcgraw Hill Book Company Limited, England.
- Gakhar, S.C. (2009). *curriculum development*, Panipat, N.M. Publications.
- Joseph Schwab, (1969). *The Practical: A language for curriculum*. School Review, November.
- Kelley, A.B. (1996). *The curricular theory and practice*. Harper and Row, US.
- Nirantar (1997). *Developing a curriculum for rural women*, Nirantar, New Delhi.
- Padma M. S. (2003). *Constructing school knowledge, an ethnography of learning in an Indian village*, Sage Publication Inc., New Delhi.
- Pratt, David (1980). *Curriculum design and development*. Harcourt Brace and World Inc., New York.
- Romiszowski, A.J. (1986). *Designing instructional system-decision making in course planning & design*.
- Saylor,J.G. & Alexander, W.M.(1966). *Curriculum planning for modern schools*. New York: Holt, Rinehart & Winston.
- Taba, H. (1962). *Curriculum development. Theory and practice*. Har Court, Brace and Wald. New York.
- Tyler, R.W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Wheeler: curriculum process Zias, R S. (1976). *Curriculum principles and foundations*. New York: Harper & Row.

Year	II	**POLICY AND PRACTICE RELATING TO CURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY LEVEL**	**Credits**	**2**
Semester	**IV**		**Course Code**	**SOE01 04 13 DCEC 2002**

Learning Outcomes	After the completion of the course, the students will be able to: ● Understanding about development of curriculum in teaching and learning, and assessment practices. ● Analyze and reflect on the new developments in the area of curriculum development.

Course Content

Unit-I	**Curriculum development in secondary level** ● Meaning, principles of curriculum development and need of curriculum development ● Selection of content and learning experiences and their organization ● Pedagogy, Pedagogical Analysis-Concept and Stages; Critical pedagogy- meaning, need and its implications in teacher education ● Organizing teaching: Memory level (Herbertian model), Understanding level (Morrison teaching model), Reflective level (Bigge and Hunt teaching model)
Unit -2	**Assessment and evaluation in secondary school level** ● Assessment-Meaning, nature, perspective (Assessment for learning, Assessment of learning and assessment learning); Relation between Objectives and outcomes ● Types of Assessment (Placement, Formative, Diagnostic, Summative); Assessment of cognitive (Anderson and Krathwohl) Affective (Krathwohl) and Psychomotor domains (R.H. Dave) of learning ● New trends in evaluation-grading, internal assessment, semester system, CCE, On demand examination system, online examination ● Critical appraisal of the present evaluation system at secondary school level in context to the alignment between the curriculum and forms of assessment with special reference to Learning Outcomes Based Curriculum (LOCF)
Transaction Strategies/Teaching learning process	Lectures, Brainstorming, Group Discussion and Self-study Projects

Practicum:
- Seminar on one of the topic assigned.
- Critical Analysis of any Existing Curricula in Constructive Alignment view point.
- Adapting Kirkpatrick's model of evaluation to your Teaching-Learning situation and submit report of your work.
- Apply any Alignment model.

Scheme and Syllabus of M.Ed. Programme w.e.f. Academic Session 2021-22

Suggested Readings:

- Beauchamp, G.A (1981): *Curriculum theory* (4th edition.). Itasca, II: Peacock Publishers.
- Bruner. J.S. (1966). *Towards a theory of Instruction*. Cambridge. Harvard University Press.
- Henson, Kenneth.T (1978). *Curriculum development for Education reform*. Harper Collins College publishers.
- Davies, Ivan, K. (1976). "*Objectives in curriculum design*", Mcgraw Hill Book Company Limited, England.
- Gakhar, S.C. (2009): *Curriculum development*, Panipat, N.M. Publications.
- Joseph Schwab, (1969). *The practical: A language for curriculum*. School Review, November.
- Kelley, A.B. (1996). *The curricular theory and practice*. Harper and Row, US.
- Nirantar (1997). *Developing a Curriculum for Rural Women.* Nirantar, New Delhi.
- Padma M. S. (2003). *Constructing school knowledge, an ethnography of learning in an indian village*, Sage Publication Inc., New Delhi.
- Pratt, David (1980). "*Curriculum design and development*", Harcourt Brace and World Inc., New York.
- Romiszowski, A.J. (1986). "*Designing instructional system-decision making in course planning & design*".
- Saylor,J.G& Alexander, W.M.(1966). *Curriculum planning for modern schools*, New York: Holt, Rinehart & Winston.
- Taba, Hilda (1962). *Curriculum development*. Theory and Practice, Har Court, Brace and Wald. New York.
- Tyler, R.W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Wheeler: curriculum process Zias, R S. (1976). *Curriculum principles and foundations*. New York: Harper & Row.

Year	II	**EDUCATIONAL POLICY, ECONOMICS AND PLANNING AT ELEMENTARY LEVEL**	**Credits**	**2**
Semester	**IV**		**Course Code**	**SOE 01 04 14 DCEC 2002**

Learning Outcomes	After the completion of the course, the students will be able to: ● Understand the concept and nature of educational planning. ● Critically analyze governmental plans and policies of elementary education.

Course Content

Unit-I	**Educational Policy at Elementary Level** ● Concept, Need and Importance ● Types of Educational Policy- State level Institutional, Short –term, Long- term at Elementary Level ● Linkage between national Educational Policy and State Development Policy at Elementary Level ● Government Initiatives and constitutional provisions: NPE (1986); POA (1992); DPEP (1994); SSA; RTE Act
Unit -2	**Economics of Education and planning at elementary level** ● Meaning, Significance and Scope of economics of education ● Education and Economic Development ● Concept, needs, approaches and principles of Educational Planning ● Quality concern and factors affecting quality of elementary education
Transaction Strategies/Teaching learning process	Discussions, debates, analysis of plans and policies, suggestions for improvement.

Practicum:
- Preparation of research design on a theme, discipline and RTE act 2009.
- Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
- Critical Analysis of Research Studies on programs and policies related to elementary education (Survey a Govt. school nearby and prepare of report on critically analyze the SSA and Mid May Meal programme).
- Any other assignment/ project given by the Institute.
- Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratichi Report on Education; Global Monitoring; Report of UNESCO.

Suggested Readings:

- Althusser, L. (1971). *Ideology and ideological state apparatuses*, in L. Althusser (eds), *Lenin and philosophy and other essays*. London: New Left Review.
- Apple, M. (2004). *Ideology and curriculum*. New York: Routledge Falmer.
- Banerjee, S. Cole, E. Duflo and L. Linden. (2003). *Improving the quality of education in India: Evidence from three randomized experiments*. NBER mimeo.
- Becker, Gary (1993). Nobel Lecture: The Economic Way of Looking at Behavior. *Journal of Political Economy* 101, pp. 385-409.
- Becker, Gary S. (1964). Human capital (eds). *Investment in Human Capital: Effects on Earning*. NBER: New York.
- Belfield. Clive. (2000). *Economic principles for education.* Edward Elgar.
- Blaug, Mark. (1970). Where are we now in Economics of Education? *Economics of Education Review*.
- Blaug, Mark. (1972). *An introduction to economics of education*. London: Penguin.
- Caplin, B. (2018). *The case against education: why education is waste of time and money.* USA: Princeton university press.
- Chattopadhyay, S. (2012). *Education and Economics*. London: Oxford University Press.
- Clarke, S. (2005). The neoliberal theory of society, In A. Saad-Filho & D. Johnston (eds.) *Neoliberalism: A Critical Reader*. Ann Arbour, MI: Pluto Press, 50-59.
- Coombs, P.H. (1969). *What is Educational Planning?* Paris: International Institute of Educational Planning (IIEP).
- Fereeti, R. (2018). *Teachers, teaching and reforms; perspectives on reforms to improve educational outcomes*. India: Routledge.
- Giroux, H. (2005). *The terror of neoliberalism: cultural politics and the promise of democracy.* Boulder: Paradigm Publishers.
- H. Levin. (1987). Education as a Public and Private Good. *Journal of Policy Analysis and Management*, Summer.
- Harvey, D. (2005). *A brief history of neoliberalism*. New York: Oxford University Press.
- Hayek, F. A. (1979). *Law, legislation and liberty: a new statement of the liberal principles and political economy*; *the political order of a free people,* (3rd ed.). London: Routledge.
- Naik, J.P. (1975). *Equality, quality and quantit: The elusive triangle in Indian education.* Bombay: Allied.
- Oreopoulos, P. & Kjell S. (2011). Priceless: the non-pecuniary benefits of schooling. *Journal of Economic Perspectives* 25(1), 159-184.
- Padmanabhan,C.B.(1986). *Economics of Educational planning in India*. New Delhi: Arya Book Depot.
- Palley, T.I. (2005). From Keynisianism to Neoliberalism: shifting paradigms in economics,' in A. Saad-Filho & D. Johnston (eds.,) *Neoliberalism: A critical Reader*. Ann Arbour, MI: Pluto Press.
- Parkash S. (1999). *Educational planning*. New Delhi: Gyan Publishing House.

- Prakash, V. &K. B. (2008). *Perspectives on Education and Development*. Delhi: NUEPA.
- Psacharapoulos, George. (1996). *The profitability of investment in education: Concepts and methods*, *human development and operations policy,* working Paper No. 15280. Washington, DC: The World Bank.
- Psacharopolous, G. (1985). *Planning of education: Where do we stand*? Washington: World Bank.
- Saad-Filho, A. & D. Johnston. (eds.) (2005). *Neoliberalism: A critical reader*. Ann Arbour, MI: Pluto Press.

Year	II	EDUCATIONAL POLICY, ECONOMICS AND PLANNING AT SECONDARY LEVEL	Credits	2
Semester	**IV**		**Course Code**	**SOE 01 04 15 DCEC 2002**

Learning Outcomes	After the completion of the course, the students will be able to: ● Discuss the application of economic theories in the educational field. ● Elaborate the educational policies in context with secondary education

Course Content	
Unit-I	**Educational Policy at Secondary Level** ● Concept, importance and types of educational policies: National and State Level ● Relationship between policies and education ● Functions of NITI Aayog in context with secondary education. ● Educational policies of 21st century in context of secondary education: National Curriculum Framework 2005, Yashpal Committee Report 2009, NEP 2020
Unit -2	**Economics of Education** ● Role of education in economic development, Education as Consumption and Investment, ● Cost Benefit Analysis Vs Cost Effective Analysis in Education ● Concept, process and principles of Educational Planning at Secondary Level ● Perspective planning at central, state and local levels: Concepts of Macro and Micro level planning and
Transaction Strategies/Teaching learning process	Lecture**,** Discussions, Debates, Analysis of plans and policies.

Practicum: Any one of the Following:
- Preparation of research design on a theme, discipline and RTE act. 2009.
- Estimation of opportunity cost on a sample of working school age children.
- Preparation of a blue-print for expenditure control in a school.
- Preparation of a school budget.
- Any other given assignment by the teacher educators.

Suggested Readings:
- Becker, Gary (1993). Nobel Lecture: The Economic Way of Looking at Behavior. *Journal of Political Economy* 101, pp. 385-409.

● Becker, Gary S. (1964). Human capital (eds). *Investment in Human Capital: Effects on Earning*. NBER: New York.
● Belfield. Clive. (2000). *Economic principles for education.* Edward Elgar.
● Blaug, Mark. (1970). Where are we now in Economics of Education? *Economics of Education Review*.
● Blaug, Mark. (1972). *An introduction to economics of education*. London: Penguin.
● Caplin, B. (2018). *The case against education: why education is waste of time and money.* USA: Princeton university press.
● Chattopadhyay, Saumen. (2012). *Education and Economics*. London: Oxford University Press.
● Clarke, S. (2005). The neoliberal theory of society, in A. Saad-Filho& D. Johnston (eds.) *Neoliberalism: A Critical Reader*. Ann Arbour, MI: Pluto Press, 50-59.
● Coombs, P.H. (1969). *What is Educational Planning?* Paris: International Institute of Educational Planning (IIEP).
● Fereeti, R. (2018). *Teachers, teaching and reforms; perspectives on reforms to improve educational outcomes*. India: Routledge.
● Giroux, H. (2005). *The terror of neoliberalism: cultural politics and the promise of democracy.* Boulder: Paradigm Publishers.
● H. Levin (1987). Education as a Public and Private Good. *Journal of Policy Analysis and Management*. Summer.
● Harvey, D. (2005). *A brief history of neoliberalism*. New York: Oxford University Press.
● Hayek, F. A. (1979). *Law, legislation and liberty: a new statement of the liberal principles and political economy*; *the political order of a free people* (3rd ed.)*.* London: Routledge.
● Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle in Indian education.* Bombay: Allied.
● Oreopoulos, P. & Kjell S. (2011). Priceless: the non-pecuniary benefits of schooling. *Journal of Economic Perspectives* 25(1), 159-184.
● Padmanabhan, C.B. (1986). *Economics of Educational planning in India*. New Delhi: Arya Book Depot.
● Palley, T.I. (2005). From Keynisianism to Neoliberalism: shifting paradigms in economics,' in A. Saad-Filho& D. Johnston (eds.,) *Neoliberalism: A critical Reader*. Ann Arbour, MI: Pluto Press.
● Parkash S. (1999). *Educational planning*. New Delhi: Gyan Publishing House.
● Prakash, V. &K. B. (2008). *Perspectives on Education and Development*. Delhi: NUEPA.
● Psacharapoulos, George. (1996). *The profitability of investment in education: Concepts and methods*, *human development and operations policy,*working Paper No. 15280. Washington, DC: The World Bank.
● Psacharopolous, G. (1985). *Planning of education: Where do we stand*? Washington: World Bank.
● Saad-Filho, A. & D. Johnston. (eds.) (2005). *Neoliberalism: A critical reader*. Ann Arbour, MI: Pluto Press.
● Schultz, T.W. (1961). Investment in Human Capital, *American Economic Review*.
● Sen, Amartya and Dreze. (1996). *India: Economic development and social opportunity*. Oxford: University Press.
● Tilak, Jandhyala B. G. (2002). Education and Poverty. *Journal of Human Development (New York: UNDP),*3 (2), 191-207.
● Tilak, Jandhyala B.G. (2006). Economics of Human Capital in India.*Indian Economic Journal*, 3(20).
● Tilak, Jandhyala B.G. (2008). "Education, Growth and Development, Keynote Address". 91stIEA Annual Conference 705 (19).

Generic Elective Course (GEC)

Year	II		Credits	4
Semester	**IV**	**INTRODUCTION TO COUNSELLING**	**Course Code**	**SOE 01 04 05 GEC 3014**

Learning Outcomes	After the completion of the course, the students will be able to: ● Explain the meaning and concept of counselling in India. ● Understand various models and approaches adopted for and counselling. ● Apply various techniques of counselling in real life. ● Identify the factors affecting mental health.
Course Content	
Unit-I	**Introduction to Counselling** ● Introduction to Counselling and Characteristics of a Counsellor ● Process of Counselling ● Theoretical Approaches to Counselling ● Ethics in Counselling
Unit -2	**Counselling: Models and Approaches** ● Psychoanalysis, Psychodynamic and Psychotherapy ● Behavioural Therapy, Cognitive Behaviour Therapy and Approaches to Counselling ● Drama and Art Therapy in Counselling ● Other Therapies (Persons Center Counselling and Solution Focus Counselling)
Unit -3	**Types of Counselling** ● HIV/AIDS Counselling ● Educational and Vocational Counselling ● Child Protection and Child Rights Counselling ● Addiction/Anxiety Counselling
Unit- 4	**Counselling for Mental Disorders** ● Depression ● Personality Disorder ● Gender Identity Disorder ● Eating Disorder

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Transaction Strategies/Teaching learning process	Lectures, discussions, use of psychological tests, observation of students, conducting career guidance in the schools, counsel students by identifying their mental health problems such as lack of concentration, anxiety, anger etc.

Practicum:

- Prepare an interview schedule for an effective Counseling.
- Visit a guidance Centre and Write a report about its organization and functions.
- Write a research report on – Issues and trends in Guidance and Counseling.

Suggested Readings:

- Aggarwal, J.C. (2005). *Career information in career guidance theory & practice*. Delhi: Doaba House.
- Aggarwal, R. (2010). *Elementary guidance and counselling*. New Delhi: Shipra Publication.
- Burnard, P. (2005). *Counselling Skills Training*. New Delhi: Viva Book Private Limited.
- Chandra, R. (2009). *Career information and guidance and counselling*. Delhi: Isha Books.
- Chandanpat (2018). *Guidance and counselling*. ND: Educational Publisher & Distributor.
- Chauhan, S.S. (2007). *Principle and techniques of guidance.* New Delhi: Vikas Publishing House.
- Dev, K. (2005). *Educational guidance*. New Delhi: Pragun Publication.
- Gibson, R. L. & Mitchell, M. (2008). *Introduction counselling and guidance*. New Delhi: PHI Learning Pvt. Ltd.
- Gibson, R. L., Mitchell & Marianne, H. (2016). *Introduction to counselling and guidance*. New Delhi: Pearson Prentice Hall in India.
- Gladding, R. (2018). *Introduction to counselling*. ND: Pearson.
- Gupta, M. (2005). *Effective guidance & counselling.* Jaipur: Mangaldeep publications.
- Kochhar, S. K. (2006). *Educational and vocational guidance in secondary education*. Delhi: Sterling Publications.
- Kochhar, S.K. (2009). *Guidance & counselling in colleges & universities*. New Delhi: Sterling Publishers Pvt Ltd.
- Koshy, J. (2007). *Guidance and counselling*. New Delhi: Dominant Pub. & Distributors.
- Kottler, J. A. & Shepard, D. S. (2008). *Counselling theories & practices*. Cenage Learning: 1st Edition.
- Madhu kumar, I. (2007). *Guidance and counselling*. New Delhi: Authors Press.
- Mathur, S. S. (2008). *Fundamentals of guidance & counselling, (*2nded.). Agra: Aggarwal Publication.
- Mishra, R.C. (2004). *Guidance & counselling*. New Delhi: APH Publishing Corporation.
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan publishers.

- Pandey, V.C. (2006). *Educational guidance & counselling*. Delhi: Isha Books.
- Rao, S N. (2006). *Counselling and guidance.* Delhi: McGraw hill Publication.
- Rao, S. N. & Hari, H. S. (2004). *Guidance and counselling*. New Delhi: Discovery Pub. House.
- Safaya, B.N. (2002). *Guidance & counselling.* Chandigarh: Abhishek Publications.
- Saxena, A. (2006). *Organization of Guidance Service*. Delhi: Rajat Publications.
- Saxena, A. (2007). *Introduction to educational & vocational guidance*. Delhi: Rajat Publications.
- Sexena, A. (2007). *Modern techniques of counselling*. New Delhi: Rajat Publications.
- Sharma, R. A. (2011). *Fundamentals of guidance and counselling*. Meerut: R. Lal Book Depot.
- Sharma, S.P. (2008). *Career guidance & counselling*. New Delhi: Kanishka Publishers & Distributors.
- Sharma, T.C. (2002). *Modern methods of guidance & counselling*. New Delhi: Sarup & Sons.
- Sharma, Y.K. (2005). *Principles of educational & vocational guidance*. New Delhi: Kanishka Publishers.
- Shrivastava, K.K. (2003). *Principles of guidance & counselling*. New Delhi: Kanishka Publishers.
- Singh, R. (2002). *Educational & Vocational Guidance*. New Delhi: Commonwealth Publishers.
- Varky, B. G. & Mukhopadhyay, M. (2006). *Guidance and counselling*. New Delhi: Sterling Publications.
- Vashist, S.R. (2004). *Evaluation of guidance.* New Delhi: Anmol Publications Pvt. Ltd.

Acknowledgement

First and foremost, a deep sense of gratitude is expressed to all the faculty members of School of Education and external experts for their contribution in preparing the LOCF (Learning outcomes-based curriculum framework).

The timeline of the preparation of the entire curriculum as per LOCF is as follows.

A workshop titled 'Learning outcomes-based curriculum framework' was organized on 16th March 2021 at School of Education in Central University of Haryana. Following are the details:

Organizer	Resource Person	Beneficiaries
Prof. Parmod Kumar, Former Dean, School of Education (Project Coordinator, the scheme of PMMMNMTT)	Prof. Sangeeta, Former Chairperson & Dean, Department of Education, Kurukshetra University, Kurukshetra	Teachers of Central University of Haryana

After this workshop the curriculum was developed for M.Ed. program and then the draft was submitted to the Board of Studies meeting which was held on 7th Sep. 2021.

Members of Board of Studies	
Prof. Sarika Sharma, Dean & Head, School of Education	Chairman
Prof. Indira Dhull, Former Dean & Head, Deptt. of Education, M.D.U. Rohtak	Member Expert
Dr. Parmod Kumar, Associate Professor, School of Education	Member
Dr. Renu Yadav, Assistant Professor, School of Education	Member
Dr. Dinesh Chahal, Assistant Professor, School of Education	Special Invitee
Dr. Aarti Yadav, Assistant Professor, School of Education	Special Invitee

The members of Board of Studies finalized the draft of curriculum of M.Ed. program and further sent it to School Board of School of Education meeting which was held on 14th September 2021.

Members of School Board	
Prof. Sarika Sharma, Dean & Head, School of Education	Chairman
Prof. Shamsher Singh, Retd. Prof. Deptt. of Physical Education, C.D.L.U., Sirsa	Member
Prof. S.V.S. Choudhary, Former Chairman, NCTE, New Delhi	Member

Prof. Jatinder Grover, Deptt. of Education, Panjab University, Chandigarh	Member
Prof. Gurmeet Singh, Department of Physical Education, Panjab University, Chandigarh	Member
Prof. Ravinder Pal Ahalawat, Head, Department of Physical Education and Sports, Central University of Haryana	Member
Dr. Parmod Kumar, Associate Professor, School of Education, Central University of Haryana	Member
Dr. Jaiprakash Bhukar, Associate Professor, Department of Physical Education and Sports, Central University of Haryana	Member
Dr. Renu Yadav, Assistant Professor, School of Education, Central University of Haryana	Member
Dr. Dinesh Chahal, Assistant Professor, School of Education, Central University of Haryana	Member
Dr. Sandeep Dhull, Assistant Professor, Department of Physical Education and Sports, Central University of Haryana	Member

The School Board finalized the draft and further sent it to the Academic Council for final approval. Academic council meeting held on 12th Oct. 2021 approved the curriculum for implementation with effect from academic session 2021-22.

All the faculty members of School of Education are applauded for their efforts to design their respective syllabus with utmost care. Following list is enclosed herewith to acknowledge the sincere efforts of faculty members for preparing the LOCF for M.Ed. program as per the guidelines of NEP 2020 and UGC letter No.: F. No. 1-412018(LOCF/QIP) dated 17th December, 2019.

Faculty Member	Paper Title
Prof. Sarika Sharma, Dean & Head, School of Education	1. Educational Administration, Management and Leadership (SOE 01 01 02 DCEC 3104) 2. Distance and Open Learning (SOE 01 01 03 DCEC 3104) 3. Guidance and Counselling (SOE 01 02 04 DCEC 3104) 4. Education of the Disadvantaged Groups (SOE 01 02 06 DCEC 3104) 5. Inclusive Education (SOE 01 03 14 C3104) 6. Educational Leadership (SOE 01 02 03 GEC 3014) 7. Introduction to Counselling (SOE 01 02 05 GEC 3014)
Dr. Parmod Kumar, Associate Professor, School of Education	1. Introduction to Educational Research (SOE 01 01 03 C3104) 2. Curriculum Studies (SOE 01 02 09 C3104) 3. Comparative Education (SOE 01 02 07 DCEC 3104) 4. Recent Trends in Teacher Education (SOE 01 04 17 C3104) 5. Educational Technology (SOE 01 04 19 C3104) 6. Educational Studies (SOE 01 04 18 C3104) 7. Practice Relating to Curriculum, Pedagogy and Assessment at Elementary Stage (SOE 01 04 12 DCEC 2002)

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	8. Practice Relating to Curriculum, Pedagogy and Assessment at Secondary Stage (SOE 01 04 13 DCEC 2002) 9. Educational Policy, Economics and Planning at Elementary Level (SOE 01 04 14 DCEC 2002) 10. Educational Policy, Economics and Planning at Secondary Level (SOE 01 04 15 DCEC 2002) 11. Art of Teaching (SOE 01 02 04 GEC 3014)
Dr. Renu Yadav, Assistant Professor, School of Education	1. Psychology of Learning and Development (SOE 01 01 01 C3104) 2. Personality Development and Communication Skills (SOE 01 01 01 DCEC 3104) 3. Academic Writing (SOE 01 02 10 C0022) 4. Gender, School and Society (SOE 01 02 05 DCEC 3104) 5. Environmental Education (SOE 01 04 20 C3104) 6. Introduction to Academic Writing (SOE 01 02 02 GEC 3014)
Dr. Dinesh Chahal, Assistant Professor, School of Education	1. Historical, Political and Economic Foundations of Education (SOE 01 01 02 C3104) 2. Development of Self: Yoga Education (SOE 01 01 05 C0022) 3. Philosophical Foundations of Education (SOE 01 02 06 C3104) 4. Sociological Foundations of Education (SOE 01 02 07 C3104) 5. Teacher Education (SOE 01 03 13 C3104) 6. Institutions, Systems and Structures at Elementary Stage (SOE 01 03 08 DCEC 2002) 7. Institutions, Systems and Structures at Secondary Stage (SOE 01 03 09 DCEC 2002) 8. Stage Specific Status, Issues and Concerns at Elementary Stage (SOE 01 03 010 DCEC 2002) 9. Stage Specific Status, Issues and Concerns at Secondary Stage (SOE 01 03 011 DCEC 2002)
Dr. Aarti Yadav, Assistant Professor, School of Education	1. ICT in Education (SOE 01 01 04 C0022) 2. Advance Research Methodology (SOE 01 02 08 C3104) 3. Practice Relating to Curriculum, Pedagogy and Assessment at Elementary Stage (SOE 01 04 12 DCEC 2002) 4. Practice Relating to Curriculum, Pedagogy and Assessment at Secondary Stage (SOE 01 04 13 DCEC 2002) 5. Educational Policy, Economics and Planning at Elementary Level (SOE 01 04 14 DCEC 2002) 6. Educational Policy, Economics and Planning at Secondary Level (SOE 01 04 15 DCEC 2002) 7. Life Skills in Education (SOE 01 01 01 GEC 3014)
All faculty members of M.Ed. program have jointly prepared the curriculum for these papers:	1. Internship and Field Attachment (SOE 01 02 11 C0022) 2. Dissertation (Part-I) (SOE 01 02 12 C0022) 3. Internship in Specialized Area (SOE 01 03 15 C0044) 4. Dissertation Part-II (SOE 01 03 16 C0044) 5. Dissertation (SOE 01 04 21 C0044)