

## **DESH BHAGAT UNIVERSITY, MANDI GOBINDGARH**

### **Faculty of Education**

### **Master in Education**

#### **Program Outcomes**

**PO1. Educational Knowledge:** Enable student teachers examine critically the theories and concepts of education drawn from various disciplines related to education such as Philosophy, Psychology, Sociology, Management, Economics, Science and Technology, ICT etc. in such a way that their linkages with methods, pedagogy and practices in the classroom can be enriched.

**PO2. Problem Analysis:** Identify, formulate, research literature, and analyze educational problems to arrive at substantiated conclusions using first principles of Foundational Courses, Pedagogical Courses and Specialization Courses.

**PO3. Design/Development of Solutions:** Develop the spirit of inquiry and critical thinking and skills and capacity to undertake research in the field of education

**PO4. Conduct Investigations of Complex Problems:** Use research-based knowledge including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**PO5. Modern Tool Usage:** Create, select, and apply appropriate techniques, resources, and modern educational and IT tools including training and teaching to complex educational activities with an understanding of the limitations.

**PO6. The Teacher and Society:** Enable student teachers to set high standards of professional competency, intellectual conviction and integrity to assess societal, health, safety, legal, and cultural issues

**PO7. Environment and Sustainability:** Develop the capacity, skill and knowledge among student teachers to create and sustain environment in modern day education for sustainable development of society

**PO8. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the educational practice.

**PO9. Individual and Team Work:** Function effectively as an individual, and as a member or leader in teams, and in multidisciplinary settings.

**PO10. Communication:** Communicate effectively with the educational community and with society at large. Be able to comprehend and write effective reports documentation. Make effective presentations, and give and receive clear instructions.

**PO11. Administration, Management and Finance:** Equip the student teachers with the knowledge and skills focusing on understanding the principles of organizational management, leadership and systematic change

**PO12. Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of educational and technological change.

**(SEMESTER I)**

**Title of the Course: Philosophical Foundations of Education(part-I)**

**Course Code: MAED-101**

L	T	P	C
4	0	0	4

**Course Outcomes:**

**The students will be able to-**

1. Recognize and define the modern and western concept of education and philosophy.
2. Explain the relationship between education and philosophy.
3. Describe the contribution of philosophy to the field of education.
4. Interpret the contribution of various Indian and western schools of philosophy in the field of education.
5. Illustrate and explain the concept of freedom and equality and their relevance in the field of education.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	S	S	M	M	M	M	S	M	M	M	S	S
CO2	S	S	M	S	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	S	S	M

CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	M	S	M	M	M	M	S	M	S

## COURSE CONTENTS

### UNIT-I

1. Education & Philosophy
  - (a) Concept and definition
  - (b) Nature
  - (c) Relations
  
2. Indian Schools of Philosophy:
  - (a) Samkhya,
  - (b) Vedanta
  - (c) Nyaya,
  - (d) Buddhism
  - (e) Jainism
  - (f) Islamic Traditions

**with special reference to Concept, Reality and Values and their educational implications**

### UNIT-II

3. Modern Concept of Philosophy
  - (a) Analysis- Logical analysis
  - (b) Logical empiricism
  - (c) Positive relativism

### UNIT-III

4. Western Philosophies: Major Schools.
  - (a) Naturalism
  - (b) Idealism
  - (c) Pragmatism

**with special reference to the concepts of Metaphysics, Epistemology, and Axiology; their educational implications for aims, contents and methods of education**

### UNIT-IV

5. Social Philosophy of Education
  - (a) Freedom
  - (b) Equality

## SELECTED READINGS

1. Broudy, H.S.(1977) *Building a Philosophy of Education*, New York: Kringer.
2. Brubacher, John S. (1969) *Modern Philosophies of Education*, New Delhi: Tata

McGraw Hill.

3. Chandra, S.S; Sharma, R.K (2004) *Principles of Education*, New Delhi: Atlantic Publishers and Distributors.
4. Dewey, John (1966) *Democracy and Education*, New York: McMillan.
5. Durpis, A.M. (1972) *Philosophy of Education in Historical Perspective*, New Delhi: Thomason Press..
6. Pandey, R.S. (1982) *An Introduction to Major Philosophies of Education*, Agra: Vinod Pustak Mandir
7. Pandey, K.P. (1983) *Perspective in Social Foundations of Education*, Ghaziabad: Amitash Prakashan.
8. Pandey, R.S. (1982) *An Introduction to Major Philosophies of Education*, Agra: Vinod Pustak Mandir.
9. Park J. (Ed) (1963) *Selected Readings in Philosophy of Education*, New York: The MacMillan Company.
10. Rusk, Robert R. (1962) *Philosophical Bases of Education*, Warwick Square: University of London.
11. Sodhi, T.S.& Suri, Aruna (1998) *Philosophical and Sociological Foundations of Education*, Patiala: Bawa Publication.
12. Saxena Swaroop, N.R. (2001) *Philosophical and Sociological Foundations of Education*, Meerut: Surya Publication.
13. Taneja, V.R. (2002) *Foundation of Education*, Chandigarh: Mohindra Capital Publishers.

## M. A. EDUCATION (SEMESTER I)

### Title of the Course: Sociological Foundations of Education(Part-I)

Course Code: MAED-102

L	T	P	C
4	0	0	4

### Course Outcomes

#### The students will be able to

1. Define the meaning and concept of educational sociology.
2. Explain the concept of social organization and factors affecting it.
3. Explain the important issues of the social interaction and social stratifications also explain their educational implications.
4. Critically appropriate the issues related to the process of social system.
5. Illustrate the meaning and concept of social change with reference to India.
6. Justify social and economic relevance of education.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	M	S	M	M	M	M	S	M	S
CO6	S	S	S	S	S	S	S	M	S	M	S	M

## COURSE CONTENTS

### UNIT-I

1. Concept of educational sociology and sociology of education
  - (a) Social organization and its concepts
  - (b) Factors influencing social organization – folk ways, mores; institutions; values

- (c) Dynamic characteristics of social organization and its educational implications.

## **UNIT-II**

- 2. Social interactions and their educational implications
  - (a) Social group inter-group relationship – group dynamic
  - (b) Social stratifications – concepts of social stratification and its educational implications.

## **UNIT-III**

- 3. Culture:
  - Meaning and nature
  - (a) Role of education in cultural context
  - (b) Cultural determinants of education
  - (c) Education and cultural change.

## **UNIT-IV**

- 4. Social change: its meaning and concept with special reference to India.
  - a) Concept of Urbanization, Modernization, Westernization and Sanskritisation with special reference to Indian society and its educational implications.
- Social principles in education-social and economic relevance to education;
  - a) Socio-economic factors and their impact on education.

## SELECTED READINGS

1. Gore, M.S. (1984) *Education and Modernization in India*, Rawat Publishers, Jaipur
2. Hanighurst, Robert et al. (1995) *Society and Education*, Boston: Allyn and Bacon.
3. Kamat, A.R. (1985) *Education and Social Change in India*, Bombay Samaiya Publishing Co.,
4. Maubnhein K.(1962) *An Introduction to sociology of Education*, Routledge and Kegan Paul, London
5. M.H.R.D. (1990) *Towards an Enlightened and Human Society*. Department of Education , new Delhi
6. Mossish, Loor (1972), *Sociology of Education: An introduction*. George Lalen and Unwin, London
7. Pandey, K.P.(1983) *Perspective in Social Foundations of Education*, Amita Prakashan, Gaziabad
8. Saxena, S.(2001) *Philosophical and Sociological Foundations of Education*. Meerut: Surya publications.
9. Singh, B.N.(2005) *Education: Social Change and Economic Development*, Jaipur: RBSA Publishers.
10. Sodhi, T.S.& Suri, Aruna (1998) *Philosophical and Sociological Foundations of Education*, Patiala: Bawa Publication.

## M. A. EDUCATION (SEMESTER I)

### Title of the Course: Psychological Foundations of Education (Part-I)

Course Code :MAED-103

L	T	P	C
4	0	0	4

#### Course Outcomes

##### The students will be able to

1. Explain the concept, scope and methods of educational psychology.
2. Describe the process of growth and development.
3. Understanding the meaning and concept of individual differences.
4. Explain the meaning and characteristics of gifted and mental retarded children.
5. Understand the meaning and characteristics of creativity and also its importance in education.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	M	S	M	M	M	M	S	M	S

## COURSE CONTENTS

### UNIT-I

1.(i) Meaning of Education and Psychology:

(a) Relationship of education and psychology

(b) Scope of Educational Psychology

(ii) Methods of Educational Psychology:



- (a) Experimental
- (b) Clinical
- (c) Differential

## **UNIT-II**

- 2. Growth and Development during childhood and adolescence
  - (a) Physical
  - (b) Social
  - (c) Emotional
  - (d) Mental
  
- 3. Individual Differences:
  - (a) Concept and areas.
  - (b) Determinants: Role of heredity and environment in developing individual differences.
  - (c) Implications of individual differences for organizing educational programmes.

## **UNIT-III**

- 4. Gifted and Mentally Retarded Children
  - (a) Meaning and Characteristics.
  - (b) Needs and Problems

## **UNIT-IV**

- 5. Creativity:
  - (a) Concept
  - (b) Characteristics
  - (c) Development of creativity
  - (d) Importance of creativity in education

## SELECTED READINGS

1. Abramson, Paul, R(1980).: personality , new York: Holt Rinehart and Winston
2. Allport, G.W. (1954), personality , New York, Holt, 1954
3. Allport, G.W. (1961): 'Pattern and Growth in Personality', New York: Rinehart and Winston
4. Andrews, T.W. (Ed.): (1961), Methods in psychology', New York: John Wiely and Sons, Inc
5. Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growth and Development , new York, Holt, Rinehart and Winston
6. Baur, A., Newman, S.M West R., & Mc Manus C., (1997)Cambridge Handbook ofn Psychology , health & Medicine, Cambridge: Cambridge University Press
7. Coleman, J.C. (1976), Abnormal Psychology and Modern Life, Bombay: D.B. Tarapoewwala Sons & Co.
8. Dicapro, N.S. (1974)Personality Theories, New York, Harper
9. Douglass, O.B. Holl and B.P. (1948): Foundations of Educational Psychology, New York: The Mac Millan Co.
10. Gagne, R.M.(1977): The conductions of learning, new York, Chicago, Holt, Rinehart and Winston
11. Gates A .T ET. Al.(1963) : Educational Psychology, New York: Mac Millan
12. Hilgard , E.R.: Theories of learning , New York: Appleton Century Crafts

## M. A. EDUCATION (SEMESTER I)

### Title of the Course: Research Methods in Education(Part-I)

Course Code: MAED-104

L	T	P	C
3	1	0	4

#### Course Outcomes

The students will be able to

- (1) To explain the methods of acquiring scientific knowledge through experience and reasoning.
- (2) To define meaning, nature, scope and purposes of educational research.
- (3) To describe the emerging trends in educational research.
- (4) To illustrate meaning, criteria and sources for identifying the research problems.
- (5) To describe the importance and various sources of review of related literature and hypothesis.
- (6) To explain the types, tools and techniques of collection of data.
- (7) To define concept of sample and population and steps and types of sampling.
- (8) To state the types of sampling error and how to reduce them.

#### CO/PO Mapping

(S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak

COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	M	S	M	M	S	M	S	M	S
CO6	S	S	S	S	S	S	S	M	S	M	S	M
CO7	S	S	M	S	M	S	M	S	S	S	S	S
CO8	S	S	M	S	M	S	M	M	S	M	S	M

## **COURSE CONTENTS**

### **UNIT-I**

1. Methods of acquiring scientific knowledge: Tradition, experience, reasoning – inductive and deductive.
2. Nature and scope of educational research:
  - (a) Meaning, nature and limitations.
  - (b) Need and purpose of Educational Research
  - (c) Scientific enquiry and theory development.
  - (d) Fundamental, applied and action research.
  - (e) Quantitative and qualitative research.

### **UNIT-II**

3. Some emerging trends in educational research.
4. Formulation of research problem
  - (a) Criteria and sources for identifying the problem.
  - (b) Delineating and operationalizing variables.
  - (c) Review of related literature: Importance and various sources including internet.
  - (d) Developing hypothesis in various types of research.

### **UNIT-III**

5. Collection of Data
  - (a) Types of data: Quantitative and qualitative
  - (b) Tools, techniques and Characteristics of a good research tool;
  - (c) Questionnaire,
  - (d) Interview,
  - (e) Observation,
  - (f) Projective, and
  - (g) Sociometric techniques.

### **UNIT-IV**

6. Sampling: Concept of population and sample
  - (a) Steps and Characteristics of a good sample.
  - (b) Various methods of sampling: Probability and Non-probability.
  - (c) Sampling errors and how to reduce them.

## SELECTED READINGS

1. Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source Book*, Nirmal , Kurukshetra
2. Best, John W. and Kahn James V (1995), *Research in Education*, Prentice Hall, New Delhi
3. Burns, R.B. (1991), *Introduction to research in education* , Prentice Hall, New Delhi
4. Edward, Allen L (1968), *experimental Designs in psychological Research*, Holt, Rinehart and Winston, New York
5. Good, C.V. and Douglas, E. Scates (1954), *methods in Social Research* , Mc Graw Hill, New York
6. Kerlinger, F.N. (1973), *foundation of Behavioral Research*, Holt, Rinehart and Winston, New York
7. Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New Delhi
8. McMillan, James H. and Schumacher, S. (1989), *research on Education: A conceptual Introduction* , Harper and Collins, New York
9. Mouly, A.J. (1963), *the Science of Educational Research*, Eurasia, New Delhi
10. Neuman, W.L. (1997), *Social Research Methods: Qualitative and Quantitative Approaches* , Allyn and Bacon, Boston
11. Travers, R.M.W. (1978), *An introduction to educational research*, Mcmillan, New York
12. Van Dalen, D.B.(1962), *understanding Educational research* , Mc Graw Hill , New York
13. Young, P.V. (1960), *Scientific Social Surveys and research*, Prentice hall, New Delhi
14. Miller, D.C. & Salkind , N.J. (2002) *handbook of Research Design and Social Measurement* , Sage Publications , London
15. Ruane, Janet M (2004), *Essentials of Research Methods to Social Science Research*, Blackwell Publications Ltd.
16. Van Dalen D.B. (1962), *Understanding Educational Research* Mc Graw Hill, New York

## M. A. EDUCATION (SEMESTER I)

**Title of the Course: Methods of Data Analysis in Education (Part-I)**

**Course Code : MAED-105**

L	T	P	C
2	2	0	4

### Course Outcomes

**The students will be able to**

- (1) compute different types of Statistical measures..
- (2) develop practical orientation involving selection of appropriate data analysis techniques.
- (3) explain and illustrate the concept & application of measures of central tendency, dispersion & relative positions.
- (4) describe the meaning, assumptions, computation & uses of Non-Parametric tests i.e. Chi-square test & sign test.
- (5) illustrate the meaning, computation & Significance of normal probability curve.

### CO/PO Mapping

(S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak

COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	M	S	M	M	S	M	S	M	S

## COURSE CONTENTS

### UNIT-I

1. Nature of Educational Data
  - (a) Quantitative and qualitative, Scales of measurement, Descriptive and Inferential statistics
  - (b) Organization and graphical representation of data: frequency distribution, frequency polygon, histogram, ogive, smoothed frequency polygon.
  - (c) Measures of Central Tendency: Concept, characteristics, computation and uses of Mean, Median, Mode.

## **UNIT-II**

2. Measures of Dispersion: Concept, characteristics, computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance.
3. Measure of Relative Position: Percentiles and Percentile Ranks.

## **UNIT-III**

4. Non-parametric Tests: Meaning, assumptions, computation and uses of:
  - (a) Chi-square tests of equality and independence, setting up cross breaks for contingency table.
  - (b) Sign test: - Concept, Assumptions, Computation & uses.

## **UNIT-IV**

1. Normal Probability Curve: Meaning, significance,
  - (a) Characteristics and applications
  - (b) Skewness and Kurtosis.

## **SELECTED READINGS**

1. Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi
2. Edward, Allen L (1968), Experimental Designs in psychological research, Holt, Rinehart and Winston, New York
3. Ferguson, George A (1976) . Statistical Analysis in psychology and Education , McGrawHill, New York
4. Garrett, H.E. (1973), Statistics in psychology and Education , Vakils, Feffer and Simon, Bombay
5. Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education , McGraw hill , New York
6. Koul, Lokesh (1988), Methodology of Educational Research , Vikas, New Delhi
7. Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi
8. Neuman, W.L. (1977), Social Research methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston
9. Siegel, S. (1986) Non-Parametric Statistics, McGraw Hill, New York
10. Van Dalen D.B. (1962), Understanding Educational Research, McGraw Hill, New York

## M. A. EDUCATION (SEMESTER I)

Course Code: DBSS-101

Title of the Course: Soft Skills-I

L	T	P	Credits
1	0	2	2

### Course Outcomes

CO1: To groom students to be Resilient and to be better equipped to cope with the unfamiliar circumstances, to manage disappointments and deal with conflicts.

CO2: To enable the students to connect and work with others to achieve a set task.

CO3: The course will train the students to gain Leadership skills and be a Leader who can assess and identify the strengths within the team and utilize the diverse skills of the group to achieve the set objectives

CO4. To cause a basic awareness about the significance of soft skills in professional and interpersonal communications and facilitate an all-round development of personality

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
Cos	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	S	M	W	S	M	M	W	M	S	S	M	S
CO2	M	M	M	S	S	M	W	S	S	S	S	S
CO3	M	M	M	M	S	S	M	M	S	S	S	S
CO4	S	M	M	W	S	W	M	M	S	S	S	S

Unit	Course Outlines	Lecture(s)
Unit-I	<b>Introduction to Communication Skills in English</b> A) The Importance of Communication and the Process of communication-Source, Message, Encoding, Channel, Decoding, Receiver, Feedback, Context. B) Everyday Conversations. C) Barriers to Communication: Physiological Barriers, Physical Barriers, Cultural Barriers, Language Barriers, Gender Barriers, Interpersonal Barriers, Psychological Barriers, Emotional Barriers.	8
Unit-II	<b>Team Work &amp; Leadership Skills</b> A) Broader Meaning of a Leader, Traits of a Leader. A Leader's Commitment to Mission and Vision of an Organisation. Managers versus Leaders. B) Developing Leadership Skills. Addressing Ethics in Leadership	8



	Skills.	
Unit-III	<b>Written English Communication</b> A) Progression of thoughts and ideas. B) Structure of Paragraph and Essay. C) Formal and Informal Letter Writing D) Corporate Communication	8
Unit-IV	<b>Etiquettes &amp; Manners – Social &amp; Business</b> A) Communication Etiquettes B) Principles of Trust C) Disability Etiquettes D) Gadget Etiquettes	8

### **REFERENCE BOOKS:**

1. Klaus, Peggy (2009). *The Hard Truth about Soft Skills*. Harper Collins Publishers.
2. Fleming, Kerrie (2016). *The Leader's Guide to Emotional Agility*. Pearson Education Limited.
3. Butterfield, Jeff (2010). *Problem Solving & Decision Making, Course Technology*. Cengage Learning.
4. Pellerin, Charles. J. (2009). *How NASA Builds Teams: Mission Critical Soft Skills for Scientists, Engineers, and Project Teams*. John Wiley & Sons. Inc.
5. Riggio & Sherylle J, Tan (2014). *Leader Interpersonal and Influence Skills*. Routledge.
6. Rutherford, J. Andrea (2000). *Basic Communication Skills for Technology*. Pearson Education.
7. Kumar, Sanjay (2011). *Communication Skills*. Oxford University Press.
8. Robbins, Stephen.P (2013). *Organizational Behaviour*. Pearson.
9. Gill, Hasson (2011). *Brilliant Communication Skills*. Pearson.
10. Ramesh, Gopala Swamy (2013). *The Ace of Soft Skills: Attitude, Communication and Etiquette for Success*. Pearson.
11. Konar, Nira (2011). *Communication Skills for Professionals*. Prentice Hall India Learning.
12. Peters, Francis (2011). *Soft Skills and Professional Communication*. McGraw Hill Education.
13. Adair, John (2009). *Effective Communication*. Pan Macmillan.
14. Daniels, Aubrey (1999). *Bringing out the Best in People*. McGraw Hill.

## M. A. EDUCATION (SEMESTER I)

Course Code: DBPE-101

Title of the Course: Positive Life & Ethics

L	T	P	Credits
2	0	0	2

### Course Outcomes

CO1: Describe, develop positive subjective experiences and traits in organizations to improve workplace effectiveness.

CO2: Improve organizational performance as well as individual performance, well-being and fulfillment.

CO3: An increase in self-esteem, improved relationships, and a greater outlook on life.

CO4: Research in the realm of positive psychology has found that gratitude, social connection and kindness are all important to living our best lives.

CO/PO Mapping												
(S-Strong Correlation, M- Medium Correlation, W-Weak Correlation)												
Cos	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	S	W	M	S	W	W	S	M	S	W	M	W
CO2	W	W	M	M	M	W	S	M	M	W	M	W
CO3	S	W	M	S	M	S	M	M	M	S	M	S
CO4	W	W	S	M	W	W	S	M	S	W	M	W

Unit	Course Outlines	Hours
<b>Unit-I</b>	<b>Introduction</b> Introduction of Positivity, sources and importance; Positivity a way of universal peace; Introduction of Ethics, principles and Importance. Acknowledgement of Ethics in daily Life; Motivation and its importance in ethics and positivity building	<b>6</b>
<b>Unit-II</b>	<b>Understanding of Social Issues with Positivity</b>	<b>6</b>

	Conflicts and Cooperation in Educational: Issues and Challenges; Conflicts and Cooperation in Religion: Issues and Challenges; Conflicts and Cooperation on Individual to individual: Issues and Challenges	
<b>Unit-III</b>	<b>Social Positivity within Social Issues</b> Self Acceptance and Conflict Resolution: Theory of Buddha, Logical and Critical Thinking with Self-awareness and emotional intelligence - Examine influences of religions, faiths, beliefs and values and education of on thinking. Relive from the stress and managing your mental health, coping with mental stress. Recognizing violent behavior, Study of inferior and superior complex.	<b>6</b>
<b>Unit-IV</b>	<b>The Science of Happiness and Peace</b> Positive Emotions and well being: Hope & Optimism, Love the Positive Psychology of Emotional Intelligence Influence of Positive Emotions, Forgiveness and Gratitude to Forgiveness and Gratitude Personal transformation and Role of suffering Trust and Compassion	<b>6</b>

### **REFERENCE BOOKS**

1. Priest, G (2001) *Logic: A Very Short Introduction*, Oxford University Press.
2. Restall, G (2006) *Logic: An Introduction* (Series: Fundamentals of Philosophy), Routledge. Interpersonal Communication, Language, and Culture - Jandt, Fred E. (2010). "Chapter 5: Nonverbal Communication," in *An Introduction to Intercultural Communication: Identities in a Global Community*. Los Angeles: Sage Publications, pp. 105-125. (As a reference)
3. Chobanian, A. V., Bakris, G. L., Black, H. R., Cushman, W. C., Green, L. A., Izzo, J. L. et al., (2003) Seventh report of the joint national committee on prevention, detection, evaluation, and treatment of high blood pressure. *Hypertension*, 42, 1206-1252.
4. Folkman, S. (1984). Personal control and stress and coping processes: a theoretical analysis. *Journal of Personality and Social Psychology*, 46, 839-852.
5. Linn, B. S., & Zeppa, R. (1984). Stress in junior medical students: Relationship to personality and performance. *Journal of Medical Education*, 59(1), 7-12.
6. Synder, C.R. & Lopez, S. (2007). *Handbook of Positive Psychology*. Oxford Publications.

### **E-BOOKS:**

<https://www.swayamprabha.gov.in/>

<https://nptel.ac.in/course.html>

[www.pdfdrive.net](http://www.pdfdrive.net)

[www.sciencebookonline.info](http://www.sciencebookonline.info)

[www.digitallibraries.com](http://www.digitallibraries.com)

## M. A. EDUCATION (SEMESTER II)

Title of the Course: Philosophical Foundations of Education (Part-II)

Course Code: MAED-201

L	T	P	C
4	0	0	4

### Course Outcomes

#### The students will be able to

1. Recognize and define the contribution of western and Indian philosophers to contemporary Indian education.
2. Justify the impact of value oriented education on human life.
3. Analyze the basic concepts, types and agencies of education.
4. Explain in detail the constitutional provisions for education in India.
5. Write a critical note on the nature of knowledge & knowledge getting process.
6. Illustrate meaning, function of democracy and responsibility, and their relevance in education.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	M	S	M	M	S	M	S	M	S
CO6	S	S	S	S	S	S	S	M	S	M	S	M

## COURSE CONTENTS

### UNIT-I

1. Western Philosophies: Major Schools.
  - (a) Realism
  - (b) Logical positivism
  - (c) Existentialism
  - (d) Marxism
  - (e) Their educational implications with special reference to the concepts of metaphysics, epistemology, axiology; their educational implications for aims, contents and methods of education

## UNIT-II

2. Contributions of following Indian Philosophers to Educational Thought:
  - (a) Vivekananda,
  - (b) Tagore,
  - (c) Gandhi
  - (d) Aurobindo, and
  - (e) J. Krishnamurty

## UNIT-III

3. Philosophical analysis of basic concepts of Education: Teaching, Instruction, Training and indoctrination
  - Types & agencies of Education.
4. National Values as enshrined in the Indian Constitution and their Educational implication.
5. Constitutional provisions for Education.

## UNIT-IV

6. Nature of knowledge Types & sources of knowledge, and methods of acquiring knowledge.
7. Social Philosophy of Education – Democracy and Responsibility.

## SELECTED READINGS

1. Broudy, H.S.(1977) *Building a Philosophy of Education*, New York: Kringer.
2. Chandra, S.S; Sharma, R.K (2004) *Principles of Education*, New Delhi: Atlantic Publishers and Distributors.
3. Dewey, John (1966) *Democracy and Education*, New York: McMillan.
4. Durpis, A.M. (1972) *Philosophy of Education in Historical Perspective*, New Delhi: Thomason Press.
5. Pandey, R.S. (1982) *An Introduction to Major Philosophies of Education*, Agra: Vinod Pustak Mandir
6. Pandey, K.P. (1983) *Perspective in Social Foundations of Education*, Ghaziabad: Amitash Prakashan.
7. Pandey, R.S. (1982) *An Introduction to Major Philosophies of Education*, Agra: Vinod Pustak Mandir.
8. Park J. (Ed) (1963) *Selected Readings in Philosophy of Education*, New York: The MacMillan Company.
9. Rusk, Robert R. (1962) *Philosophical Bases of Education*, Warwick Square: University of London.
10. Sodhi, T.S.& Suri, Aruna (1998) *Philosophical and Sociological Foundations of Education*, Patiala: Bawa Publication.

## M. A. EDUCATION (SEMESTER II)

**Title of the Course : Sociological Foundations of Education(Part-II)**

**Course Code: MAED-202**

L	T	P	C
4	0	0	4

### Course Outcomes

**The students will be able to**

- (1) justify the stance of socially & economical disadvantaged sections of the society with a special reference to scheduled castes, scheduled tribes, women & rural population
- (2) understand the relationship of Education with democracy , freedom, National integration and international understanding
- (3) illustrate Education as a process of social system , socialization & social progress
- (4) explain Education as related to social equity and equality of Educational opportunity
- (5) describe social theories i.e. Marxism, integral humanism & functionalist with special reference to social change.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	S	M	S	S	S
CO5	S	M	S	M	S	M	M	S	M	S	M	S

### COURSE CONTENTS

#### UNIT-I

- (1) Social principles in education – social and economic relevance to education:
  - (a) Socio-economic factors and their impact on education.
  - (b) Socially and Economically disadvantaged sections of the society with special reference to Scheduled Castes, and Scheduled Tribe, women and rural population

#### UNIT-II

- (2) Education in relation to-
  - (a) Democracy
  - (b) Freedom,

- (c) Nationalism-national integration
- (d) International understanding.

### **UNIT-III**

- (3) Education and Society:
  - (a) As a process in social system
  - (b) As a process of socialization, and
  - (c) As a process of social progress.
  - (d) Education and politics
  - (e) Education and religion

### **UNIT-IV**

- (4) Educational opportunity and Equality and Equity:
  - (a) Education as related to social equity, and equality of educational opportunities
  - (b) Inequality of educational opportunities and their impact on social growth and development
  - (c) Social theories (with special reference to social change)
    - (i) Marxism,
    - (ii) Integral Humanism (based on 'Swadeshi')and
    - (iii)Functionalist- Emile Durkheim and Talcott Parsons

### **SELECTED READINGS**

1. Gore, M.S. (1984) Education and Modernization in India. Rawat Publishers, Jaipur
2. Hanighurst, Robert et al. (1995) Society and Education , Allyn and Bacon, Boston
3. Kamat, A.R. (1985) Education and Social Change in India. Samaiya Publishing Co., Bombay
4. Maubnhein K. ET. Al. (1962) An Introduction to sociology of Education Rutledge and Kegan Paul, London
5. M.H.R.D. (1990) Towards an Enlightened and Human Society. Department of Education , new Delhi
6. Saxena, S.((2001) Philosophical and Sociological Foundations of Education. Meerut: Surya publications.
7. Sodhi, T.S.& Suri, Aruna (1998) Philosophical and Sociological Foundations of Educatio, Patiala: Bawa Publication.

## M. A. EDUCATION (SEMESTER II)

Title of the Course: Psychological Foundations of Education (Part-II)

Course Code :MAED-203

L	T	P	C
4	0	0	4

### Course Outcomes:

The students will be able to

- (1) understand nature & concept of intelligence
- (2) write a critical note of theories of intelligence
- (3) explain the measurement of intelligence
- (4) define the meaning and determinants of personality
- (5) describe the theories of personality
- (6) define the meaning and the theories of learning
- (7) illustrate the concept of motivation
- (8) explain the concept of mental health and mental hygiene, adjustment process.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	M	S	M	M	S	M	S	M	S
CO6	S	S	S	S	S	S	S	M	S	M	S	M
CO7	S	S	M	S	M	S	M	S	S	S	S	S
CO8	S	S	M	S	M	S	M	M	S	M	S	M

## COURSE CONTENTS

### UNIT-I

#### 1. Intelligence

- (a) Definition and nature of intelligence
- (b) Theories:
  - (i) Two factor theory (Spearman)
  - (ii) Multifactor theory



- (iii) Group factor theory
  - (iv) Guilford model of intellect
  - (v) Hierarchical
- (c) Measurement of intelligence (two verbal and two non-verbal tests).

#### **UNIT-II**

2. Personality
  - (a) Meaning and determinants
  - (b) Type and Trait theories
  - (c) Assessment of personality by subjective and projective methods.

#### **UNIT-III**

3. Learning
  - (a) Meaning
  - (b) Theories and their educational implications:
    - (i) Pavlov's classical conditioning
    - (ii) Skinner's operant conditioning
    - (iii) Learning by insight
4. Hull's reinforcement theory
  - (a) Lewin's field theory
  - (b) Gagne's hierarchy of learning theory
  - (c) Factors influencing learning

#### **UNIT-IV**

5. Motivation
  - (a) Concept of motivation
  - (b) Theories of motivation:
    - (i) Physiological Theory
    - (ii) Murray's Need Theory
    - (iii) Psycho-analytical Theory
    - (iv) Maslow's theory of hierarchy of needs
    - (v) Factors affecting motivation
6. Mental health & mental hygiene
  - (a) Adjustment and process of adjustment
  - (b) Defense mechanism: Projection, substitution, sublimation, withdrawal, C reaction formation and fixation

#### **SELECTED READINGS**

1. Abramson, Paul, R(1980).: personality , new York: Holt Rinehart and Winston
2. Allport, G.W. (1961): 'Pattern and Growth in Personality', New York: Rinehart and Winston
3. Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growth and Development , new York, Holt, Rinehart and Winston
4. Baur, A., Newman, S.M West R., & Mc Manus C., (1997)Cambridge Handbook of Psychology , health & Medicine, Cambridge: Cambridge University Press
5. Kundu, C.L. :Educational Psychology, Delhi Sterling Publishers, 1984
6. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, new Delhi Sterling publishers Private Ltd., 1988.
7. Shanker Udey, (1965)Development of personality

## M.A. EDUCATION (SEMESTER II)

### Title of the Course: Research Methods in Education(Part-II)

Course Code: MAED-204

L	T	P	C
3	1	0	4

### Course Outcomes

#### To enable the students to-

- (1) describe major approaches to research.
- (2) explain the research designs.
- (3) describe ethnographic research, developmental studies and documentary analysis
- (4) illustrate the steps of preparing of research synopsis.
- (5) explain the process of writing of research report and its evaluation.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	M	S	M	M	S	M	S	M	S

## COURSE CONTENTS

### UNIT-I

1. Major Approaches to Research
  - (a) Descriptive Research
  - (b) Ex-post facto Research
  - (c) Laboratory Experiments
  - (d) Field studies
  - (e) Historical Research

## UNIT-II

2. Research Designs: Concept, Scope, Nature
  - (a) Survey Method
  - (b) Experimental Method
  - (c) Field Studies.

## UNIT-III

3. Qualitative Research:
  - (a) Ethnographic, Developmental, Documentary analysis
  - (b) Validity and limitations of findings, factors influencing validity of research, how to increase validity of research findings

## UNIT-IV

4. Research Report:
  - (a) Developing a research proposal (synopsis).
  - (b) Writing research report and
  - (c) Writing a Research Report and evaluation of research report.

## SELECTED READINGS

1. Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source Book*, Nirmal , Kurukshetra
2. Best, John W. and Kahn James V (1995), *Research in Education*, Prentice Hall, New Delhi
3. Burns, R.B. (1991), *Introduction to research in education* , Prentice Hall, New Delhi
4. Edward, Allen L (1968), *experimental Designs in psychological Research*, Holt, Rinehart and Winston, New York
5. Good, C.V. and Douglas, E. Scates (1954), *methods in Social Research* , Mc Graw Hill, New York
6. Kerlinger, F.N. (1973), *foundation of Behavioral Research*, Holt, Rinehart and Winston, New York
7. Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New Delhi
8. McMillan, James H. and Schumacher, S. (1989), *research on Education: A conceptual Introduction* , Harper and Collins, New York
9. Mouly, A.J. (1963), *the Science of Educational Research*, Eurasia, New Delhi
10. Neuman, W.L. (1997), *Social Research Methods: Qualitative and Quantitative Approaches* , Allyn and Bacon, Boston

## M. A. EDUCATION (SEMESTER II)

### Title of the Course: Methods of Data Analysis in Education (Part-II)

Course Code :MAED-205

L	T	P	C
2	2	0	4

#### Course Outcomes:

To enable the students to-

1. Explain the meaning , characteristics, assumptions, computation and uses of product moment, rank difference, partial & multiple correlation
2. Illustrate the concept, assumptions and computation of regression & prediction.
3. Explain & illustrate the concept & application of tests of significance.
4. Differentiate between the t-test and ANOVA.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S

## COURSE CONTENTS

### UNIT-I

1. Correlations: Meaning, Characteristics, assumptions, computation and uses of:
  - (a) Product moment correlation
  - (b) Rank difference correlation
  - (c) Partial and Multiple Correlations: Meaning, assumptions, computation and uses.

### UNIT-II

- 1 Null hypothesis
- 2 Standard error, confidence limits
- 3 Type I and type II errors
- 4 One tail and two tail tests
- 5 Tests of significance:

- (a) Difference between means
- (b) Difference between percentage and proportions
- (c) Difference between correlations

### **UNIT-III**

1. Regression and Prediction: Concept, assumptions and computation of linear regression equations, standard error of measurement.

### **UNIT-IV**

- 1 The F-test
- 2 One way and Two way ANOVA:
  - (a) Meaning
  - (b) Assumptions
  - (c) Computation and uses

### **SELECTED READINGS**

- 1. Aggarwal, Y.P. (1998) Statistical Methods, New Delhi, Sterling Publishers.
- 2. Ferguson, G.A. (1976) Statistical Analysis in Psychology and Education, New York, McGraw Hill.
- 3. Garrett, H.E. (1973) Statistic in Psychology and Education, Bombay, Vakils, Feffer and Simon.
- 4. Guilford, J.P. and Benjamin, F. (1973) Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
- 5. Koul, L. (1988) Methodology of Education Research, New Delhi, Vikas Publications.
- 6. Kurtz, A.K. & Mayo, S.T. (1980) Statistical Method in Education and Psychology, New Delhi.
- 7. Neuman, W.L. (1977) Social Research Methods: Qualitative and Quantative Approaches, Boston: Allyn and Bacon.
- 8. Siegel, S. (1986) Non-Parametric Statistics, New York: McGraw Hill.
- 9. Best, J.W. & Kahn J.V. (2003) Research in Education New Delhi, Prentice Hall.

## DESH BHAGAT UNIVERSITY, MANDI GOBINDGARH

### M. A. EDUCATION (SEMESTER II)

**Title of the Course: EDP**

**Course Code: DBED-100**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>

#### Course Outcomes

**After completing this course student will be able to:**

**CO1:** To have an understanding of entrepreneurship and analytical skills to intuitive thinking and entrepreneurial opportunity identification.

**CO2:** To get the know-how of successive planning, its validation, and solutions to business problems arising thereof.

**CO3:** To evaluate business models for new ventures and able to frame strategies relating to the success of a venture.

**CO4:** To develop a business strategy of start-ups and existing ventures at different levels.

<b>CO/PO mapping</b>												
(S/M/W indicates strength of correlation ) S- Strong , M-Medium , W- Weak												
CO'S	Program Outcome (PO's)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	W	W	W	W	W	W	W	W	M	M	M	M
CO2	W	W	W	W	S	M	M	M	M	S	S	S
CO3	W	W	W	W	W	W	W	W	M	M	M	M
CO4	W	W	W	W	S	M	M	M	M	S	S	S

Unit	Course Outlines	Hour(s)
1	<b>Entrepreneurship Basics:</b> Introduction to Entrepreneur, Entrepreneurship and Enterprise .Importance and relevance of the entrepreneur - Factors influencing entrepreneurship - Pros and Cons of being an entrepreneur. Concepts and Overview of Entrepreneurship, Evolution and Growth of Entrepreneurship in India , Role of Entrepreneurship in Economic Development.	10

	Development of Entrepreneurial Skills : Entrepreneurship and Indian Social System, Entrepreneurial Characteristics and Skills , Entrepreneurial Motivation and Need for Achievement	
2	<b>Business Opportunity Identification</b> :Introduction to Business and its Environment, Environmental Scanning and Analysis , Challenges of New Venture Strategies, Sources of Finance (State and Centre Govt. schemes for start-ups) support and Problems.Feasibility and Viability analysis – Technical – Financial – Network – Appraisal and Evaluation – Project Report Preparation.Business Plan Preparation and Project Financing , Market Feasibility Mobilizing resources for start-up. Basic start-up problems	10
3	<b>Project Work</b> :Project is an integral part of the curriculum, which will enable you to make your dreams come true and give you sound knowledge in how to build and run your very own enterprise.	10

### Text Books:

1. T1 Gupta, R.K. & Lipika, K.L. 2015. Fundamentals of entrepreneurship development & project management, Himalaya Publishing House. ISBN: 978-9351426844. 53
2. T2 Ivaturi, V.K., Ganesh, M., Mittal, A., Subramanya, S. 2017. The Manual for Indian Start-ups: Tools to Start and Scale-up Your New Venture, Penguin Random House India. ISBN: 978-0143428527.

**M. A. EDUCATION (SEMESTER II)**

**Course Code: DBES-101**

**Title of the Course: EVS**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>2</b>	<b>4</b>

**Course Outcomes:**

After undergoing this course student will be able to:

**CO1:** Articulate the interdisciplinary context of environmental issues.

**CO2:** Identify and justify key stakeholders in humanities and social sciences that need to be a part of sustainable solutions.

**CO3:** Formulate an action plan for sustainable alternatives that integrate science, humanist, and social perspectives.

**CO4:** Students will be able to explain why chemistry is an integral activity for addressing social, economic, and environmental problems.

<b>CO/PO mapping</b>												
(S/M/W indicates strength of correlation ) S- Strong , M-Medium , W- Weak												
CO'S	Program Outcome (PO's)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	S	S	M	W	S	S	W	W	S	M	S	M
CO2	S	S	M	M	S	M	M	W	W	S	M	S
CO3	S	M	S	M	S	W	S	M	S	W	S	S
CO4	S	S	M	W	S	S	W	W	S	M	S	M

<b>Unit</b>	<b>Course Outlines</b>	<b>Hour(s)</b>
1	<p><b>The Multidisciplinary Nature of Environmental Studies</b>                      Definition, scope and importance                      Need for public awareness. (2 Hour(s))  <b>Natural Resources</b>                      Renewable and Non-renewable Resources:</p> <ul style="list-style-type: none"> <li>Natural resources and associated problems.                             <ul style="list-style-type: none"> <li>(a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests</li> </ul> </li> </ul>	8



	<p>and tribal people.</p> <p>(b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.</p> <p>(c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</p> <p>(d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, Case studies.</p> <p>(e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.</p> <p>(f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.</p> <ul style="list-style-type: none"> <li>• Role of an individual in conservation of natural resources.</li> <li>• Equitable use of resources for sustainable lifestyles. (8 Hour(s))</li> </ul>	
2	<p><b>Ecosystems</b></p> <ul style="list-style-type: none"> <li>• Concept of an ecosystem.</li> <li>• Structure and function of an ecosystem.</li> <li>• Producers, consumers and decomposers.</li> <li>• Energy flow in the ecosystem.</li> <li>• Ecological succession.</li> <li>• Food chains, food webs and ecological pyramids. Introduction, types, characteristic features, structure and function of the following ecosystem:</li> </ul> <p>(a) Forest ecosystem</p> <p>(b) Grassland ecosystem</p> <p>(c) Desert ecosystem</p> <p>(d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) <b>Unit</b></p> <p><b>Biodiversity and Its Conservation</b></p> <ul style="list-style-type: none"> <li>• Introduction, definition: genetic, species and ecosystem diversity.</li> <li>• Biogeographical classification of India.</li> <li>• Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.</li> <li>• Biodiversity at global, National and local levels.</li> <li>• India as a mega-diversity nation.</li> <li>• Hot-spots of biodiversity.</li> <li>• Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.</li> <li>• Endangered and endemic species of India.</li> <li>• Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity.(8 Hour(s))</li> </ul>	10

3	<p><b>Environmental Pollution</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Causes, effects and control measures of</li> </ul> <p>(a) Air pollution (b) Water pollution  (c) Soil pollution (d) Marine pollution  (e) Noise pollution (f) Thermal pollution  (g) Nuclear hazards</p> <ul style="list-style-type: none"> <li>• Solid waste management: Causes, effects and control measures of urban and industrial wastes.</li> <li>• Role of an individual in prevention of pollution.</li> <li>• Pollution case studies.</li> <li>• Disaster management: Floods, earthquake, cyclone and landslides. (8 Hour(s))</li> </ul> <p><b>Social Issues and the Environment</b></p> <ul style="list-style-type: none"> <li>• From unsustainable to sustainable development.</li> <li>• Urban problems related to energy.</li> <li>• Water conservation, rain water harvesting, watershed management.</li> <li>• Resettlement and rehabilitation of people; its problems and concerns. Case studies.</li> <li>• Environmental ethics: Issues and possible solutions.</li> <li>• Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.</li> <li>• Wasteland reclamation.</li> <li>• Consumerism and waste products.</li> <li>• Environment Protection Act.</li> <li>• Air (Prevention and Control of Pollution) Act.</li> <li>• Water (Prevention and Control of Pollution) Act.</li> <li>• Wildlife Protection Act.</li> <li>• Forest Conservation Act.</li> <li>• Issues involved in enforcement of environmental legislation.</li> <li>• Public awareness. Common UGC Syllabus for Environmental Studies</li> </ul> <p>xiii</p>	12
4	<p><b>Human Population and the Environment</b></p> <ul style="list-style-type: none"> <li>• Population growth, variation among nations.</li> <li>• Population explosion—Family Welfare Programme.</li> <li>• Environment and human health.</li> <li>• Human rights.</li> <li>• Value education.</li> <li>• HIV/AIDS.</li> <li>• Women and Child Welfare.</li> <li>• Role of Information Technology in environment and human health.</li> <li>• Case Studies.</li> </ul> <p><b>Field Work</b></p> <ul style="list-style-type: none"> <li>• Visit to a local area to document environmental assets—river/forest/grassland/hill/mountain.</li> <li>• Visit to a local polluted site—Urban/Rural/Industrial/Agricultural.</li> <li>• Study of common plants, insects, birds.</li> </ul>	15

	<ul style="list-style-type: none"><li>• Study of simple ecosystems—pond, river, hill slopes, etc.</li><li>• (Field work equal to 5 lecture hours)</li></ul>	
--	---	--

### Reference Books –

1. “ Environmental Science” by Miller T G.
2. “ Introduction to Environmental Engineering and Science” by Gilbert M Masters.
3. “ The Biodiversity of India” by Bharucha Erach.
4. “ Essentials of Ecology” by Townsend C and Michael Begon.
5. <https://nptel.ac.in/courses/122102006/>
6. [https://swayam.gov.in/nd2\\_cec19\\_bt03/preview](https://swayam.gov.in/nd2_cec19_bt03/preview)
7. <https://www.pdfdrive.com/environmental-science-e12033451.html>

## M. A. EDUCATION (SEMESTER III)

**Title of the Course: Comparative Education and Curriculum Development (Part-I)**

**Course Code: MAED-301**

L	T	P	C
4	0	0	4

### Course Outcomes

The students will be able

1. To acquaint the students with regard to the Concept, Meaning and Aims of Comparative Education.
2. To develop understanding among students regarding the Need and Scope of Comparative Education, Historical development of Comparative Education and Approaches of Comparative Education.
3. To acquaint the students with regard to role of different factors influencing Educational System of any country.
4. To develop understanding among students regarding the Concept of Universalization of Elementary Education in the context of India, Historical background of Development of Elementary Education in India with special reference to DPEP and SSA.
5. The acquaint the students with Elementary Education System of U.K.,U.S.A. and India.
6. .To acquaint the students with Secondary Education Systems of U.K.,U.S.A. and India, and Vocationalization of Secondary Education in these countries.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	M	S	M	M	S	M	S	M	S
CO6	S	S	M	S	M	S	M	M	S	M	S	M

## **COURSE CONTENTS**

### **UNIT-I**

- Concept and aims of comparative Education
- Need and scope of Comparative Education
- Factors influencing Education System

### **UNIT-II**

- Historical Development of Comparative Education
- Approaches of Comparative Education – Historical, Philosophical, Sociological and problem approach
- Salient features of Education system of U.S.A., U.K. & India

### **UNIT-III**

- Pre-Primary Education in U.S.A., U.K & India
- Primary Education in U.S.A., U.K. & India (Aims, Content, Methods of Instruction and Evaluation system), Concept of Universalization of elementary Education in India: its implications, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and RTE-2009

### **UNIT-IV**

- Secondary Education in U.K., U.S.A. & India
- Vocalization of Secondary Education in U.K., U.S.A. & India

## **SELECTED READINGS**

- (1) Andrey, A. & Howard N. (1978). Developing curriculum: A practical Guide. London: George Allen and Unwin.
- (2) Baradey, G.Z.F. (1964). Comparative methods in education. New Delhi: Oxford and IBH Publishing Co.
- (3) Cramer, I.F. & Brown, G.S. (1965). Contemporary education: A comparative study of National System. New York: Harcourt Brace & Company.
- (4) Dent, H.C. (1981). Educational system of England. London: George Allen and Unwon.
- (5) Denis, L. (1986). School curriculum planning. London: Hodder ad Stoughton.
- (6) Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and Row Publishers.
- (7) Hans, N. (1961). Comparative education. London: Routledge and Kegan Paul.
- (8) Harold A. & Elsic, J. A. (1957). The curriculum. New York: The MacMillan Company.
- (9) International encyclopedia of curriculum. (1991) London: Pergamon Oxford.
- (10) Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities, IGNOU.

## M. A. EDUCATION (SEMESTER III)

### Title of the Course: Contemporary Issues in Indian Education(Part-I)

Course Code :MAED-302

L	T	P	C
4	0	0	4

### Course Outcomes

The students will be able to :

- (1).the historical insight into the development of education in pre- independence in India.
- (2). define the development of the education in India
- (3). critically analyze the development of education as a distinct discipline
- (4).understand the development of education system in post independence period in India.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S

### COURSE CONTENTS

#### UNIT-I

1. Education in India during:
  - Vedic
  - Buddhist, and
  - Medieval period

#### UNIT-II

2. Maculay's minutes and Bentick resolution of 1835
  - Admam's report and its recommendations
  - Wood's Despatch of 1854
  - Lord Curzen's educational Policy, Growth of national consciousness, National Education movement

#### UNIT-III

3. Recommendations of Indian Education Commission 1882, its influence on the subsequent development of Education
  - Essential features of Sadler commission report – 1917
  - Terms of reference & recommendations of Hartog Committee 1928-1917

## UNIT-IV

- Wardha Scheme of education 1937
- Sargent Report 1944
- University Education Commission 1948-1949
- Secondary Education commission 1952-53

### SELECTED READINGS

- (1) Govt. of India, report of the University Education Commission,(1949) Vol-I, Simla.
- (2) Niak J.P. (1963) The role of govt. of India, Ministry of Education.
- (3) Nurullah S., Naik J.P. and Oad L.K. (1970). A student history of education in India, Mumbai: McMillan and Co.
- (4) M.H.R.D, Report of the University Education Commission (1948), Ministry of Education, New Delhi, Govt. of India.
- (5) M.H.R.D. Report of the Secondary Education Commission (1952). Ministry of Education, New Delhi, Govt. of India.
- (6) M.H.R.D. Challenges of Education (1985). A policy perspective, Ministry of Education, New Delhi, Govt. of India.
- (7) Shukla, P.D. (1969) Towards the New Pattern of Education in India, New Delhi Sterling Publishers.

## M. A. EDUCATION (SEMESTER III)

### Title of the Course: Special Education (Part-I)

Course Code: MAED-303

L	T	P	C
4	0	0	4

#### Course Outcomes

##### Students will be able to

1. Define the concept of exceptional Children
2. Explain the needs and problems of Exceptional Children
3. Describe the meaning and scope of Special Education in India
4. Describe the meaning of Integrated / Inclusive Education
5. Explain various types of disabilities and their cause
6. Describe various types of educational programmers for exception children.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	M	S	M	M	S	M	S	M	S
CO6	S	S	M	S	M	S	M	M	S	M	S	M

## COURSE CONTENTS

### UNIT-1

1. Concept and content of Exceptionality and Special Education
  - Types of Exceptionality
  - Positive, Negative and Multiple deviations
  - Needs of Exceptional Children
  - Problems of Exceptional Children
2. Nature of Special Education
  - Objectives of Special Education
  - Historical perspective
  - Continuum of special education alternative programmers.
  - Scope of Special Education
  - Integrated / Inclusive Education



## **UNIT-II**

1. Education of orthopedically Handicapped children
  - Concept
  - Etiology
  - Characteristics
  - Educational Programmes

## **UNIT-III**

1. Education of Mentally Retarded Children
  - Concept
  - Classification
  - Etiology
  - Educational Programmes for educable mentally retarded
  - Educational Programmes for trainable mentally retarded

## **UNIT-IV**

2. Education of visually Impaired Children
  - Concept and Characteristics
  - Degree of Impairment
  - Etiology and Intervention
  - Educational Programmes

## **SELECTED READINGS**

1. Bender, W.N. (1995). Learning Disability, London: Allyn & Bacon
2. Berdine, W.H. & Blackhurst A.E. (1980). An Introduction to Special Education, Boston: Herpes Collins publishers
3. Dash, M. (2007). Education of Exceptional Children, New Delhi: Atlantic Ppblisher and distributors (P Ltd.)
4. Dunn, L. & Bay, D.M. (Education.) (1973). Exceptional Children in the Shcools, New York: Holt, Rinehart Winston.
5. Hallahan D.P & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, London: Allyn & Bacon
6. Hewett, F.M. & Foreness S.R. (1994). Education of Exceptional Learners, London.
7. Jorden, T.E. (1977). The Exceptional Child, Ohio: Merrill
8. Kirk S.A. & Gallagher J.J. (2002). Education of Exceptional Children, Boston: Houghton Mifflin Co.
9. Magnifico, L.X.)1998). Education of the Exceptional Child, New York: Longmen.
10. Shanker, U. (1978). Exceptional Children, Jalandhar: Steering Publications.

## M. A. EDUCATION (SEMESTER III)

### Title of the Course: Educational Measurement and Evaluation(Part-I)

Course Code :MAED-304

L	T	P	C
4	0	0	4

#### Course Outcomes

The students will be able to

1. Acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
2. Orient the students with tools and techniques of measurement and evaluation.
3. Develop skills and competencies in constructing and standardizing a test.
4. Make the students understand how various requirements of education are measured, evaluated, interpreted and their rules are recorded to help learners.
5. Develop the ability to explain and use appropriate statistical techniques and test of significance in measurement and evaluation.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	M	S	M	M	S	M	S	M	S

#### COURSE CONTENTS

##### UNIT-I

1. Educational measurement and Evaluation
  - Concept, Scope and Need
  - Levels of measurement
  - Evaluation: functions and basic principles of evaluation
  - Inter-relationship between measurement and evaluation : use of taxonomic categories of educational objectives

##### UNIT-II

2. Concept and Measurement of the following
  - Achievement tests
  - Aptitude tests
  - Intelligence tests
  - Attitude and Value scales
  - Interest inventories

### **UNIT-III**

3. Tools of measurement & Evaluation
  - Essay type tests, objectives type tests
  - Questionnaire and schedule
  - Use of Computer in evaluation
  - Performance tests

### **UNIT-IV**

4. Analysis of Variance
  - Analysis of variance (up to two ways): Concept, assumptions, computation and uses

### **SELECTED READINGS**

1. Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York
2. Aggarwal, Y.P. (1998), Statistical Methods: Concepts , Applications and Computation, Sterling, New Delhi
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod, Agra.
4. Aiken, L.R. (1985), Psychological Testing and Assessment, Allyn and Bacon, Boston
5. Anastasi, A (1982), Psychological Testing, Mac Millan, New York
6. Cronbach, L.J. (1964), Essentials of psychological Testing, Harper and row, New York
7. Ebel, R.L. and Frisbe, D.A. (1990) Essentials of Educational Measurement, prentice Hall, New Delhi
8. Freeman, F.S(1965), Theory and Practice of Psychology Testing, Holt Rinehart & Winston, 1965

## M. A. EDUCATION (SEMESTER III)

### Title of the Course: Teacher Education(Part-I)

Course Code: MAED-305

#### Course Outcome

##### The students will be able to

- (1). define meaning and concept of Teacher education in India
- (2). explaining aims and objectives of teacher education in India with its historical perspective.
- (3). explaining teaching profession and types of teacher education programme.
- (4). develop critical awareness different competencies essential for a teacher for effective transaction.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S

## COURSE CONTENTS

### UNIT-I

- Meaning and concept of teacher Education
- Historical Development of teacher Education
- Recommendation of various commissions on Teacher Education with special emphasis on -
  - Kothari Commission NPE 1986
  - Programme of Action 1992

### UNIT-II

- Aims and Objectives of Teacher Education at
  - Elementary Level
  - Secondary Level

College  
Level

### **UNIT-III**

- Teaching as a profession
- Aims and objectives of Teacher Organizations  
Need of Professional Organizations
- Faculty Improvement Programmes

### **UNIT-IV**

- Performance appraisal of teachers Internship of Teacher Education Pre-Service Teacher Education
- In-Service Teacher Education

### **SELECTED READINGS**

1. CABE, (1992). Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, New Delhi
2. Dunkin, J. Michal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
3. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education, New York, Vol. 1-12, Pergamon Press
4. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
5. Ministry of Education (1964-66), Education and National Development Report of Indian Education Commission, Govt. of India
6. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi
7. MHRD(1992) Programme of Action, Department of Education, Govt. of India, New Delhi
8. Singh, L.C. (ed.) (1990) Teacher Education in India, Source Book NCERT, New Delhi.
9. Smith, E.R. (ed.) (1962)Teacher Education: A Reappraisal, New York, Harper & Row Publishers
10. Soder, R.(1991) “The Ethics of the Rhetoric of Teacher Professionalism”, Teaching and Teacher Education, 7(3)
11. Stiles, L.J. and Parker R.(1969) “Teacher Education Programmes”, Encyclopedia of Educational Research 4<sup>th</sup> Edition, New York, Macmillan

## M. A. EDUCATION (SEMESTER III)

### Course: Educational Technology (Part-I)

### Course: MAED-306

#### Course outcome

##### The students will be able

1. To develop the understanding of concept, scope and characteristics of educational technology.
2. To enable the students to differentiate between hardware and software approach.
3. To apply multimedia approach in educational technology.
4. To explain different stages of teaching.
5. To describe the difference among teaching, training, instruction and indoctrination.
6. To learn about different types of programmed instruction.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	M	S	S	M	S	M
CO6	S	S	S	S	S	S	M	S	M	S	M	S

#### COURSE CONTENTS

##### UNIT-I

1. Meaning, Concept and scope of educational technology, Systems approach to Education and its characteristics.

##### UNIT-II

2. Components of Educational Technology –Hardware and software.
3. Multi-Media Approach in Educational Technology-Meaning, Uses and Limitation.

##### UNIT-III

4. Modalities of teaching – Teaching as different from indoctrination instructions, conditioning and training
5. Stages of teaching – Pre-active, Interactive and Post active
6. Teaching at different levels – Memory, understanding and reflective levels of organizing teaching and learning

##### UNIT-IV

7. Programmed Instruction: origin, principles and characteristics
8. Types : Linear, Branching and Mathematics
9. Development of a Programmed Instruction: Preparation, Writing, Try out and Evaluation

#### **SELECTED READINGS**

- (1) Davies, I.K., “ The Management of Learning”, London: Mc Graw Hill, 1971
- (2) Dececco, J.P., “The psychology of Learning and Instruction”, New Delhi, prenticeHall, 1988
- (3) Kulkarni, S.S. (1986) Introduction to Educational technology”, New Delhi, Oxford & IBH Publishing Company.
- (4) Kumar, K.L. (1996).Educational technology. New Delhi: New Age International Publishers.
- (5) Locatis, C.N. and Atkinson, F.D. (1984) Media and technology for education and training. London: Charles E. publishing Co.
- (6) Mavi, N.S. (1984). Programmed Learning-An Empirical Approach”, Kurukshetra , Vishal Publishers,
- (7) Joyce, B. & Weil, M. (1992). Models of teaching. New Delhi: Prentice Hall.
- (8) Merrit, M.D. (1971). Instructional design. New York:

## M. A. EDUCATION (SEMESTER III)

### Title of the Course: Educational and Vocational Guidance(Part-I)

Course Code: MAED-307

L	T	P	C
4	0	0	4

#### Course Outcome

##### The students will be able

1. To enable the students to understand Concept, Meaning, Principals, Need and Importance of Guidance.
2. To acquaint the students regarding types of Guidance.
3. To develop the understanding among students regarding the Need, Principles, Steps and Strategies for Effective Organization of Guidance Services at School Level.
4. To acquaint the students regarding the Group Guidance, its Meaning Advantages Principles and kinds and Guidance of differently abled students.
5. To acquaint the students regarding counseling - its Meaning, types and Procedure.

#### CO/PO Mapping

(S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak

COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	M	S	S	M	S	M

#### Course Contents

##### UNIT-I

- Concept, meaning, principles, need and importance of guidance.
- Types of Guidance – Educational Guidance, Vocational Guidance and personal Guidance

##### UNIT-II

- Organization of guidance services in schools – need, principles, steps & strategies foreffective organization of Guidance services at school level.



### **UNIT-III**

- Group Guidance – Meaning, advantages, principles and kinds of group guidance.
- Guidance of exceptional children – Physically Handicapped, Gifted and children with Behavioral Problems

### **UNIT-IV**

- Counseling – Meaning, Need, Procedure and Types
- Directive counseling – concept, advantages and limitations
- Non-Directive Counseling-concept, advantages and limitations
- Elective counseling – concept, advantages and limitations

### **SELECTED READINGS:**

1. Bernard, H. W & Daniel F.W. (1977). Principles of Guidance, Second Edition, New York – Thomas Y. Crowell Company.
2. Jones, J.A.: (1970). Principles of Guidance, Bombay: Tata McGraw Hill.
3. Miller, F.W. (1961). Guidance Principles and Services, Columbia : Ohio Merrill
4. Pandey, K.P. (2000). Educational and Vocational Guidance in India, Varanasi: Vishwa Vidyalaya Prakashan Chowk
5. Tolbert, E.L. (1967) Introduction of Counseling, New York: McGraw Hill.
6. Strang, Ruth. (1949). Counseling Technics in colleges and Secondary Schools, New York: Harpar
7. Taxler, A.E.(1964): Techniques of Guidance, New York: Mc Grwa Hill
8. Robinson, F.P (1950) Principles and Procedures in student counseling, New York: Harper & Brother
9. Super, D.E.,( 1949) Apprising Vocational Fitness, New York: Harper and Brother

## M.A EDUCATION (SEMESTER III)

**Title of the Course: Management and Administration of Education (Part-I)**

**Course Code: MAED-308**

L	T	P	C
4	0	0	4

### Course Outcome

**The students will be able to**

1. Acquaint the students with (laughing concepts of education management along with their significance.
2. Help the students to understand educational management as a process at various levels.
3. Develop an udnerstand9ng in students about education and problems of educational trends.
4. Help the students to know about resources of education and problems of educational finance.
5. Assist the students to learn about planning and organizing.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	M	S	S	M	S	M

### COURSE CONTENTS

#### UNIT-I

1. Meaning, Nature, scope, need and functions of Educational Administration.
2. Relationship among management, administration, supervision and planning.

#### UNIT-II

3. Developments of modern concepts of educational administration from 1900 to present day
  - Taylorism
  - Administration as a process

- Human relations approach to Administration
- 4 Meeting the psychological needs of employees.

### **UNIT-III**

- 5 Specific Trends in Educational Administration
- Decision making
  - Organizational compliance
  - Organizational Development
  - PERT
  - Management by objectives (MBO)

### **UNIT-IV**

- 6 Meaning, need & Importance of Leadership
- Theories of Leadership
  - Styles of Leadership
  - Measurement of Leadership

### **SELECTED READINGS:-**

1. Unruh, A. & Turner, E. (1970). Supervision for change and invocation. New York.
2. Bahtanagar, R.P. & Aggarwal, V. (2004). Educational Administration, Supervision, Planning and Financing. Merrut: R.Lall. Book Depot.
3. Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
4. Ravishankar, S., Mishra, R.k., & Sharms, M.L. (1988). Human Resource Development. Bombay: Dhruv & Deep.
5. Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas Publication.
6. Sinha, P.S.N. (ed) (2002). Management and Administration in Govt. New Delhi: Commonwealth Publishers.
7. Spears, H. (1955). Improving the Supervision of Instruction. N.Y.: Prentice Hall.
8. Wiles, K. (1955) .supervision for Better Schools. N.Y.: Prentice Hall.

## M. A. EDUCATION (SEMESTER III)

**Course Code : DBSS-102**

**Title of the Course: Soft Skills-II**

L	T	P	Credits
1	0	2	2

### Course Outcomes

CO1: The course will skill the student to learn Effective Communication, writing skills in English and Listening Skills.

CO2: to address various challenges of communication as well as behavioral skills faced by individual at work place and organizations.

CO3: This course will help the student gain Emotional maturity and Emotional health.

CO4: to enhance the employability of the students.

<b>CO/PO Mapping</b>												
(S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
Cos	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	S	S	M	W	S	M	M	W	M	S	S	M
CO2	M	S	M	M	S	S	M	W	S	S	S	S
CO3	M	M	M	M	M	S	S	M	M	S	S	S
CO4	S	S	M	S	W	S	W	M	M	S	S	S

Unit	Course Outlines	Lecture(s)
Unit-I	<b>Introduction to Non-verbal Communication Skills in English</b> A) Non- Verbal Communication and Body Language. Basic Elements of Body Language, Kinesics. B) Basic Listening Skills: Becoming an Active Listener C) Basic Writing Skills: Fundamentals of Grammar, Letter Writing & Paragraph Writing	6
Unit-II	<b>Management Skills</b> A) Time Management – Program Evaluation Review Technique (PERT), The Pareto Principle, The Law of the Three, The Important Versus the Urgent. B) Anger Management – What is Anger, Effects of Anger, Types of Anger, 1-2-3 Turtle Rule, Anger Management. C) Stress Management- Signs & Symptoms, Sources of Stress, Practicing the 4 A's.	6
Unit-III	<b>Social &amp; Organisational Well-Being</b> A) Emotional Intelligence- Traits, Self-Awareness, Self-Regulation, Motivation, Empathy, EQ vs. IQ, Spiritual Intelligence, Whole Brain	10

	<p>Training (IQ+EQ+SQ= 3Q).</p> <p>B) Business Dress and Dining Etiquette – Why a Dress Code, Business and Casual Dress Code, Table Manners.</p> <p>C) Netiquette- What is Netiquette, Why Netiquette, Netiquette Norms, E-Mail Etiquette.</p>	
Unit-IV	<p><b>Interview Skills, Presentation Skills &amp; Group Discussion</b></p> <p>A) Curriculum Vitae and Resume Writing, Do's and Don'ts of an Interview</p> <p>B) Planning and Structuring your Presentation. Techniques of Delivering a Presentation like a Pro.</p> <p>C) Group Discussion- Do's &amp; Don'ts of a GD. How to Ace a GD.</p>	10

### **REFERENCE BOOKS:**

1. Klaus, Peggy (2009). *The Hard Truth about Soft Skills*. Harper Collins Publishers.
2. Fleming, Kerrie (2016). *The Leader's Guide to Emotional Agility*. Pearson Education Limited.
3. Butterfield, Jeff (2010). *Problem Solving & Decision Making, Course Technology*. Cengage Learning.
4. Pellerin, Charles. J. (2009). *How NASA Builds Teams: Mission Critical Soft Skills for Scientists, Engineers, and Project Teams*. John Wiley & Sons. Inc.
5. Riggio & Sherylle J, Tan (2014). *Leader Interpersonal and Influence Skills*. Routledge.
6. Rutherford, J. Andrea (2000). *Basic Communication Skills for Technology*. Pearson Education.
7. Kumar, Sanjay (2011). *Communication Skills*. Oxford University Press.
8. Robbins, Stephen.P (2013). *Organizational Behaviour*. Pearson.
9. Gill, Hasson (2011). *Brilliant Communication Skills*. Pearson.
10. Ramesh, Gopala Swamy (2013). *The Ace of Soft Skills: Attitude, Communication and Etiquette for Success*. Pearson.
11. Konar, Nira (2011). *Communication Skills for Professionals*. Prentice Hall India Learning.
12. Peters, Francis (2011). *Soft Skills and Professional Communication*. McGraw Hill Education.
13. Adair, John (2009). *Effective Communication*. Pan Macmillan.
14. Daniels, Aubrey (1999). *Bringing out the Best in People*. McGraw Hill.

## M. A. EDUCATION (SEMESTER III)

**Title of the Course: Value Education**

**Course Code: DBVE-101**

L	T	P	Credit
2	0	0	2

### Course Outcome

**CO1:** Understand the need of values and its classification in contemporary society.

CO2: Appreciate the values needed for peaceful society like democratic, secular, and socialist etc

CO3: Become aware of role of education in building value as dynamic social reality

CO4: Know the importance of value education towards personal, national and global development

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	S	S	S	M	S	M	S	M	S	S
CO2	S	M	M	S	S	M	S	M	S	M	S	S
CO3	M	S	S	S	M	M	M	W	S	S	S	S
CO4	S	S	M	M	M	S	S	S	S	S	S	S

Unit	Course Content	Hours
<b>I</b>	<b>Education and Values</b> <ul style="list-style-type: none"><li>• Definition, Concept, Classification, Theory, Criteria and Sources of values</li><li>• Aims and objectives of value education</li><li>• Role and Need for value education in the contemporary society</li><li>• Role of education in transformation of values in society</li><li>• Role of parents, teachers, society, peer group and mass media in fostering values</li><li>• Teaching approaches and strategies to inculcate values through curricular and co-curricular activities.</li></ul>	<b>8hrs</b>
<b>II</b>	<b>Value Education and Personal Development</b> <ul style="list-style-type: none"><li>• Human Values: Truthfulness, Sacrifice, Sincerity, Self-Control,</li></ul>	<b>8hrs</b>

	<p>Altruism, Scientific Vision, relevancy of human values to good life.</p> <ul style="list-style-type: none"> <li>• Self-analysis and introspection: sensitization towards gender equality, physically challenged, intellectually challenged, Respect to - age, experience, maturity, family members, neighbors, co-workers.</li> </ul>	
<b>III</b>	<p><b>Value Education towards National and Global Development</b></p> <ul style="list-style-type: none"> <li>• Constitutional Values: Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity</li> <li>• Social Values: Pity, Self-Control, Universal Brotherhood.</li> <li>• Professional Values: Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, Faith.</li> <li>• Religious and Moral Values: Tolerance, Wisdom, character.</li> <li>• Aesthetic Values: Love and Appreciation of literature, fine arts and respect for the same.</li> <li>• Environmental Ethical Values</li> </ul>	<b>8hrs</b>
<b>Total Hours: 24</b>		

### **Recommended Books**

#### **Text Books**

1. Sharma, S.P. Moral and Value Education; Principles and Practices, Kanishka publishers, 2013.
2. Kiruba Charles & V. Arul Selvi. Value Education: Neelkamal Publications, New Delhi, 2012.
3. Passi, B.K. and Singh, P. Value Education. National Psychological Corporation, Agra. 2004.
4. Chitakra, M.G.: Education and Human Values, A.P.H. Publishing Corporation, New Delhi. 2003.

#### **Reference Books**

1. Monica J. Taylor. Values in Education and Education in Value. Routledge. 1996.
2. Neil Postman. The End of Education: Redefining the Value of School. Vintage publisher. 1996.
3. [http://cbseportal.com/exam/e-books/download-free-ncert-e-book-education-for-values-in-school-aframework\](http://cbseportal.com/exam/e-books/download-free-ncert-e-book-education-for-values-in-school-aframework)
4. [http://cbseacademic.in/web\\_material/ValueEdu/Value%20Education%20Kits.pdf](http://cbseacademic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf)

## M. A. EDUCATION (SEMESTER IV)

**Title of the Course: Dissertation**

**Course Code: MADU-401**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>

### Course Outcomes

- 1 Identify and address existing gaps in education/experience for students (selves and peers)
- 2 Identify and utilize relevant previous work that supports their research
- 3 Articulate a timely and important research question or creative objective
- 4 Identify and utilize appropriate methodologies to address the research question or creative objective
- 5 Meet the relevant field's standards for the responsible conduct of research, and effectively navigate challenges that arise in the research process
- 6 Work collaboratively with other researchers, demonstrating effective communication and problem-solving skills
- 7 Present the research effectively in a conference setting and a written publication
- 8 Reflect constructively on their research experience, identifying what was learned, personal strengths and opportunities for growth, and how the experience informs their future educational and career goals

<b>CO/PO Mapping</b>												
<b>(S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak</b>												
<b>COs</b>	<b>Programme Outcomes (Pos)</b>											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
<b>CO1</b>	S	S	M	S	S	M	S	M	M	M	S	S
<b>CO2</b>	S	M	S	M	M	S	M	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S	S	S	S	S	S	S	M
<b>CO4</b>	S	S	M	S	S	S	W	S	M	S	S	S
<b>CO5</b>	M	S	S	S	S	M	S	S	S	S	M	S



CO6	S	S	S	S	S	M	S	S	S	S	S	S
CO7	S	S	S	M	S	S	S	M	S	M	S	M
CO8	S	W	S	S	S	S	S	S	S	S	S	S

## Course Content

**Under the supervision of their research guides, Students will undertake all steps of research:**

- Comprehensive review of related literature, selection/ development of research tool , collection of data, analyze the data , interpret it and write the dissertation chapters.
- Submission & presentation of progress report of research work (including all above mentioned items)

## M. A. EDUCATION (SEMESTER IV)

**Title of the Course: Comparative Education and Curriculum Development (Part-II)**

**Course Code : MAED-402**

L	T	P	C
4	0	0	4

### Course Outcomes

#### The students will be able

1. To acquaint the students regarding the Higher Education System of U.K., U.S.A. and India, and Distance Education System of U.K., Australia and India.
2. To develop understanding among students regarding Educational Administration in U.K., U.S.A. and India.
3. To enable the students to have understanding about Teacher Education in U.K. , U.S.A. and India.
4. To acquaint the students with regard to Concept of Curriculum Principles of Curriculum Development –Philosophical, Psychological, Geographical, and different Models of Curriculum Development and Curriculum Evaluation.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S

### COURSE CONTENTS

#### UNIT-I

- Higher Education in U.K., U.S.A. & India
- Distance Education – Its concept, needs and various concepts with reference to U.K. , Australia & India

#### UNIT-II

- Educational Administration in U.K., U.S.A. & India
- Teacher Education in U.K., U.S.A. & India

### **UNIT-III**

- Concept of Curriculum and syllabus
- Principles of curriculum Development
- Factors affecting Curriculum Development: Philosophical, Physiological, Sociological & Discipline oriented considerations

### **UNIT-IV**

- Different Models of Curriculum Development: Administrative, Grass Root, Demonstration & System Analysis
- Curriculum evaluation in terms of learning outcome – concept formative and summative evaluation. System of according marks, ratings and grades; Interpretation of Evaluation Results.

### **SELECTED READINGS**

1. Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and Row Publishers.
2. Hans, N. (1961). Comparative education. London: Routledge and Kegan Paul.
3. Harold A. & Elsic, J. A. (1957). The curriculum. New York: The MacMillan Company.
4. International encyclopedia of curriculum. (1991) London: Pergamon Oxford.
5. Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities, IGNOU.
6. Kandel, I.L. (1963). Studies in comparative education. New York: George Harrup.
7. Parmaji, S, (1984). Distance education, New Delhi: Sterling Publishers Pvt. Ltd.,
8. Reddy, R. G. (1988). Studies in Distance Education Association of Indian Universities, Delhi New: IGNOU.
9. William, M. A. (1966). Planning curriculum for schools. New York: Holt, Rinehart and Winston.

## M. A. EDUCATION (SEMESTER IV)

**Title of the Course: Contemporary Issues in Indian Education (Part-II)**

**Course Code: MAED-403**

L	T	P	C
4	0	0	4

### Course Outcomes

**The students will be able to**

1. develop a critical understanding of the challenges facing Indian education today.
2. understand the contemporary issues in Indian education in global perspectives
3. critically analyze the development of education as a distinct discipline
4. describe the emotional integration and international understanding in the context of globalization.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S

### COURSE CONTENTS

#### UNIT-I

- Indian Education Commission 1964-66
- National Policy of Education 1986
- Revised National policy 1992

#### UNIT-II

- Universalization of Education and related issues such as retention / completion rates in elementary schools.
- Vocationalization of Education
- Education for girls

#### UNIT-III

- Education of socially disadvantaged segments such as SC/ST/OBC
- Issues relating to quality in Education and excellence
- Issues relating to social equity providing equality of Educational opportunities

## UNIT-IV

- Issues pertaining to open learning and Distance Education system
- Education for Human values and life skills
- Issues relating to medium of instruction – Three language formula
- Issues in respect of emotional integration and international understanding in the context of globalization

## SELECTED READINGS

- (1) Govt. of India Ministry of Education. (1959). Report of the National Committee on Women's Education.
- (2) M.H.R.D. (1966). Report of the Education Commission – Education and National Development (1964-1966), Ministry of Education, govt. of India, New Delhi.
- (3) M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. of India, New Delhi.
- (4) M.H.R.D. Programme of action (1992), Ministry of Education, Govt. of India, New Delhi.
- (5) M.H.R.D. (1990). Towards an Enlightened & Humane Society – A Review (NPERC), Ministry of Education, Govt. of India, New Delhi.
- (6) M.H.R.D. (1993). Education for all: The Indian Science, Ministry of Education, Govt. of India, New Delhi.
- (7) M.H.R.D. (1993). Selected Education study, Ministry of Education, Govt. of India, New Delhi.
- (8) Rao, D.D. (2001). National Policy on Education towards an Enlightened and Human Society. New Delhi: Discovery Publishing House.
- (9) Tiwari, D.D. (1975). Education at the Cross Roads, Chugh publication, Allahbad

## M. A. EDUCATION (SEMESTER IV)

### Title of the Course: Special Education (Part-II)

Course Code: MAED-404

L	T	P	C
4	0	0	4

### Course Outcomes

#### Students will be able to

1. Define the concept of exceptional Children
2. Explain the needs and problems of Exceptional Children
3. Describe the meaning and scope of Special Education in India
4. Describe the meaning of Integrated / Inclusive Education
5. Explain various types of disabled children and their cause
6. Describe various types of educational programmers for exception children.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	M	S	S	S	S	S	S	M
CO6	S	S	S	S	M	S	S	S	S	S	S	S

## COURSE CONTENTS

### UNIT-1

1. Education of Hearing Impaired
  - Characteristic
  - Types
  - Identification Etiology
  - Education and Intervention Programmes
  -

### UNIT-II

2. Education of Learning Disabled
  - Characteristic
  - Types
  - Identification
  - Education and Intervention Programmes

### UNIT-III

3. Education of Gifted & Creative
  - Characteristic
  - Identification
  - Problems
  - Education Programmes
4. Education of Juvenile Delinquents
  - Characteristic
  - Identification
  - Problems
  - Etiology
  - Education and Intervention Programmes

#### **UNIT-IV**

5. Guidance and Counseling for Exceptional Children
  - Meaning and Need
  - Importance

#### **SELECTED READINGS**

- (1) Bender, W.N. (1995). Learning Disability, London: Allyn & Bacon
- (2) Berdine, W.H. & Blackhurst A.E. (1980). An Introduction to Special Education, Boston: Herpes Collins publishers
- (3) Dash, M. (2007). Education of Exceptional Children, New Delhi: Atlantic Ppblisher and distributors (P Ltd.)
- (4) Dunn, L. & Bay, D.M. (Education.) (1973). Exceptional Children in the Shools, New York: Holt, Rinehart Winston.
- (5) Hallahan D.P & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, London: Allyn & Bacon
- (6) Hewett, F.M. & Foreness S.R. (1994). Education of Exceptional Learners, London.
- (7) Jorden, T.E. (1977). The Exceptional Child, Ohio: Merrill
- (8) Kirk S.A. & Gallagher J.J. (2002). Education of Exceptional Children, Boston: Houghton Mifflin Co.
- (9) Magnifico, L.X. (1998). Education of the Exceptional Child, New York: Longmen.
- (10) Shanker, U. (1978). Exceptional Children, Jalandhar: Steering Publications.

## M. A. EDUCATION (SEMESTER IV)

### Title of the Course: Educational Measurement and Evaluation (Part-II)

Course Code : MAED-405

L	T	P	C
4	0	0	4

### Course Outcomes

#### Students will be able to

1. to understand the concept of true and error score
2. to make the students aware of reliability, validity, norms and usability of the tools.
3. to acquaint the students with new trends of examination.
4. to learn the construction and standardization of a test.
5. to explain the meaning, computation, uses and significance of different types of correlation.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	M	S	S	S	S	S	S	M

## COURSE CONTENTS

### UNIT-I

1. Characteristics of good measuring Instruments
  - Concepts of True and Errors scores
  - Reliability
  - Validity
  - Norms
  - Usability

### UNIT-II

2. New trends in Measurement and Evaluation
  - Grading system: relative merits and demerits of marking and grading
  - Semester system
  - Continuous and comprehensive evaluation
  - Question banks
  - Use of computer in evaluation

### UNIT-III



### 3. Test Standardization

- Norm referenced and criterion referenced tests
- Standard scores: T-score and C-score
- Construction and Standardization of an achievement test
- Interpretation of test scores and methods of feedback to students

### **UNIT-IV**

#### 4. Correlation : concept, computation and significance of the following:

- Biserial correlation
- Point-biserial correlation
- Tetrachoric correlation
- Phi-correlation
- Partial Correlation
- Multiple correlation

### **SELECTED READINGS**

1. Adams, G.K. (1965). Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York
2. Aggarwal, Y.P. (1998). Statistical Methods: Concepts , Applications and Computation, Sterling, New Delhi
3. Aggarwal, R.N. and Asthana, Vipin (1983). Educational Measurement and Evaluation, Vinod, Agra.
4. Aiken, L.R. (1985). Psychological Testing and Assessment, Allyn and Bacon, Boston
5. Anastasi, A. (1982). Psychological Testing, Mac Millan, New York
6. Cronbach, L.J. (1964). Essentials of psychological Testing, Harper and row, New York
7. Ebel, R.L. and Frisbe, D.A. (1990). Essentials of Educational Measurement, prenticeHall, New Delhi
8. Freeman, F.S(1965). Theory and Practice of Psychology Testing, Holt Rinehart &Winston, 1965

## M. A. EDUCATION (SEMESTER IV)

### Title of the Course: Teacher Education (Part-II)

Course Code : MAED-406

L	T	P	C
4	0	0	4

### Course Outcomes

#### The students will be able to

1. define teaching profession and types of teacher educational programmes.
2. explaining teacher education curriculum in India.
3. develop critical understanding about various instruction strategies in teacher education.
4. describe areas of research in teacher education and teacher effectiveness.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S

## COURSE CONTENTS

### UNIT-I

- Distance Education and Teacher Education
- Orientation and refresher courses
- Preparing teachers for special schools
- Implementation of curricula of teacher Education at various levels

### UNIT-II

- Various agencies for in-service teacher Education
- Objectives and organization of practice teaching
- Current problems of teacher Education and practicing schools

### UNIT-III

- Instruction strategies in Teacher Education
- Lecture strategy
- Discussion

- Brain Storming

### **Simulation**

- Action research
- Supervised study

### **UNIT-IV**

- Areas of research in teacher Education with special emphasis on
- Teacher effectiveness
- Problems of admission to teacher Education
- Modification of teacher Behavior
- School effectiveness

### **SELECTED READINGS**

1. Dunkin, J. Michal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
2. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press, New York, Vol. 1-12.
3. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi: Radha Publishing.
4. Millman, J. (1988) Handbook of teacher Education, Boverly Hills: Sage Publishing House.
5. Mitzel, H.E. (1982), Encyclopedia of Educational Research (5<sup>th</sup> Ed.) New York: Free Press.
6. Nayar, D.P. (1989) Towards a national system of Education, New Delhi: Mittal Publishing.
7. Ryan, Kelvin, (1975) Teacher Education, NSSE: University of Chicago Press
8. Sarason, S.B., Davidson, K. & Blatt, B. (1962) The Preparation of Teachers: An Unstudied Problem in Education, New York: John Wiley.
9. Stones & Morris, (1973) Teaching-Practices-Problems and Prospects, Methuen & Co., London, 1973

## M. A. EDUCATION (SEMESTER IV)

**Title of the Course: Educational Technology(Part-II)**

**Course Code : MAED-407**

L	T	P	C
4	0	0	4

### Course Outcomes

#### Students will be able

1. To explain the skill of framing educational objectives.
2. To learn teaching skills through Micro teaching.
3. To introduce different families of teaching models.
4. To use educational technology for improving teacher's behaviour.
5. To develop different types of evaluation tools.
6. To apply education technology in the field of distance education.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	M	S	M	M	S	S	S	M
CO6	S	M	S	S	M	S	M	S	S	M	S	M

### COURSE CONTENTS

#### UNIT-I

- Modification of Teaching behavior: Micro teaching, Flanders Interaction Analysis and Simulation
- Communication process: Concept of communication, principles, Modes and Barriersto communication, class room communication (Interaction, Verbal and Non-Verbal).

#### UNIT-II

- Models of Teaching: Concept , Different families of Teaching Models
- Designing Instructional System: Formulation of instructional objectives & task Analysis.

#### UNIT-III

- Designing of Instructional Strategies: Lecture, team Teaching, Discussion, Seminar, tutorial and Brain storming Batches.
- Development of Evaluation Tools: Norms Referenced Tests and Criterion referenced tests

#### **UNIT-IV**

- Application of Educational Technology in Distance Education :
- Concept of Distance Education
- Differentiate between Distance and Open Learning Systems
- Students Support Services in Distance Education
- Evaluation process in Distance Education
- Counseling in Distance Education

#### **SELECTED READINGS**

- (1) Davies, I.K. (1971). The management of learning. London: Mc Graw Hill.
- (2) Dececco, J.P.(1998). The psychology of learning and instruction. New Delhi: Prentice Hall
- (3) Kulkarni, S.S. (1986). Introduction to educational technology. New Delhi, Oxford & IBH Publishing Company.
- (4) Kumar, K.L. (1996) Educational technology. New Delhi: New Age International Publishers.
- (5) Locatis, C.N. and Atkinson, F.D.(1984) Media and technology for education and training. London: Charles E. publishing Co.
- (6) Mavi, N.S. (1984) Programmed learning: An empirical approach. Kurukshetra, Vishal Publishers.
- (7) Joyce, B. & Weil, M. (1992). Models of teaching. New Delhi, prentice Hall.
- (8) Merrit, M.D. (1971) Instructional design. New York:
- (9) Mukhopadhyay, M. (1990). Educational technology. New Delhi: Sterling.
- (10) Pandey, K.P.(1980). A first course in instructional technology. Delhi: Amitash Parkashan.
- (11) Pandey, S. K.(1997). Teaching communication. New Delhi: Commonwealth Publishers.
- (12) Pandey, K.P. (1997). Dynamics of teaching behavior. Gaziabad: Amitash Prakashan.

## M. A. EDUCATION (SEMESTER IV)

**Title of the Course: Educational and Vocational Guidance(Part-II)**

**Course Code: MAED-408**

L	T	P	C
4	0	0	4

### Course Outcomes

#### The students will be able

1. To develop understanding among students regarding occupation information –its meaning and Need, Methods of Importing Occupational Information and courses of Occupational Information.
2. To acquaint the students regarding Job Analyses, its Types and purpose, and Job Satisfaction-Meaning and factors of Job Satisfaction.
3. To develop understanding regarding placement and Follow up Services.
4. To develop understanding among students regarding different Data Collection Techniques – standardized and Non- standardized.

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S

#### UNIT-I

- Occupational information – meaning and need. Methods of imparting occupational information.
- Sources of occupational information in India.

#### UNIT-II

- Job Analysis-Meaning, Types and Purposes of Job Analysis
- Job Satisfaction- Meaning & Factors affecting Job Satisfaction

#### UNIT-III

- Placement Service –Meaning, Functions and Principles
- Follow-up Service – Meaning, purposes and characteristics

#### **UNIT-IV**

- Study of the individual, data collection techniques of Information – Standardized and Non-Standardized techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Commutative Record Card.

#### **SELECTED READINGS**

- 1 Bernard, H. W & Daniel F.W. (1977). Principles of Guidance, Second Edition, New York – Thomas Y. Crowell Company.
- 2 Jones, J.A.: (1970). Principles of Guidance, Bombay: Tata McGraw Hill.
- 3 Miller, F.W. (1961). Guidance Principles and Services, Columbia : Ohio Merrill
- 4 Pandey, K.P.(2000). Educational and Vocational Guidance in India, Varanasi: VishwaVidyalaya Prakashan Chowk
- 5 Tolbert, E.L. (1967) Introduction of Counseling, New York: McGraw Hill.
- 6 Strang, Ruth. (1949). Counseling Technics in colleges and Secondary Schools, New York: Harpar
- 7 Taxler, A.E.(1964): Techniques of Guidance, New York: Mc Grwa Hill
- 8 Robinson, F.P (1950) Principles and Procedures in student counseling, New York:Harper & Brother
- 9 Super, D.E.,( 1949) Apprising Vocational Fitness, New York: Harper and Brother

## M. A. EDUCATION (SEMESTER IV)

**Title of the Course: Management and Administration of Education (Part-II)**

**Course Code : MAED-409**

L	T	P	C
4	0	0	4

### Course Outcomes

#### To enable the students to

1. explain the meaning, nature and problems and approaches of educational planning.
2. understand the kinds of educational planning.
3. explain the meaning, nature, types and functions of educational supervision
4. know about the organizing, implementing the supervisory programme and principles of educational supervision
5. Assist the students to learn about planning and organizing

<b>CO/PO Mapping</b> (S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	S	M	S	M	S	S	M	M	M	S	S
CO2	S	S	M	M	S	S	S	M	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	S	S	M	S	S	S	S	M	S

### COURSE CONTENTS

#### UNIT-I

##### Educational planning

- Meaning and Nature, need & Importance of Educational Planning
- Problems of Educational Planning
- Approaches of Educational Planning

#### UNIT-II

- . Kinds of Educational Planning.
  - Institutional Planning



- Perspective Planning

### **UNIT-III**

Educational supervision:

- Meaning and Nature of Educational supervision
- Traditional and Modern supervision
- Need and function of educational supervision

Supervision as a:

- Service Activity
- Process
- function

### **UNIT-IV**

- Planning organizing and Implementing Supervisory Programmers.
- Principles of educational supervision

### **SELECTED READINGS:**

1. Bahtanagar, R.P. & Aggarwal, V. (2004). Educational Administration, Supervision, Planning and Financing. Merrut: R.Lall. Book Depot
2. Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
3. Ravishankar, S., Mishra, R.k., & Sharms, M.L. (1988). Human Resource Development. Bombay: Dhruv & Deep.
4. Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas Publication.
5. Sinha, P.S.N. (Ed) (2002). Management and Administration in Govt. NewDelhi: Commonwealth Publishers.
6. Spears, H. (1955). Improving the Supervision of Instruction. N.Y.: PrenticeHall.
7. Unruh, A. & Turner, E. (1970). Supervision for change and invocation. NewYork.
8. Wiles, K. (1955) .supervision for Better Schools. N.Y.: Prentice Hall.

**M. A. EDUCATION (SEMESTER IV)**

**Title of the Course : Industry Orientation**

**Course Code: DBIO-101**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
0	0	4	2

**Course Outcome**

**CO1:** In the current job market employers are looking for candidates with industry ready skills. Industry orientation is a first of its kind training program, which equip the students with essential skill set to meet the current industrial challenges.

**CO2:** Make the Students Industry Ready

**CO3:** Give them Practical Exposure

**CO4:** Provide a learning environment in which all students are challenged to develop their intellectual, practical and social skills in a holistic way focusing on leadership, socially responsible behavior and lifelong learning.

<b>CO/PO Mapping of Industry Orientation</b>												
(S/M/W indicates strength of correlation ) S – Strong, M – Medium, W – Weak												
COs	Programme Outcomes (Pos)											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	W	S	S	S	S	M	S	M	S	M	S	S
CO2	W	M	W	S	S	M	S	M	S	M	S	S
CO3	M	S	S	S	S	M	M	W	S	S	S	M
CO4	S	S	M	M	M	S	S	S	S	S	S	S

<b>Unit</b>	<b>Course Content</b>	<b>Hours</b>
<b>I</b>	<b>What inspires me - My GOAL (MISSION)</b> Searching for my passion, what is it that keeps me in the "moment", recognizing my passion(s). Developing my personal mission statement, My abilities & Self Assessment, What is it that keeps me in the "moment", Career suitability, What are my abilities and how can I	<b>12hrs</b>

	leverage them, Constructing my Personal Hedgehog, Goal setting and measurement, Based on my personal hedgehog, what career options will suit me, What is my career goal and what are my career aspirations, What is my career goal and what are my career aspirations.	
<b>II</b>	<b>Leading My Self (Mindfulness)</b> How do I learn, enhancing my learning abilities, Understanding your learning style, Exercising my learning skills, Walking the Talk, Becoming Trustworthy, Why should others trust you – integrity, Overcoming failures, Being genuine, Be who you are, Leverage your strengths, Taking Responsibility, Standing for a cause, Increasing my circle of influence v/s circle of control, Managing my time.	<b>12hrs</b>
<b>III</b>	<b>Leading others (MOJO)</b> Developing a leadership style, what leadership style works best of me, Different styles of leadership - what works best for me, practising my leadership style in daily life, Inspiring others, A shared vision, Looking at the bigger picture, Energizing others, Generating stretch goals, Creating positive team dynamics, Creating a beneficial situation for everyone, How to create a win-win, Short interval progress monitoring, Monitoring the team progress, Progressing toward the team goal, Resolving conflicts in a team, Developing a team code and culture of appreciation, Celebrating accomplishments, Leveraging each team member's strength - roles and responsibilities	<b>12hrs</b>
<b>IV</b>	<b>Improving all the while (METAMORPHOSIS)</b> Overcoming failures, Stamina to overcome obstacles, developing the mental muscle, Taking feedback. Innovation Finding the good in challenging situations, Standing for something bigger than just yourself, Discipline in your life, Thinking outside the box - challenging your own paradigms, Being a cause in the matter of something larger	<b>12hrs</b>
	<b>Total Hours: 48</b>	

### Recommended Books

1. Effective Communication Skills, Kulbushan Kumar, Khanna Publishing House, Delhi
2. Communication Skills, Pushplata, Sanjay Kumar, Oxford University Press
3. Kalyani Kale, Masterstrokes for Life, Kavi Kulguru Kalidas Sanskrit University, Ramkete, Nagpur
4. Liberty's Dawn: A People's History of the Industrial Revolution by Emma Griffin
5. Think and Grow Rich by Napoleon Hill
6. The 22 Immutable Laws of Marketing By Al Ries and Jack Trout

