

School of Education in Research



**MIT-ADT
UNIVERSITY**
PUNE, INDIA
A Leap Towards World Class Education

Programme Curriculum

MASTER OF ARTS

PATTERN 2021

Education

Faculty of Humanities & Social Sciences





School of Education & Research

Detail Syllabus

For

MASTER OF ARTS IN EDUCATION (M.A in Education) *Revised 2020*

FACULTY OF HUMANITIES & SOCIAL SCIENCES

Nomenclature of the Program: Master of Arts in Education

Program Code: M.A in Education (MAED)

Background & Preface of the Program:

The education sector in India is a fast growing, considering this aspect, it is imperative to have dedicated educational professionals who will add value and constructively contribute to the ever-growing education sector. For that we will need people who are organisational fit having good understanding of education domain. It is needed to develop the capacities of people who want to be part of education system in range of responsibilities right from curriculum development, implementing innovative teaching – learning practices, setting up robust evaluation and assessment patterns, handling students affairs, academic monitoring and administrative.

The Master of Arts in Education of School of Education & Research at MIT Art, Design and Technology University, Pune is a programme of study that attempts to address all the above aspects needed to develop qualified educational workforce. The Master of Arts in Education (MAED) programme will facilitate the learners to learn and understand educational concepts to address a range of issues across teaching, curricular material development, curriculum planning, assessment, educational institutions, educational leadership, and management, that is the education system in totality. It attempts to develop educational professionals capable of analysis, reflection, conceptual thinking, and meaningful action. It caters to all aspects of education and develop professionals to work at different levels like teacher, administrator, policy maker, teacher educator and content developer.

Program Outcomes:

The programme intends to provide learners an insight into understanding of education system in India. The constant development of new pedagogies and technologies requires committed and enthusiastic professionals to take an active interest in developing deep understanding of education and embark on the journey to become proficient professionals in the field of education. After completion of Master of Arts in Education candidates will be able to:

PO1. Professional Capacity Building: Apply the knowledge of Philosophy, Sociology, Psychology Management, Assessment, Evaluation, and ICT in the context of teaching, research, and extension work in the field of education.

PO2. Academic Integrity and Professional Ethics: Demonstrate academic integrity and professional ethics by keeping self-abiding to rules, regulations, values, and high standards in teaching, research, administration at diversified educational settings.

PO3. Resilience and cope up with Complex issues: Demonstrate the spirit of work in diversified situations and apply knowledge & skills to cope with educational issues in complex situations with appropriate consideration for the rules, norms, and the Social, cultural, and environmental context.

PO4. Academic Administration and Management Capacities: Apply the knowledge of educational administration & management and other allied subjects like Philosophy, Sociology, Psychology, etc. in academic planning, organization, evaluation, decision making, resource management according to predetermined goals, norms, and standards.

PO5. Continuous Academic Development: Identify their own educational needs and requirements, keep academic development and lifelong learning in the context of change in different aspects of education and teacher education.

PO6. Commitment towards Society and National Goals: Recognize areas of commitment, accountability, constitutional values, and national goals and perform accordingly.

PO7. Sensitivity for Emerging topics: Apply the knowledge & skills to deal with topics related to population, environment, gender equality, digital literacy, healthy practices in education and respond by applying skills of problem solving, critical, constructive, and creative thought process.

PO8. Research and Knowledge Creation: Involve in knowledge dissemination, knowledge creation, research and innovative educational practices related to different stakeholders of education.

PO9. Independent and Team Work Capacities: Perform effectively either in the role of member or leader in diversified educational settings.

PO10: Professional Communication Skills: Use diversified tools & technologies of communications and communication skills to serve the professional purpose and standards expected from classroom to broader zone of educational activities.

PO11: Digital Competency: Well prepared for living, learning, and working in a digital society.

Program Specific Outcomes:

M.A education course program outcomes can be made more specific in its program specific outcomes which are as follows:

PSO1: Understand the philosophical, sociological, psychological aspects of Education by contributing to development of education.

PSO2: Use the skills of ICT in education and innovation to develop strategies for innovative practices in education.

PSO3: Acquaint with the concept of educational leadership & management and implement the same in their real-life practice.

PSO4: Develop research skills and come up with research that contributes to the field of education.

Graduate Attributes for M.A. Education

These graduate attributes are not a list of skills to be mastered; rather, they encapsulate for both students and the wider community, the defining characteristics of a M.A. Ed program of School of Education and Research at MIT ADT University. Graduate attributes describe a set of characteristics that are designed to be transferable beyond the disciplinary context in which they have been developed. While graduate attributes are fostered in the context of the curriculum, they are also developed within the total university experience as they encourage students to reflect on the broader purpose of their university education. Postgraduate of M.A. Ed program of School of Education and Research at MIT ADT University will demonstrate:

1. **Holistic perspective on education:** Graduates from an M.A in Education program will have a comprehensive understanding of education enabling them to perform roles in educational administration, policy analysis, or academic research with required knowledge, skills and tools.
2. **Higher-order thinking skills:** Use higher order thinking skills like critical thinking, creative thinking, problem solving, and divergent thinking to conceive innovative solutions to future challenges in the field of education.
3. **Professionalism and Leadership qualities:** Ability to lead educational initiatives, whether in a classroom, school, or policy-making context, by demonstrating decision-making, innovation, and management skills and adhering to the norms and expectations of the education profession.
4. **Digital Competency:** Skilled in using digital tools and technologies to enhance teaching, learning, assessment and administration. They will possess ability to adapt to new technological advancements and integrate them into educational practices effectively.
5. **Curriculum development and Instructional Design Skills:** Ability to design, plan, and implement a curriculum and instructional material that meets educational goals, learner needs and is engaging for learners.
6. **Research and Inquiry Skills:** Competence in conducting research in education, analyzing data, and using research findings to inform practice and policy.
7. **Self-Reflection and Personal Growth:** The ability to reflect on one's own practice, strengths, and areas for growth in order to improve as a professional.

Unique features of Program:

The Master of Arts in Education course has following unique features:

- Specialization through electives introduced. In third and fourth semester candidates get an opportunity of selecting two electives. These electives will help candidates to equip with the skills in the selected elective. Electives like e content development, drama & art in education, environmental education, teacher education and so on are few of the electives offered.
- Courses on emerging trends in education, holistic development for enhanced personality and pedagogical transaction. The courses are designed to provide hands on experience to the learners and also develop the said skills.
- A component of teaching module titled pedagogical transaction is introduced to let candidates learn skills related to lesson planning and implementation. This course is introduced because any graduate or B.Ed candidates can take admission for this course hence, the ones without B.Ed will not have teaching skills and to bridge that gap this course is introduced.
- New trends in the field of education have been introduced namely: Design thinking, Technological innovations & new approaches to teaching – learning to acquaint the candidates with new in the field of education.
- More stress on implications of the theory through field-based practicum.
- More weight age given to dissertation through which candidates will be able to learn the process of research and develop products which contribute to the field of education.
- A component of internship has been introduced for M.A. in Education course. Candidates can choose any educational institute, NGO, Government offices, curriculum development office, schools etc. for completing their internship. Internship provides candidates with practical knowledge about the work culture, roles responsibilities of the professional and kind of work done in the institute.

Eligibility:

- Graduate in any discipline from any recognized / statutory University or Institute with minimum 50% for candidates belonging to Open category.
- The reservation and relaxation of 5 % marks will be given to the candidates belonging to S.C./ S.T./ V.J.N.T./ O.B.C./P.W.D. and other notified categories as per the State Government Rules.
- Those working in the education sector and having degree in Education can also take admission. A Bachelors or a Master's Degree in Psychology will be added advantage.
- For Foreign students the Maharashtra State Government rules will be applicable.
- A candidate who has completed qualifying degree from any Foreign University must

obtain an equivalence certificate from the Association of Indian Universities (AIU) and need to be verified from AIU by the candidate before seeking admission for the programme.

Duration: 2 years - Full time

Semesters: 4 semesters with 80 credits distributed over two years.

Minimum & Maximum Age Limit: No bar

Potential Scope after completion of the program:

Candidates after completing the course in Master of Arts in Education will be able work in Department of Education and Communities / Non-government schools / Training agencies / Teacher education colleges at below mentioned capacities:

- Corporate educational services consultant
- Educational planning advocate
- Education officer within a range of public and private institutions
- Government researcher, adviser or policy writer
- Training agency consultant
- Teacher educators
- Instructional designer

After getting Master of Arts in Education degree with the required percentage candidates are eligible to pursue Ph.D in Education and appear for NET / SET exams. In-service teachers are eligible for promotions and appraisals after pursuing M.A in Education.

Program Structure:

The Programme is structured with a common core curriculum that lays the foundations and a set of electives based on student preferences.

Program will be divided into three group of courses spread over 2 semesters. The groups of courses are as follows:

1. Core courses
2. Elective Course
3. Skill Based course

1. **Core Courses:** Core courses are compulsory for all the candidates as it introduces candidates with the essentials in the field of education. Core course will help candidates to understand historical background of education, philosophy, sociology of education, psychology of the learner, educational administration, and educational technology. This course helps the candidates to develop knowledge about administrative abilities, inclusive education, and comparative education.

The entire core courses designed helps the candidates to gain knowledge and skills related to new trends in field of education.

2. **Elective Course:** Elective courses are offered in semester III& IV. Candidates are expected to select any one elective from the list provided based on their area of interest
3. **Skill Based Course:** Aim of skill-based course is to develop skills amongst the candidates required as a professional working in an educational institution. There are many pathways through which skills can be developed amongst the candidates. The various skill-based pathways are as follow:
 - a) **Field Engagement:** Engagement with field practice forms an integral part of this programme. The objective is applying theory into practice. Each core course has two activities planned to provide hands on experience to the candidates. Two activities are:
 - **Practical of the Course:** Each core course will have a practical which requires the candidates to use theoretical knowledge of the core course into practical applications. For example: Inclusive education requires candidates to critical study of the inclusive study and case study of a child in an inclusive setting.
 - **Continuous Assessment Activity (CA):** Continuous assessment activity is planned to assess if learning is happening or not. Different continuous activity is planned for each course under this program. Student's learning is assessed using activities like seminars, power point presentations, poster presentation, assignments, concept maps, mind maps, flow charts and so on. These field engagements enable the participants to apply theory into practice.
 - b) **Internship:** Candidates will be sent to various institutes like NGO, teacher education college and a school depending upon interest of the candidates. 20 days internship will be conducted for the candidates. They will be assessed for the following activities using a rubric or rating scale:
 - Lesson conduction
 - Observation of lessons of an experienced practitioner and working as an assistant teacher
 - Report on records and registers maintained by the school
 - Involve in daily working of the institute
 - Any other activity as per need of the industry
 - c) **Dissertation:** Dissertation is compulsory course for Master of Arts in Education where candidates are supposed to select any one area in education and analyze the issue. Candidates will research on the educational issues and apply statistical tools for analyzing the data, drawing inferences, and deriving to the conclusions. Dissertation will be spread over two semesters and evaluated based on following points:
 - Proposal presentation

- Tools presentation
- Final report
- Viva Voce

Assessment & Evaluation System:

- Assessments will be internal and external. Weight age for External: Internal: is 60:40 (varies for field based and few electives)
- Semester pattern of assessment will be followed. External university exams will be conducted for only core course at the end of the semester for 60 Marks.
- Assessment pattern of core course will be carried out as shown in the table:

S. N.	Activity for Internal Assessment	Marks allotted	Total Marks
1	Practical of the course	25 Marks	Internal = 40
2	Continuous Assessment Activity for the course	15 Marks	
3	University semester end Examination	60 Marks	External = 60
	Total	100 Marks	100

Mode of Delivery

The contact Hours will be face to face sessions conducted using constructivist approach. Methods used will be jigsaw, debates, discussions, think-pair-share, poster presentations, seminars etc. worksheets and handouts will be used for all the activities. In case of pandemic the sessions will be online, but it will also be interactive using breakout rooms, e learning tools and discussions.

Master of Arts in Education
Semester I

Course Code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)			Semester End Exam Marks	Total Marks	Passing %	Min. Marks for Passing
				L	T	P	Practical	CCE Activity	Total				
21MAED 101	Foundations of Education	L – 0 – P 3 – 0 – 1	4	3	0	2	25	15	40	60	100	50%*	50
21MAED 102	Educational Leadership & Management	L – 0 – P 3 – 0 – 1	4	3	0	2	25	15	40	60	100	50%*	50
21MAED 103	Educational Psychology	L – 0 – P 3 – 0 – 1	4	3	0	2	25	15	40	60	100	50%*	50
21MAED 104	Assessment for Learning	L – 0 – P 3 – 0 – 1	4	3	0	2	25	15	40	60	100	50%*	50
21MAED 105	Emerging Trends in Education	L – 0 – P 0 – 0 – 4	4	0	0	8	100	0	100	-	100	50%	50
	Total		20	12	0	16			260	240	500	50%	250

*(For internal & external both)

Semester II

Course Code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)			Semester End Exam Marks	Total Marks	Passing %	Min. Marks for Passing
				L	T	P	Practical	CCE Activity	Total				
21MAED 201	ICT Enabled Pedagogy	L – o – P 3 – o – 1	4	3	0	2	25	15	40	60	100	50%*	50
21MAED 202	Introduction to Research	L – o – P 3 – o – 1	4	3	0	2	25	15	40	60	100	50%*	50
21MAED 203	Mental Health & Wellbeing	L – o – P 3 – o – 1	4	3	0	2	25	15	40	60	100	50%*	50
21MAED 204	Holistic Development for Education Professionals	L – o – P 0 – o – 4	4	0	0	8	100	0	100	00	100	50%*	50
21MAED 205	Pedagogical Transaction	L – o – P 0 – o – 4	4	0	0	8	100	0	100	-	100	50%	50
	Total		20	9	0	22			320	180	500	50%	250

*(For internal & external both)

Semester III

Course Code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)			Semester End Exam Marks	Total Marks	Passing %	Min. Marks for Passing
				L	T	P	Practical	CCE Activity	Total				
21MAED 301	Advanced Research Methodology	L – 0 – P 3 – 0 – 1	4	3	0	2	25	15	40	60	100	50% *	50
21MAED 302	Inclusive Education	L – 0 – P 3 – 0 – 1	4	3	0	2	25	15	40	60	100	50%*	50
21MAED 303	Curriculum Design & Transaction	L – 0 – P 3 – 0 – 1	4	3	0	2	25	15	40	60	100	50%*	50
21MAED 304	Elective (Any 1) **												
	A. Guidance & Counselling	L – 0 – P 3 – 0 – 1	4	3	0	2	25	15	40	60	100	50%*	50
	B. Environmental Education												
	C. Gender & Education												
	D. e-content Development												
	E. Teacher Education												
21MAED 305	Academic Writing	L – 0 – P 0 – 0 – 2	2	0	0	4	50	0	50	0	50	50%	25
21MAED 306	Seminar / Paper Presentation & Research Proposal	L – 0 – P 0 – 0 – 2	2	0	0	4	50	0	50	0	50	50%	25
	Total		20	12	0	16			260	240	500	50% *	250

***(For internal & external both)**

**** Credits distribution for few courses in Electives may defer**

Semester IV

Course Code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)			Semester End Exam Marks	Total Marks	Passing %	Min. Marks for Passing
				L	T	P	Practical	CCE Activity	Total				
21MAED 401	Education around the world	L – 0 – P 3 – 0 – 1	4	3	0	2	25	15	40	60	100	50%*	50
21MAED 402	Electives (Any 1)												
	A. Early Childcare Education	L – 0 – P 3 – 0 – 1	4	3	0	2	25	15	40	60	100	50%*	50
	B. Lifelong Education												
	C. Special Education												
	E. Peace Education												
	F. Drama & Art in Education												
21MAED 403	Internship	L – 0 – P 0 – 0 – 4	4	0	0	8	100	0	100	0	100	50%	50
21MAED 404	Dissertation + Viva voce	L – 0 – P 0 – 0 – 8	8	0	0	16	100	0	100	Jury 100	200	50%	100
	Total		20	9	4	28	250	30	280	220	500	50%	250

*(For internal & external both)

**Credits distribution for few courses in Electives may defer.

Detailed Syllabus

Master of Arts in Education

(M.A in Education)

Semester 1

Program Name			Master of Arts in Education		
Course Code			21MAED101		
Course Title			Foundations of Education		
Credits			4		
Focuses on (Write the one with maximum focus)			Skill development		
Integrates cross-cutting issues (Write the one with maximum focus)			Professional Ethics		
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: 1. Gain knowledge and understanding of concept of philosophy foundations of education 2. Gain knowledge and understanding of concept of sociological foundations of education 3. Learn about overview of Educational Policies & Apex Bodies 4. Be aware of educational Initiatives: Global & Indian					
Course Outcomes: 1. Explain the concept of philosophy in education w.r.t schools of philosophy and contributions of eminent philosophers. 1. Discuss the importance of sociology in education using points like education for different group of individuals, provisions, and LPG 2. Critically examine various educational policies and role of apex body with keeping today as the context 3. Describe various educational initiatives taken globally and locally for development of education					

Program Name		Master of Arts in Education
No.	Description	Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Explain the concept of philosophy in education w.r.t schools of philosophy and contributions of eminent philosophers.	Global
CO2	Discuss the importance of sociology in education using points like education for different group of individuals, provisions, and LPG	National
CO3	Critically examine various educational policies and role of apex body with keeping today as the context	National
CO4	Describe various educational initiatives taken globally and locally for development of education	Global

Module – 1: Philosophical foundation of Education

(15 Hours)

- 1.1. Relationship between philosophy and education.
- 1.2. Western Schools of philosophy and their impact in aims, content and methods of education – 1. Idealism, 2. Realism, 3. Pragmatism, 4. Naturalism, 5. Existentialism, 6. Constructivism.
- 1.3. Educational Heritage of India: Concept of Dharma, Artha, Kama, Mokshya, and their educational implications, Vedic, Buddhist, Jainism and Islamic system of education and their educational implications for aims, content and methods of education.
- 1.4. Contribution of Vivekananda, Tagore, Gandhi, Aurobindo and J. Krishnamurthy to educational thought and Practice.

Module – 2: Sociological Foundation of Education

(15 Hours)

- 2.1 Sociology and Education: Relationship of Sociology and Education, Meaning and Nature of Educational Sociology, Education as a process of Social System and Socializations.
- 2.2 Education and Different aspect of society: Education and Community, Education and Culture, Education and Politics, Education and Values, Education in relation to secularism, National Integration, and International Understanding.

- 2.3 Meaning and Nature of Social Change, Concept of Urbanization, Modernization and Westernization with reference to Indian Society and their educational implications, Educational Ability.
- 2.4 Education as related to Democracy and freedom, Equality of educational opportunity, Education of socially and economically disadvantaged sections of the society with reference to SC, ST, Women, and rural population.

Module - 3: Overview of Educational Policies & Apex Bodies (10 Hours)

- 3.1 Indian Education Commission 1882; University Education Commission 1948-1949; Secondary Education commission 1952-53 – (for self-study)
- 3.2 Education Commission (D.S. Kothari) 1964-66; NPE-1986 and its revision and modifications; NPE report 1992; NCF 2005 & 2010; Plan of Action; SCF 2010 (for self-study)
- 3.3 National Education Policy 2020
- 3.4 Apex Educational Bodies in India: AICTE; AIMA; BCI; CIET; COA; DCI; DGS; DTE; DHE; MCI; NBA; NCERT; NCTE; NIOS; NUEPA; RCI; UGC; CBSE (Self Study)

Module – 4: Educational Initiatives: Global & Indian (20 Hours)

- 1.1 UNESCO Initiatives:
 - a. 4 Pillars for Learning
 - b. Education for All
 - c. Education for Sustainable Development
 - d. The Futures of Education: Learning to Become
- 1.2 UNICEF Initiatives:
 - a. Girls Education
 - b. Early Childhood Development
 - a. Inclusive Education
 - b. Educating a Child
 - c. Humanitarian Action for Children 2019
 - d. Strategic Plan 2018 - 21
- 1.3 Educational Initiatives – Indian Context: Roles & Responsibilities
 - a. Rashtriya Uchchatar Siksha Abhiyan (RUSA)
 - b. Sarva Shiksha Abhiyan (SSA)
 - c. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
 - d. SWAYAM MOOCs
 - e. Right to Education Act (RTE)
 - f. E-pathshala
 - g. Beti Bachao, Beti Padhao
 - h. Kasturba Gandhi Balika Vidyalaya Yojna

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical:

1. Reflecting on the Readings on any two thinkers on Education and maintaining a reflective journal of the same after discussions and brainstorming on key ideas on Education and their contemporary relevance.
2. Present an essay on impact of electronic media on children
3. Present an extended essay on understanding youth culture in the present times and the impact of internet and other visual mediums.
4. Implementation of the provisions of RTE (Right to Education): An observational study to look at the Ground Realities in the Schools in the neighbourhood
5. Critically analysis of any TWO (2) India's Educational Policies based on:
 - a. Objectives
 - b. Outcomes
 - c. Problems and challenges faced

CA Activity:

1. Seminar / poster presentation / group discussion on any one subunit from Module 3 and / or Module 4 of course MAED 101. The presentation / discussion must include following points:
 - a) Objectives
 - b) Salient features
 - c) Implications in today's scenario
2. Prepare a presentation for B.Ed. students on the relevance of the philosophy of any one philosopher you have studied.
3. Group Discussion on the need for teaching common values from different religious scriptures of the world to meet the need of prevailing universalism in the contemporary world.

References:

1. Aggarwal J.C. & Gupta, S. (2006). Great Philosophers and Thinkers on Education. New Delhi: Shipra Publications.
2. Ansari, S.H. (2003). Philosophical Foundations of Education. New Delhi: Sanjay Prakashan.
3. Black, N. et al. (2003). Philosophy of Education. UK: Blackwell Publishers.
4. Chakrabarti, Mohit (2014). Value Education: Changing Perspectives. New Delhi: Kanishka Publishers and Distributors.
5. Kaur, Jasraj and Saraswat, R (2015) Philosophical Foundations of Education, Rakhi Prakashan, Agra
6. Mohanty, Jagannath (2005). Teaching of Moral Values: Development, New Trends and Innovations. New Delhi: Deep and Deep Publications.
7. Nandra, I.S. (2010). Philosophical, Sociological and Economic Bases of Education. Patiala: Twenty First Century Publications.
8. Pathak, R. P. (2007). Philosophical and Sociological Perspectives of Education. New Delhi: Atlantic Publishers.
9. Rajput, J.S. (2006). Human Values and Education. New Delhi: Pragun Publications.
10. Sachdeva, M.S. (2013). Philosophical, Sociological and Economic Bases of Education. Patiala: Twenty First Century Publications.
11. Sachdeva, Surjit Singh (2014). Philosophical and Sociological Foundations of Education (Pbi.). Patiala: Twenty First Century Publications.
12. Sharma, Promila (2006). Philosophy of Education. New Delhi: APH Publishing Corporation.

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO 2	PO 3	PO 4	PO5	PO 6	PO7	PO 8	PO 9	PO1 0	PO11	PO1 2	PSO1	PSO 2	PSO3
CO1	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-

Program Name		Master of Arts in Education			
Course Code		21MAED102			
Course Title		Educational Leadership & Management			
Credits		4			
Focuses on (Write the one with maximum focus)		Skill development			
Integrates cross-cutting issues (Write the one with maximum focus)		Professional Ethics & Entrepreneurship			
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: 1. Get acquainted with concepts and processes of educational management and administration 2. Learn about management of resources in organizations 3. Acquaint with skills related to educational planning 4. Gain knowledge and understanding about functions and dynamics of leadership					
Course Outcomes: 1. Apply educational management as a process at various levels in educational contexts. 2. Describe various operational procedures for diverse teams in educational contexts as per national and international policies 3. Develop managerial procedures to reduce problems of educational finance. 4. Execute various theories of leadership in simulated situations 5. Critically analyze the practices and procedures prescribed as per national and international policies					

Program Name		Master of Arts in Education
No.	Description	Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Apply educational management as a process at various levels in educational contexts.	National
CO2	Describe various operational procedures for diverse teams in educational contexts as per national and international policies	Global
CO3	Develop managerial procedures to reduce problems of educational finance	Local
CO4	Execute various theories of leadership in simulated situations	Global
CO5	Critically analyze the practices and procedures prescribed as per national and international policies	Global

Module 1: Educational Administration and Management: (6 Hours)

- 1.1 Concept of Educational Management and Stages in the Management Process
- 1.2 Administrative Structure of Education at different levels
- 1.3 Transparency in Educational Administration

Module 2: Management of Resources in Organizations: (12 Hours)

- 2.1 Management of Physical Resources
- 2.2 Human Resource Management (The concept of human relations in educational organizations: group dynamics, motivating people, Communication, Management of Teaching and Learning Process and Classroom Management.)
- 2.3 Financial Management and Budgeting
- 2.4 Office Management (overview of office functions, record management and material management, work simplification.)
- 2.5 ICT-A Tool for Resource Management
- 2.6 Barriers to effective use of Technology
- 2.7 Software for Record Keeping

Module 3: Educational Planning:**(12 Hours)**

- 3.1 Approaches to Educational Planning
- 3.2 Institutional Planning: Concept and Scope (Concepts and practices relating to planning: process, procedure, techniques, strategic planning, operational planning in educational organizations)
- 3.3 Micro Planning, Academic Mapping and Development Plans
- 3.4 Decentralized Planning and Management: Concept and Scope
- 3.5 Concept, Types & Techniques of Decision making

Module 4: Leadership: Functions and Dynamics**(15 Hours)**

- 4.1 Concept and functions of Leadership
- 4.2 Theories, Styles and models of educational leadership (including curriculum, professional, academic, instructional, and student-centered leadership)
 - a) Ethical Leadership
 - b) Situational Leadership
 - c) Transactional Leadership
 - d) Transformational Leadership
 - e) Conversational Leadership
- 4.3 Leadership and Organizational Behavior
 - a) Organizational Culture & Role of Leader
 - b) Handling of Group Dynamics, Conflict Resolution, Negotiation and Stress management.
 - c) Leadership for Sustainable Development
- 4.4 Emerging Trends in Educational Leadership
 - a) Concept of Institutional Autonomy
 - b) Relationship between Academic Freedom and Institutional Autonomy
 - c) Total Quality Management in Education

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any One)

1. Critically analyzing a book on Leadership and / or Management and submitting the report of the same.
2. Critical observation and analysis of an institution with respect to following points:
 - ✓ Discipline
 - ✓ Leadership
 - ✓ Safety and health measures
 - ✓ Institutional Policies
 - ✓ Annual planning
 - ✓ Institutional Records

Develop a report on the above points with Introduction and photographs.

CA Activity: (Any One)

1. Panel Discussions / Group Discussions / Weekly Seminars / Role Plays / Simulation Exercises on any of the above Modules
2. Shadowing of an Educational leader and maintain a reflective log.

References:

1. School Organisation and Administration- M.S. Sachdeva
2. Management in Education- Namita Roy Chaudhary A. P.H. Publishing corporation, New Delhi.
3. Educational Planning and Management Premila Chandrasekaran, sterling Publication Pvt. Ltd.
4. Educational Administration and Management – S.S. Mathur
5. Theory of Educational Administration- S.R. Vashost
6. Efficient School Management and Role of Principals- Alka Karla
7. Administrative Strategy and Decision making- Hardwick Landuyt
8. Administration and management of Education- Dr. S.R. Pandya, Himalaya Publishing House
9. Educational Administration Planning and Supervision- T.P. Lambal, V. R. Saxena, V. Murthy, Delhi Daoba house
10. School Organisation and Administration- U.S. Sidhu
11. Administration of Education in India- S.N. Mukharji
12. Educational Administration Principles and Practices- S.S. Mathur

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	2	2	2	2	2	-	2	-	-	-	2	2	-
CO2	-	-	2	2	-	-	2	-	2	2	-	-	2	2	-
CO3	2	2	2	2	-	-	-	-	2	2	-	-	2	2	-
CO4	2	2	2	2	-	-	-	-	2	2	-	-	2	2	-
CO5	2	2	2	2	-	-	-	2	2	2	-	-	2	2	-

Program Name			Master of Arts in Education		
Course Code			21MAED103		
Course Title			Educational Psychology		
Credits			4		
Focuses on (Write the one with maximum focus)			Skill development		
Integrates cross-cutting issues (Write the one with maximum focus)			Professional Ethics		
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: 1. Discuss the factors influencing growth and development of learners 2. Classify different types of learner characteristics. 3. Apply the knowledge and understanding of learner diversity in developing plans for learner development 4. Acquaint with skills of managing classroom behaviour for facilitating learning					
Course Outcomes: 1. Describe various psychological theories and related concepts 2. Analyze the understanding of the psychological concepts with day to day and real life scenarios 3. Use psychological testing and various tests to assess intelligence and personality 4. Interpret and assess the role of psychological testing in various settings					
No.	Description			Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)	
CO1	Describe various psychological theories and related concepts			Global	
CO2	Analyze the understanding of the psychological concepts with day to day and real life scenarios			National	
CO3	Use psychological testing and various tests to assess intelligence and personality.			National	
CO4	Interpret and assess the role of psychological testing in various settings			National	

Module 1: Understanding Learner's Development**(15 Hours)**

- 1.1: Characteristics of Physical development
- 1.2: Piaget's Theory of Cognitive Development
- 1.3: Kohlberg's Theory of Moral Development
- 1.4. Gilligan's stages of ethics of care
- 1.5: Eric Erikson's Psychosocial Development Theory
- 1.6 Bandura's Socio Cognitive Theory

Module 2: Understanding Learner's Characteristics**(15 Hours)**

- 2.1: Intelligence: Concept, Theories and Educational implications
 - a) Gardner's multiple intelligences theory
 - b) Guilford model of intellect
- 2.2: Personality
 - a) Concept & determinants of personality
 - b) Theories:
 - Freud's Psychoanalysis
 - Jung's Analytical Theory of Personality
 - Allport's Trait Theory
 - c) Assessment of personality by subjective and projective methods.
 - 16 PF
 - Rorschach's Inkblot Test
 - Sentence completion Test
 - TAT
- 2.3: Motivation
 - a) Concept and types of Motivation
 - b) Determinants of Motivation
 - c) Maslow's Theory

Module 3: Catering to Learner Diversity**(15 Hours)**

- 3.1: Individual Differences:
 - a) Concept and areas.
 - b) Determinants: Role of heredity and environment in developing individual differences.
 - c) Implications of individual difference for organizing teaching learning process.
- 3.2: Learning Styles: Concept, Types and educational Implications

Module 4: Managing Classroom Behaviour for Facilitating Learning (15 Hours)

4.1: Social aspects of behaviour

- Conformity
- Compliance
- Strategies of Compliance – Foot in Door, Door in the Face and Lowball

4.2: Defense Mechanisms and Types

- Repression
- Denial
- Reaction formation
- Projection
- Regression
- Rationalization
- Displacement
- Sublimation

4.3: Implications for learning: Role of teacher and role of learner

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any one)

1. Implement Multiple Intelligences Inventory on ten students and analyze the data to find out the dominant and recessive intelligence. Make a report of the finding with respect to following points:

- Introduction: Concept of multiple intelligences theory
- Review of 5 research articles / papers on multiple intelligences
- Process of implementing the inventory with details of the multiple intelligences inventory
- Organization and presentation of data: Graphs and tables
- Analysis of the data and interpretation: with help of graph and tables
- Conclusion
- References

2. Implement the 16 PF inventory to 2 students and prepare a personality profile of the same.
3. An interactive document will be shared through Insert Learning on any of the topics. The students have to complete all the activities that will be present in the interactive document.

CA Activity:

1. Assignment questions will be provided by the mentor. Candidates have to answer 2 questions from the questions provided. Answer will be judged on following points:
 - Introduction
 - Point wise explanation of the concept
 - Educational implications
 - Reflections regarding the use of the concept in present educational scenario
 - References

References:

1. Hans Raj Bhatia - A Textbook of Educational Psychology, Macmillan Ltd.
2. S.B. Kakkar and Mahesh Bhargava - In Education and Psychology, H.P. Bhargava Books House.
2. Ram Nath Sharma and Ruchana Sharma – Experimental Psychology Atlantic, Delhi
3. A.R. Rather - Psychology of learning and Development Discovery publishing House, New Delhi
4. Shamshad Hussain- Human behaviour, H.P. Bhargava Book House, Agra.
5. Tara Chand - Modern child Psychology, Anmol Publications, New Delhi.
6. Tara Chand - Educational Psychology, Anmol Publication, New Delhi
7. Aparna Chattopadhyaya - What's your Emotional I.Q., Pustak Mahal Delhi
8. S.P. Chaube - Educational Psychology and Educational Statistics, Lakshmi Narain Agarwal, Agra.
9. Alice Rajkumari, Rita Suguna Sundari, Digumarti Bhaskara Rao - Educational Psychology, Discovery Publishing house New Delhi.
10. W.N. Dandekar - Experimental Psychology, Anmol Prakashan, Pune.
11. K.K. Bhatia and Trinath Purohit - Educational Psychology and Technique of Teaching, Kalyani Publishers Ludhiana.
12. S.K. Mangal - Educational Psychology, Tandon Publications, Ludiana.
13. D. Bhatia, D.K. Walia, J.C. Mangal and T.C. Datt., - Educational Psychology Doaba House, Delhi

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	-	-	-	-	-	-	-	-	-	-	1	-	-
CO2	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-
CO3	3	3	-	3	-	-	-	-	-	-	-	-	-	-	-
CO4	3	3	-	3	-	-	-	-	-	-	-	-	-	-	-

Program Name			Master of Arts in Education		
Course Code			21MAED104		
Course Title			Assessment for Learning		
Credits			4		
Focuses on (Write the one with maximum focus)			Skill development		
Integrates cross-cutting issues (Write the one with maximum focus)			Professional Ethics		
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: 1. Gain knowledge and understanding about uses of bloom taxonomy, assessment, measurement, and evaluation. 2. Learn about making and uses of various tools and techniques of evaluation. 3. Know about recent trends in assessment and evaluation 4. Know the uses of statistical techniques in interpretation of data					
Course Outcomes: 1: Use Bloom taxonomy to plan lesson, write learning outcomes and assessments and explain the concept of assessment, measurement, and evaluation 2: Plan and implement any tools and techniques of evaluation of any content from any level 3: Explain and plan new trends in education for assessment of any course content 4: Explain the use of statistical measures for data interpretation & analysis with respect to school scenario.					
No.	Description				Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Use Bloom taxonomy to plan lesson, write learning outcomes and assessments and explain the concept of assessment, measurement, and evaluation				Global
CO2	Plan and implement any tools and techniques of evaluation of any content from any level				National
CO3	Explain and plan new trends in education for assessment of any course content				Global
CO4	Explain the use of statistical measures for data interpretation & analysis with respect to school scenario.				Local

Module 1: Measurement, Assessment & Evaluation**(10 Hours)**

- 1.1: Educational measurement, Assessment & Evaluation: Definition of the concepts
- 1.2: Relationship between measurement, assessment & evaluation: Difference between the terms
- 1.3: Purpose and principles of evaluation: Uses of evaluation and Principles of evaluation
- 1.4: Difference between educational objectives and learning outcomes: Concept of educational objectives and learning outcomes, writing learning outcomes.
- 1.5: Learning experiences: Direct and in direct learning experiences: Concept, examples, advantages and disadvantages
- 1.6: Revised Bloom's taxonomy of educational objectives: Cognitive domain, Affective domain & psychomotor domain: Concept, levels of each domain, verbs used for the levels, questions that can be asked and activities that can be conducted

Module 2: Tools & Techniques in Educational Evaluation**(16 Hours)**

- 2.1: Criteria of good measuring instrument: Concept and factors affecting Validity, reliability, objectivity, discriminating power & usability: Concept of all the terms, factors affecting validity, factors affecting reliability, ways to have objectivity.
- 2.3: Quantitative tools of measurement: Achievement tests and its construction: Process of making a test: Blue print and advantages of a test
- 2.4: Diagnostic testing & Remedial teaching: Concept, relation between diagnostic test and remedial teaching, methods of constructing diagnostic test and advantages of both
- 2.5: Observation techniques: Rating scale and Rubrics: Concept, constructing rating scale and rubric, advantages and disadvantages of both
- 2.6: Introspective techniques : Interview and Questionnaire: Concept, advantages, disadvantages, constructing interview questions, process of interview, constructing a questionnaire, types of questionnaire
- 2.7: Sociometric techniques: Sociogram: Concept, advantages, disadvantages, how to use a sociogram
- 2.8: Projective techniques: Sentences completion, drawing, TAT: Concept, advantages and disadvantages, using of the tools

Module 3: Recent Trends in Educational Evaluation**(15 Hours)**

- 3.1: Online exams: Concept, Types, steps and educational implications: Proctored exam and Non – proctored exams: Concept, process and uses
- 3.3: On Demand Exam: concept, process and uses
- 3.4: Open books exam: Concept, steps and educational implications
- 3.5: Developing students portfolio: concept, process and uses
- 3.6: Choice based credit system: Concept, types, steps and educational implications
- 3.7: ICT tools for assessment: Google quiz & any other recent tool: Concept, and uses

3.8: Feedback: Online and offline tools for feedback: Concept, tools for giving /collecting feedback and Educational Implications: Strategies for feedback off line mode: one minute paper, exit cards, Ask a question

Tools for online mode: Mentimeter and any other

3.9: Extended Essays & Jury Assessment System

3.10: Formative Assessment: Types, activities and method of scoring

3.11: Differentiated assessments: Concept, examples and uses

3.12: GRASP assessment

Module 4: Analysing and interpreting the data

(20 Hours)

4.1: Graphical representation of the data: Frequency polygon, Histogram and Excel graphs: Concept, process and uses

4.3: Making a frequency distribution table: Concept, uses and making a frequency distribution table

4.4: Measures of Central Tendency: Mean, Median & Mode: Concept, calculations, interpretation of data, merits and demerits

4.5: Measures of Variability: Range, Quartile deviation & Standard deviation: Concept, calculations, interpretation of data, merits and demerits

4.6: Coefficient of correlation: Spearman and product moment method: Concept, calculations and uses.

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any One)

1. Reform an achievement test for any subject any level (school/college). Analyze the paper with respect to points like content, difficulty level, language etc and modify the papers with answer key and blueprint.
2. Plan any two formative assessment activities for any subject and develop rubrics for the assessing the activity. Implement activities in the classroom and assess using rubric developed for the same purpose. Collect data, analyze and interpret.
3. Conduct an interview on any issue. Analyze the results.
4. Develop a differentiated lesson plan. Collect feedback analyze the feedback.

CA Activity: (Any 2)

1. Make a rubric
2. Make an online test on any topic.
3. Compare the credit system of any 2 universities (Indian and abroad) for similar courses.
4. Use any feedback strategy apart from the one discussed in the module 3.
5. Any other activity as per need of the students

References:

1. Dandekar, W.N. (2007). Evaluation in Schools. Pune: Shree Vidya Prakashan.
2. Ebel, R.L. & Fresbie, D.A. (2009). Essentials of Educational Measurement. New Delhi: PHI Learning PVT. LTD.
3. Gupta, S. K. (1994). Applied Statistics for Education. Mittal Publications.
4. Garrett, H.E. (2008). Statistics in Psychology and Education. Delhi: Surjeet Publication.
5. Mrunalini, T. (2013). Educational Evaluation. Hyderabad: Neelkamal Publications Pvt. Ltd.
6. Patel, R.N. (2011). Educational Evaluation Theory and Practice. Mumbai: Himalaya Publishing House Pvt. Ltd. Rani, P. (2004). Educational Measurement and Evaluation. New Delhi: Discovery Publishers.
7. Rawat, D. S. (1970). Measurement, Evaluation and Statistics in Education. , New Delhi: New Raj Book Depot.
8. Reynolds, C.R., Livingston, R.B., and Willson, V. (2011). Measurement and Assessment in Education. New Delhi: PHI Learning PVT. LTD.
9. Siddiqui, M.H. (2010). Educational Evaluation. New Delhi: A.P.H. Publishing Corporation.
10. Sidhu, K.S. (2009). New Approaches to Measurement and Evaluation. New Delhi: Sterling Publishers Pvt. Ltd.
11. Ten Brink, T. D. (1974). Evaluation - A Practical Guide for Teachers. New York: McGraw Hill Book Co.
12. Thorndike, R.M. (2010). Measurement and Evaluation in Psychology and Education. New Delhi: PHI Learning PVT. LTD.

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
CO4	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-

Program Name			Master of Arts in Education		
Course Code			21MAED105		
Course Title			Emerging Trends in Education		
Credits			4		
Focuses on (Write the one with maximum focus)			Skill development		
Integrates cross-cutting issues (Write the one with maximum focus)			Professional Ethics		
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
0	0	8	100	0	100
Course Objectives: 1. Gain knowledge and understanding about emerging trends in education. 2. Apply the knowledge of emerging trends in education to solve issues 3. Develop skills related to planning based on emerging trends in education.					
Course Outcomes: 1.Explain emerging trends in education 2.Plan lesson / activities using emerging trends in education					
No.	Description				Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Explain emerging trends in education				Global
CO2	Plan lesson / activities using emerging trends in education				National

Overview: MAED students come from varied backgrounds, they can be with B.Ed. degree or any other bachelor's degree. Also, they can go to any field on any capacity. In that case we need to orient them about the various trends in education so that they are

aware of it and can use when the need arises. This course has many new trends in education.

Course Content:

S.N.	Topic
1	Emergency Management
2	POSH ACT POCSO ACT
3	Maxims of teaching
4	Introduction to Artificial intelligence
5	Introduction to Virtual Reality
6	Introduction to Augmented Reality
7	Cooperative & Collaborative learning
8	Skills for Leading Millennials
9	Digital Learning Tools
10	Entrepreneur mindset
11	Constructivist Approach: 5 E model, ESA model
12	Reflective Practices
13	Models of Teaching: Concept attainment model, Synectic model, Inquiry training model, Jurisprudential model, Stress reduction model.
14	Methods of Teaching: Project based method, Inductive – deductive method, Laboratory method, Lecture – demonstration method, Problem solving method

Assessment:

Practical	4 credits: 100 Marks
Total internal	100 marks (50% passing)
End Semester exam	No end semester exam

Assessment: All the above topics will be conducted as workshop sessions wherein students will be given hands on activities which they will complete. The same activities like group discussions, quiz, lesson planning, and worksheets will be used to assess the course. Each session will have assessment as decided by the facilitator. Criteria for the

assessment will be shared by the facilitator in the form of rating scales with the students.
50% passing for this course

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-

Master of Arts in Education

(M.A in Education)

Semester 2

Program Name	Master of Arts in Education					
Course Code	21MAED201					
Course Title	ICT Enabled Pedagogy					
Credits	4					
Focuses on (Write the one with maximum focus)	Skill development					
Integrates cross-cutting issues (Write the one with maximum focus)	Professional Ethics					
Contact Hours / Week				Examination Scheme		
Lecture	Tutorial	Practical	CA	Theory		Total
3	0	2	40	60		100
Prerequisites: • Basic know how of internet surfing • Basic understanding of Educational Process						
Course Objectives: 1. Gain understanding about from educational technology to ICT 2. Apply knowledge and understanding of psychological bases for ICT enabled pedagogy 3. Equip with skills related ICT enabled pedagogy 4. Learn about recent trends in ICT						
Course Outcomes: 1. Demonstrate knowledge, attitudes, and skills of digital age work and learning as a school leader 2. Plan effective learning environments and experiences as a school leader 3. Develop technology-enabled assessment and evaluation strategies 4. Develop e-content based on basic principles of Instructional Design 5. Compare and contrast social, ethical, and legal issues surrounding technology as a school leader						

Program Name		Master of Arts in Education
No.	Description	Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Demonstrate knowledge, attitudes, and skills of digital age work and learning as a school leader	Global
CO2	Plan effective learning environments and experiences as a school leader	National
CO3	Develop technology-enabled assessment and evaluation strategies	National
CO4	Develop e-content based on basic principles of Instructional Design	National
CO5	Compare and contrast social, ethical, and legal issues surrounding technology as a school leader	National

Module 1: From Educational Technology to ICT (07 Hours)

- 1.1: Meaning and Concept of educational technology (ET), Information technology (IT) and Information and Communication Technology (ICT).
- 1.2: Historical Development of Technology in Education.
- 1.3: Scope and uses of ICT in education.
- 1.4: Systems approach to Education: Concept, process and educational implication.

Module 2: Psychological Bases for ICT enabled pedagogy (15 Hours)

- 2.1: Processes associated with ICT: Stages of innovation adoption (by teachers and students), UTAUT model

Practical: Designing a perception survey/ user survey for technology used for learning in 2020

2.2: Factors affecting and facilitating ICT enabled learning: barriers, attitudes, leadership, support, time, infrastructure etc.

2.3: Application of Theories to ICT enabled learning: Behaviorism, Cognitivism, Constructivism, Connectivism

2.4: Learning Styles of students (focus on 21st century learners)

2.5: Design thinking: Basics of Design thinking, cycle of design, application for ICT enabled pedagogy, implications

Practical: Apply design thinking for developing a plan for ICT enabled pedagogy for a topic (method subject)

Module 3: ICT enabled pedagogy

(20 Hours)

3.1: Understanding Media Communication: Synchronous and Asynchronous Communication, use of various media technologies in Education

3.2: Learning Environments: LMS enabled learning, online/web-based learning environments and their affordances, interactivity in ICT enabled learning environments

Practical: Observation of use of media in education. At least one MOOC or online learning using LMS.

3.3: Basics of Instructional Design (ID): Need of ID, Theoretical overview and implication on ID, levels of ID

3.4: Models of Instructional Design (ID): ADDIE model, Dick Carrey Model, Gagne's Model.

Practical: Prepare a lesson plan based on ADDIE model

3.5: Development of Instructional Material (IM): development of: (Practical-based)

a. e-content using ICT tools: video, text, podcasts, vodcasts etc

b. Self-instructional material

3.6: Assessment in ICT enabled learning environments: Formative, Summative, Use of ICT Tools (Practical-based)

Module 4: Recent trends in ICT enabled pedagogy

(18 Hour)

4.1: Smart Classrooms: Concept, Smart Boards, other tools and equipment as per latest developments and trends e.g. SRS, implications of Smart Classrooms

4.2: Beyond Classroom: Concept, Process, Implications of

a. Blogging -Blog, Vblogs

b. Social Networking

c. Other Webtools

Practical: Consistent Blogging as an educator. (6 blogs at least)

4.3: Active learning: Basics of active learning, collaborative learning, interactivity, strategies - specify scope like concept, strategies and types etc..

Practical: Developing a plan based on any one strategy mentioned above.

4.4: Blended learning: Principles, types and strategies of Blended Learning.

Practical: Developing a session plan using blended learning

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical:

- 4 best out of 7 practical done through the Semester.

CA Activity : (Any one)

1. Developing e-content for a topic of a subject
2. Presentation/ Seminar/Debate on topics of Module 1

References:

1. Buch, M.B. (1972) Communication in classroom, CASE, Faculty of Education and Psychology, M.S. University, Baroda
2. Das, R.C. (1993), Educational Technology – A Basic Text, New Delhi
3. Joyce, B. & Weil, M. (1992), Models of Teaching, New Delhi, Prentice Hall.
4. Kulkarni, S.S. (1986), “Introduction to Educational Technology”, New Delhi: Oxford & IBH Publishing Company.
5. Kumar, K.L. (1996), “Educational Technology”, New Delhi: New Age International Publishers.
6. Mavi, N.S. (1984), “Programmed Learning - An Empirical Approach”, Kurushetra, Vishal Publishers.
7. Mukhopadhyay, (1990) M.Ed.) “Educational Technology”, New Delhi: Sterling.
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10. Rogers, Everett M. (1986) Communication Technology: The new media in Society: The Free Press, New York.
11. Sharma, R.A (1983) Technology of Teaching, International Publishing House Singh, L.C. (Ed) (2010) Educational Technology for Teachers and Educators, New Delhi.

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	2	2	-	2	2	-	2	2	-	-	2	-	-
CO2	2	2	2	2	-	-	-	-	2	2	-	-	2	-	-
CO3	-	2	2	2	-	2	-	-	2	2	2	-	2	-	-
CO4	2	2	2	2	-	-	-	-	2	2	2	-	2	-	-
CO5	2	2	2	2	-	-	-	-	2	2	2	-	2	-	-

Program Name			Master of Arts in Education		
Course Code			21MAED202		
Course Title			Introduction to Research		
Credits			4		
Focuses on (Write the one with maximum focus)			Skill development		
Integrates cross-cutting issues (Write the one with maximum focus)			Professional Ethics		
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: 1. Gain understanding about research & educational research 2. Learn about essentials of educational research 3. Understand and apply skills related to quantitative data collection tools 4. Equip with skills related to qualitative techniques					
Course Outcomes: 1. Explain about research and educational research 2. Apply understanding of essentials of educational research in analyzing research articles/reports 3. Use knowledge and skills related to quantitative data collections tools in developing tools 4. Critically examine research report to identify qualitative tools of data collection					
No.	Description				Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Explain about research and educational research				National
CO2	Apply understanding of essentials of educational research in analysing research articles/reports				Global

Program Name		Master of Arts in Education
CO3	Use knowledge and skills related to quantitative data collections tools in developing tools	Global
CO4	Critically examine research report to identify qualitative tools of data collection	Global
CO5	Formulate hypothesis for preparation of research proposal	Global
CO6	Make use of review of related literature in research	Global

Module 1: Understanding Research & Educational Research (15 Hours)

- 1.1 : Research: Concept, Nature and Scope
- 1.2 : Educational research: Meaning, nature, need, areas and limitations.
- 1.3 : Types of Research: Concept, steps and uses
 - a) Fundamental, applied and action research.
 - b) Quantitative research
 - c) Qualitative Research
- 1.4: Research Designs: Multi method and mixed method: Meaning, Concepts, types and importance
- 1.5: Product Development Research: Concepts & Steps in product development research.

Module 2: Essentials of Educational Research (15 Hours)

- 2.1: Review of related literature: Concept, Types, process, way of writing and implications
- 2.2: Definition of terms
- 2.3: Research hypothesis: Concept, types, need and characteristics
- 2.4: Research proposal: Concept, elements and steps
- 2.5: Variables in research & its types
- 2.6: Sampling: Concept & its types
- 2.7: Descriptive research, Experimental Research & Historical Research

Module 3: Quantitative Data collection tools (15 Hours)

- 3.1: Sources of data collection: primary & secondary
- 3.2: Questionnaire: Concept, steps and implications
- 3.3: Attitude scale and schedules: Concept, types, steps and uses
- 3.4: Achievement tests: Concept and types

Module 4: Qualitative Techniques (15 Hours)

- 4.1 : Document Review: Concept, process, way of writing and uses

4.2 : Observation: Concept, characteristics, tools, process and uses:

4.3 Interview & Different types of interview.

4.4: Focus Group Discussion: Concept, process and uses

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical:

Select any research from research Journal or PhD thesis or review an Article on research based on the below aspects:

Introduction Chapter	Does the introduction provide sufficient background information to understand the need, rationale or purpose of the study?
	Does the introduction chapter clearly specify aim, objectives of the study?
	Does it have scope and concepts of the study? How is the explanation provided?
	How are the conceptual definitions & operational definitions given?
	Are the reasons for performing the study clearly defined?
Chapter on Research Methods / with technical rigor	Are the methods used appropriate to the aims of the study?
	Is sufficient information provided for a capable researcher to reproduce the experiments or methods described?
	Are any additional experiments or research designs required to validate the results of those that were performed?
	Are there any additional experiments that would greatly improve the quality of this thesis / dissertation?
	Are appropriate references cited where previously established methods are used?
Chapter on Results / Descriptive & Inferential Statistics	Are the results clearly explained and presented in an appropriate format?
	Do the figures and tables show essential data or is it easily summarized?
	Are any of the data presented in the graphs and/or text?
	Are the figures and tables easy to interpret?

	Are there any additional graphs needed that would add clarity to the text?
	Have appropriate statistical methods been used to test the significance of the results?
Discussion	Are all possible interpretations of the data considered or are there alternative hypotheses that are consistent with the available data?
	Are the findings properly described in the context of the published literature?
	Are the limitations of the study discussed? If not, what are the major limitations that should be discussed?
Conclusions	Are the conclusions of the study appropriately concluded and is adequate explanation provided?
Chapter on Literature review done	Is the literature cited balanced or are there disproportionately cited?
	Please identify statements that are missing any citations, or that have insufficient information.
	Are the numbers of citations given sufficient?
Chapter with Significance and Novelty	Is the subject of research novel?
	Do you think that the study has significant significance reflected to the field of Education?
Referencing & Bibliography	What type of referencing used? APA?
	Is it sequential and appropriately done?

CA Activity:

Seminar Presentation on any topic from the syllabus given above

References:

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. Good, C.V. and Douglas, E. S. (1954), Methods in Social Research , McGraw Hill, New York.

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
CO.4	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	2
CO5	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	2
CO6	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	2

Program Name	Master of Arts in Education				
Course Code	21BED203				
Course Title	Mental Health and Well-being				
Credits	4				
Focuses on (Write the one with maximum focus)	Skill development				
Integrates cross-cutting issues (Write the one with maximum focus)	Human values				
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	1	4	40	60	100
Course Objectives: 1. Understand historical and contemporary perspectives related to mental health 2. Understand the concept and determinants of mental health. 3. Get an insight into the concept, importance and contributing factors to Wellbeing 4. Equip with skills related to identification and interventions related to Mental health Conditions and Issues 5. Gain understanding about Mental Health Management for Wellbeing					
Course Outcomes: 1. Explain the historical and contemporary perspectives of mental health. 2. Explain the concept of mental health, mental hygiene, wellbeing and describe the e determinants of mental health 3. Identify symptoms of mental health problems or issues and differentiate between mental health and mental illness 4. Practice techniques of optimizing and maintaining good mental health					

Program Name		Master of Arts in Education
No.	Description	Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Explain the historical and contemporary perspectives of mental health.	National
CO2	Explain the concept of mental health, mental hygiene, wellbeing and describe the determinants of mental health	Global
CO3	Identify symptoms of mental health problems or issues and differentiate between mental health and mental illness	Global
CO4	Practice techniques of optimizing and maintaining good mental health	Global

Module 1: Introduction to Mental Health: Historical and contemporary perspectives (05 Hours)

- 1.1: History and evolution of mental health with special reference to India
- 1.2: National Mental Health Programme 1982
- 1.3: National Mental Health Policy 2014
- 1.4: Global and Indian initiatives for promotion and prevention of mental health

Module 2: Understanding Mental Health (15 Hours)

- 2.1: Mental Health: Meaning, Nature and importance of positive mental health, Mental Health/ Mental Illness Continuum
- 2.2: Determinants of Mental Health: **Biological** - genetics, prenatal damage, infections, exposure to toxins, brain defects or injuries, and substance abuse. **Social** - interpersonal, family, and community dynamics, housing quality, social deprivation, employment opportunities, and work and school conditions. **Economical** - Poverty and financial status. **Digital** - Internet addiction, cyber bullying, social media.
- 2.3: Mental Hygiene: Meaning, importance and maintenance of mental hygiene
- 2.4: Positive mental health: Meaning and importance

Module 3: Mental health Conditions and Issues: Identification and interventions (10 Hours)

3.1: Notions of a healthy personality

3.2: Mental Health Issues and Mental Illness: Meaning, difference

3.3: Understanding and addressing mental health issues

3.3.1 Home: i) Environmental Risk Factors ii) Psychological Risk Factors iii) Sources of Support and Planning for Intervention

3.3.2 School: i) Environmental Risk Factors ii) Psychological Risk Factors iii) Sources of Support and Planning for Intervention

3.3.3 Workplace: i) Environmental Risk Factors ii) Psychological Risk Factors iii) Sources of Support and Planning for Intervention

3.4: Mental Health First Aid: Concept and development

Module 4: Mental Health Management for wellbeing (15 Hours)

4.1: Understanding Mental health and Wellbeing: Meaning of wellbeing, relationship between mental health and wellbeing, impact, mental health and wellbeing promotion at home, schools and workplace.

4.2: Adjustment for wellbeing: Meaning and characteristics of adjustment and maladjustment, causes of maladjustment, elements in adjustment,

4.3: Conflict Resolution: Meaning, steps, strategies and Do's and Don'ts in conflict resolution

4.4: Resilience and Risk management: Types of resilience, domains and skills

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any one)

1. Develop a questionnaire and conduct a brief survey to identify and analyze perceptions towards mental health and illness. Develop a report of the same and give suggestions for promotion of mental health.
2. Develop an intervention programme for mental health of children/Adolescents.
3. Identify stereotypes presented, propagated, or challenged, in popular media such as magazines, films, television, internet etc. and analyze the same.

CA Activity: (Any One)

1. Conduct an awareness programme for mental health in schools.
2. Conduct a field-based project on students' mental health concerns. Develop a report of the same and give suggestions for promotion of mental health of schoolteachers.
3. Collect and analyze five case studies on different themes and write a report on the same.

References:

1. Blackorby, J., & Cameto, R. (2004). Changes in school engagement and academic performance of students with disabilities. In Special Education Elementary Longitudinal Study: Wave 1 Wave 2 overview (8.1-8.2). Menlo Park, CA: SRI International. Retrieved from http://www.seels.net/designdocs/w1w2/SEELS_W1W2_complete_report.pdf(link is external) (PDF, 224 pages)
2. Burns, B., Phillips, S., Wagner, H., Barth, R., Kolko, D., Campbell, Y., & Yandsverk, J. (2004). Mental health need and access to mental health services by youths involved with child welfare: A national survey. *Journal of the American Academy of Child and Adolescent Psychiatry*, 43(8), 960-970.
3. Centers for Disease Control and Prevention. (2011). Mental health basics. Retrieved from <http://www.cdc.gov/mentalhealth/basics.htm>
4. Clare Erasmus, *The Mental Health and Wellbeing Handbook for Schools*, Jessica Kingsley Publishers, ISBN: 9781785924811, 9781785924811
5. Eimear Muir-cochrane, Debra Nizette & Patricia Barkway, (2018) *Pocketbook Of Mental Health* 3rd Edition by ELSEVIER.
6. Goldner, E., Jenkins, E., Prairie, J, Bilsker, D. A (2016) *Concise Introduction to Mental Health in Canada*. 2nd edition. Toronto: Canadian Scholars' Press.
7. Jo Augustus, Justine Bold, Briony Williams, *An Introduction to Mental Health* (2019) SAGE Publications Ltd, 1st Edition
8. Ministry of Health and Family Welfare, Government of India. *Burden of Disease in India*. 2005. [Last accessed on 2018 Dec 11]. Available from: http://www.who.int/macrohealth/action/NCMH_Burdenofdisease_29Sep2005.pdf .

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
CO3	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-

Program Name		Master of Arts In Education			
Course Code		21MAED204			
Course Title		Holistic Development of Educational Professionals			
Credits		4			
Focuses on (Write the one with maximum focus)		Employability Development			
Integrates cross-cutting issues (Write the one with maximum focus)		Professional Ethics			
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	Practical	FE	Total
0	0	8	100	0	100
Course Objectives: 1. Be self-aware with respect to their strengths, weaknesses and skill set. 2. Be emotionally well adjusted by doing a series of activities on emotional intelligence. 3. Develop a well-defined personality by knowing their personality and factors affecting the same. 4. Practice a healthy lifestyle by realizing the need for a healthy life. 5. Develop effective verbal and non – verbal communication skills 6. Make decisions effectively 7. Develop a well-defined personality by knowing their personality and factors affecting the same. 8. Practice a healthy lifestyle by realizing the need for a healthy life. 9. Develop effective verbal and non – verbal communication skills 10. Make decisions effectively 11. Manage anger and conflicts effectively					
Course Outcomes: 1. Identify their qualities by doing various activities of self- awareness 2. Find out their emotional intelligence and provide solutions to the situations 3. Identify their personality traits and explain the same 4. Identify the factors which keep them and others healthy 5. Speak effectively using verbal and non – verbal communication skills 6. Make decisions effectively 7. Provide solutions to the scenarios using anger management skills					

Program Name		Master of Arts In Education
No.	Description	Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Identify their qualities by doing various activities of self- awareness	Regional
CO2	Find out their emotional intelligence and provide solutions to the situations.	Regional
CO3	Identify their personality traits and explain the same	Regional
CO4	Identify the factors which keep them and others healthy	Regional
CO5	Speak effectively using verbal and non – verbal communication skills	Regional
CO6	Make decisions effectively	Regional
CO7	Provide solutions to the scenarios using anger management skills	Regional

Overview: This course is aimed at developing the all-round personality of the students so that they perform and leave an impact wherever they go. Course sessions will be conducted in workshop mode having activities.

Mode of Delivery: Workshop mode

Assessment: Sessions of various topics will be conducted through workshop mode and each workshop will have a formative assessment. Assessments will be decided by the facilitator and rating scale will be shared with the students.

Course Structure:

S.N.	Topic	Hours	Total marks assessment
1	Life Skills & Workforce Preparation	10 Hours	50
2	Emotional Intelligence	6 Hours	20
3	Healthy Life style : Session 1	2 Hours	10
4	Social Intelligence	6 Hours	20
5	REBT (Rational emotive behaviour	2 Hours	10
6	Healthy Life style : Session 2	2 Hours	10
7	Critical Thinking & Problem Solving	6 Hours	20
8	Conflict Resolution & Stress Management	4 Hours	20
9	Healthy Life style : Session 2	2 Hours	10
10	Anger Management	2 Hours	10
11	Entrepreneurship	3 Hours	20
12	Healthy life style: Session 3	2 Hours	10
13	Personality Development	12 Hours	50
14	Healthy life style: Session 4	2 Hours	10
15	Crisis Management	3 Hours	20
16	Sensitivity Training	3 Hours	20
			300 Marks
Note:			Converted to 100

Assessment:

Practical	4 credit: 100Marks
Total Internal	100 marks (50% passing)
End Semester exam	No end semester exam

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-		-	-	-	-	-	-	-	-	-	1	-	-	-
CO4	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	10	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO7	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-

Program Name			Master of Arts In Education		
Course Code			21MAED205		
Course Title			Pedagogical Transaction		
Credits			4		
Focuses on (Write the one with maximum focus)			Skill Development		
Integrates cross-cutting issues (Write the one with maximum focus)			Professional Ethics		
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	Practical	FE	Total
0	0	8	100	0	100
Course Objectives: 1. Learn about principles of teaching – learning and use the same to develop plans 2. Reflect on their own and others teaching – learning process 3. Apply the understanding of pedagogical transactions in planning, giving feedback on the sessions. 4. Develop skills related to teaching and learning					
Course Outcomes: 1. Explain principles of learning and teaching 2. Observe the teaching – learning process of experienced teacher and analyze the practices 3. Plan lessons and activities using the knowledge of pedagogical transactions 4. Collect feedback on planning and analyzes the feedback to improve the practice 5. Provide feedback on the lesson plan and conduct of lesson using principles of effective feedback					
No.	Description				Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Explain principles of learning and teaching				Global
CO2	Observe the teaching – learning process of experienced teacher and analyze the practices				Local
CO3	Plan lessons and activities using the knowledge of pedagogical transactions				Local
CO4	Collect feedback on planning and analyse the feedback to improve the practice				Local

Program Name		Master of Arts In Education
CO5	Provide feedback on the lesson plan and conduct of lesson using principles of effective feedback	Local

Overview: This course is designed to help students from varied backgrounds to know about teaching – learning and to develop basic skills related to planning, implementation and assessment of any session.

Course Content:

Part A: Understanding underlying principles of teaching and learning

1. Learning: concept, process of learning and characteristics
2. Factors affecting learning: Learner related factors, Teacher related factors, Content related factors & Process related factors
3. Theories of learning: Thorndike's trial and error theory, Skinners operant conditioning theory, Vygotsky's social learning theory, Kolb's Experiential learning theory and Maslow's Humanistic Theory of Learning

Activities to be conducted:

- Reading material will be shared with the students in advance.
 - Face to face session will be conducted for clarifying the doubts. Based on the learning and discussions in order to assess students' attainment of the concept below mentioned activities will be conducted:
1. **Learning:** Concept, process of learning and characteristics
 2. **Factors affecting learning:** Learner related factors, Teacher related factors, Content related factors & Process related factors: To display understanding of sub topic 1 & 2 students will make a **concept map**.
 3. **Theories of learning:** Thorndike's trial and error theory, Skinners operant conditioning theory, Vygotsky's social learning theory, Kolb's Experiential learning theory and Maslow's Humanistic Theory of Learning.
 - For the above topic prof. in charge will provide **assignment questions**.
 - Answers to the questions are to be written on ruled practical sheets.
 - Answer should be in 200 to 300 words.
 - Answers should have introduction, main content and conclusion.

Part B: Reviewing principles of teaching and learning

1. Students will observe lesson of an experienced teacher and record their observations in the observation template provided.
2. Post observation answer the questions below based on the observations:
 - What teaching methods and learning activities engage and motivate learners?

- How is assessment used in the learning process?
- What makes a lesson effective?

Part C: Planning and Effective lesson

1. Student will plan a lesson which reflects learning from Part A & B.
2. Get feedback from any two experienced teacher about effectiveness of the lesson.
3. Answer questions given below based on the lesson:
 - Explain how you structured the lesson, so it was logical.
 - Explain how the teaching methods, learning activities and resources that you used will help in the learners' learning.
 - Describe how you plan to assess the learners' learning at different stages.

Part D: Providing Feedback

Session: Essentials of effective feedback

1. Provide feedback on a lesson plan
2. Provide feedback on a lesson observation
3. Evidence: Verbal and written feedback given

Part E: Learning from the course

Answer the below mentioned questions:

- What new things you learnt from the course and how it will be useful in improving your teaching learning practices?

Evidences to be attached in the file:

Part A:

1. Concept Map on learning & factors affecting learning
2. Answer to all the 5 questions on learning theories.

Part B:

1. Lesson observation template
2. Photos of the lesson observed
3. Answer to the 3 questions

Part C:

1. Lesson plan developed
2. Feedback form (From 2 experienced teacher)
3. Answer to the 3 questions

Part D

1. Lesson plan of the teacher trainee / school teacher with your written feedback
2. Video of the lesson observation including your feedback provided.

Part E:

1. Reflections on the session

Assessment: Based on the evidences provided and the quality of submissions.

Practical	4 credit: 100Marks
Total Internal	100 marks (50% passing)
End Semester exam	No end semester exam

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-
CO5	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Detailed Syllabus

Master of Arts in Education

(M.A in Education)

Semester 3

Program Name		Master of Arts In Education			
Course Code		21MAED301			
Course Title		Advanced Research Methodology			
Credits		4			
Focuses on (Write the one with maximum focus)		Skill development			
Integrates cross-cutting issues (Write the one with maximum focus)		Professional Ethics			
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: 1. Understand concepts and different qualitative research methods. 2. Demonstrate an understanding of qualitative research approaches and data analysis. 3. Understand concepts, and different quantitative research methods. 4. Demonstrate an understanding and apply quantitative research designs					
Course Outcomes: 1) Explain the concept and summarize different qualitative research methods 2) Identify and describe qualitative research approaches and data analysis 3) Explain the concept and summarize different quantitative research methods 4) Appropriately use quantitative research designs in planning of research 5) Analyse & Interpret the Statistical data					

Program Name		Master of Arts In Education
No.	Description	Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Explain the concept and summarize different qualitative research methods	Global
CO2	Identify and describe qualitative research approaches and data analysis	Global
CO3	Explain the concept and summarize different quantitative research methods	Global
CO4	Appropriately use quantitative research designs	Global
CO5	Analysis & Interpretation of Statistical data	Global

Module1: Introduction to Qualitative Research

(06 Hours)

- 1.1 Meaning, concept, and types of Qualitative Research.
- 1.2 Relevance of Qualitative Research in education.
- 1.3 Qualitative research methods

Module 2: Qualitative Research - Approaches & Data analysis (20 Hours)

- 2.1 Qualitative research approaches - Phenomenology, Ethnography, Case studies, and Grounded theory
- 2.2 Grounded theory: Goals, perspectives, Methods and steps of Ethnography. theory.
- 2.3 Participatory Research. Content & Trend analysis: Meaning, concept, assumption, and steps.
 - a. Phenomenology& Historical Research: Meaning, concept, assumption, and steps.
 - b. Ethnographic Approaches in Qualitative Research
 - c. Issues of reliability and validity of Discourse analysis.
 - d. Coding of qualitative data – Axial coding, Selective coding
 - e. Methods of qualitative data analysis—content analysis, logical and inductive analysis, illustrative method analogies, meta-analysis & Triangulation of data.

Module 3: Introduction to Quantitative Research & Designs (14 Hours)

- 3.1 Quantitative Research: Meaning, concept, steps, and characteristics.
- 3.2 Relevance of Quantitative Research in education.

- 3.3 Sources of educational data: Individual, Institutions, Documents, Census, Journals, Books, Schools of thought, etc.
- 3.4 Casual-Comparative and Co relational research

Module IV: Analysis and Interpretation of Data & Inferential Statistics (20 Hours)

- 4.1 Organization and tabulation of data
- 4.2 Graphical Representation-- (i) Histogram (ii) Frequency polygon (iii) Ogive (iv) Pie chart
- 4.3 NPC- Properties and uses, Skewness and Kurtosis
- 4.4 Descriptive Statistics – Significance and uses of: (i) Measures of Central tendency – Mean, Median, Mode. (ii) Measures of variability – Range, Q.D., S.D. (iii) Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, standard scores (Z and T).
- 4.5 (i) Correlation – Concept, types and uses; assumption and uses of rank difference, computation of rank difference correlation and Product Moment Method, phi-coefficient.
- 4.6 Regression equation and predictions.
- 4.7 Concept of parameter, statistic, sampling distribution, sampling error, and standard error.
- 4.8 Levels of significance, confidence, limits and intervals, degrees of freedom, types of error- Types I, Type II; Tests of significance of mean and of difference between means (both large and small samples), one tailed and two tailed tests.
- 4.9 F-test (one way ANOVA)
- 4.10 Parametric and non-parametric Statistics: uses and computation of Chi- square test and Contingency coefficient.
- 4.11 Introduction to Data analysis using computers – EXCEL/SPSS

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any 1)

- The students are required to prepare a synopsis selecting/identifying a problem of their choice. The following points must be included in the synopsis containing at least 10 pages:

- a. Introduction
 - b. Review of literature
 - c. Main objectives of the study
 - d. Hypothesis of the study
 - e. Significance of the study
 - f. Statement of the problem
 - g. Methodology
 - h. References
2. Planning of a research design to conduct a field survey/experiment/case study/follow-up study.
 3. Designing a testing programme (tool development) for achievement assessment/institutional evaluation/community survey.

CA Activity: (Any 1)

1. Critically review any 1 research articles / case studies on Qualitative Methods or Quantitative methods based on following aspects:
 - a. Provide a comprehensive foundation on the topic
 - b. Relevance of the article / study
 - c. Key points of the article / study
2. Identification and reporting of results of three research work (using correlational/analytical/non-parametric technique of analysis of data.

References:

1. Best J.W. (2005). Research in Education, New Delhi: Prentice-Hall of India Pvt. Ltd.
2. Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.
3. Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
4. Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education, Singapore: McGraw Hill, Inc.
5. Gravetter, F.J. & Wallanau, C.B. (2002). Essentials of Statistics for the Behavioural Sciences (4th edition) Australia, Wordsworth.
6. Kerlinger, F.N. (1973). Foundations of Behavioural Research, New York: Holt, Rinehart and Winston.
7. Kaul, Lokesh (2005). Methodology of Educational Research, New Delhi: Vikas Publications.
8. Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice Hall.
9. Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
CO2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
CO.3	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	2
CO.4	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	2
CO5	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Program Name			Master of Arts in Education		
Course Code			21MAED302		
Course Title			Inclusive Education		
Credits			4		
Focuses on (Write the one with maximum focus)			Employability / Entrepreneurship		
Integrates cross-cutting issues (Write the one with maximum focus)			Professional Ethics		
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	1	40	60	100
Course Objectives: 1. Understand the concept of Inclusive Education, its philosophy and characteristics of learners with diverse needs. 2. Understand the legal provisions, trends and issues in inclusive education. 3. Demonstrate an understanding of the diverse learners and apply knowledge to plan and manage inclusive education. 4. Apply the knowledge of the resources and facilitators of inclusion.					
Course Outcomes: 1. Explain the concept of Inclusive Education, its philosophy, and characteristics of learners with diverse needs. 2. Explain the legal provisions, trends and issues in inclusive education. 3. Identify and differentiate the diverse learners, plan and manage inclusive education settings. 4. Appropriately use the resources and facilitators of inclusion.					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Explain the concept of Inclusive Education, its philosophy, and characteristics of learners with diverse needs.		Global		

CO2	Explain the legal provisions, trends and issues in inclusive education.	National
CO3	Identify and differentiate the diverse learners, plan and manage inclusive education settings.	Local
CO4	Use the resources and facilitators of inclusion.	Local

Course Content:

Module 1 – Inclusive Education for learners with Diverse needs (15 Hours)

- 1.1 Introduction to Inclusive Education: Definition, concept and importance of Inclusive Education -
 - Concept of Access, Equity, Diversity, Human Rights & Social Justice.
 - Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education
 - Readiness of educational institutions, Principles and Models of Inclusion
- 1.2 Learners with Diverse Needs –
 - Definition and characteristics of learners with sensory (hearing, visual and physically challenged), intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, under-achievers, slow learners and other marginal groups.
 - Importance of early detection for development of compensatory skills.
 - Barriers & Facilitators in Inclusive Education: Attitudinal, Social and Educational.
 - Educational concessions and Facilities.

Module 2 – Legal Provisions, Trends and Issues in Inclusive Education: (15 Hours)

- 2.1 International Initiatives:
 - The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6, 10 &12).
 - The World Declaration on Education for all and its Framework for Action to meet basic –Learning needs, 1990.
 - The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
 - The Asian and Pacific decade of Disabled Persons, 1993-2002.
 - The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education.
- 2.2 National Policy Framework & Programmers:

- Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action (1992) Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005).
- Rehabilitation Council of India Act (1992)
- Inclusive Education under Sarva Shiksha Abhiyan (SSA).
- The National Trust for the welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act, 1999.

Module 3 – Identification of Diverse Learners, Planning and Management of Inclusive Education (15 Hours)

3.1 Approaches to Evaluation and Identification of Diverse Learners

- Identification of Diverse Learners for Inclusion
- Educational Evaluation : Meaning, Methods, Tools and Techniques
- Interpretation of Evaluation Reports and their Educational Implications

3.2 Planning and Management of Inclusive Education

- Planning and Management of Inclusive Classrooms: material resources, Human Resource and Instructional Practices
- Curriculum and Curricular Adaptations for Diverse Learners
- Practices and Classroom Management: Seating arrangement, whole class teaching, collaborative Teaching, activity based Learning, Peer tutorial and cooperative Learning.

Module 4 – Resources and Facilitators of Inclusion: (15 Hours)

2.4 Assistive /Adaptive Technology

- Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching).
- Therapeutic Interventions: Need and Scope
- Use of Information Communication Technology (ICT) in inclusive classroom

2.5 Facilitators for Inclusive Education

- Parent – Professional Partnership: Role of Parents, Peers, Professionals, School Management & Community.
- Role Responsibilities of General, Special and Resource Teachers.
- Skills & Competencies among Inclusive school teachers.

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any One)

1. Review the CBSE Handbook or NCERT Handbook on Inclusive Education, write a report on its salient features.
http://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf
<https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>
2. Critical review of policy and practice and panel discussion.

CA Activity: (Any One)

1. Make a list of existing resources in the local area and discuss their use and limitations based on survey of at least one inclusive school.
2. Critically review any 2 research articles / case studies on Inclusive Education based on following aspects:
 - a. Provide a comprehensive foundation on the topic
 - b. Relevance of the article / study
 - c. Key points of the article / study

References:

1. Ainscow, M.; Booth. T (2003). The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
2. Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
3. Daniels, H. (1999). Inclusive Education. London: Koegan.
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5. Gartner, A. & Lipsky, D. D. (1997). Inclusion and School Reform Transferring America's Classrooms. Baltimore: P. H. Brookes Publishers.
6. Gore, M. C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press: Sage Publications.
7. Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press: Sage Publishers.

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11. Panda, K. C. (1997). Education of Exceptional Children. New Delhi: Vikas Publications.
12. Rangasayee, R.& Gathoo, V. (2007). Towards Inclusive Education of Children with Hearing Impairment, A Hand Book For Regular School Teachers. AYJNIHH Publishers.
13. Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
14. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N.C.E.R.T Publication.
15. Sharma P.L (2003). Planning Inclusive Education in Small Schools, R.I E. Mysore

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	2	-	-	2	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	2	2	-	-	-	-	-	-	-
CO3	-	-	2	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	2	-	-	-	-	-	-	-	-	-	2	-

Program Name			Master of Arts in Education		
Course Code			21MAED303		
Course Title			Curriculum Design & Transaction		
Credits			4		
Focuses on (Write the one with maximum focus)			Skill development		
Integrates cross-cutting issues (Write the one with maximum focus)			Professional Ethics		
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: 1.To develop understanding related to the concept, function and importance of curriculum. 2.To develop an understanding of different curriculum theories, models and approaches in practices of curriculum development. 3.To develop an understanding of the principles, types and approaches of curriculum development. 4.To apply the concepts learned to plan and design an effective curriculum using appropriate evaluation tools and techniques.					
Course Outcomes: 1.Explain the meaning, scope and functions of concepts of Curriculum and Teacher Education. 2: Explain the various models and approaches in curriculum development. 3: Describe the principles, types and approaches of the curriculum framework. 4: Apply the concepts learned to plan and design an effective curriculum					

Program Name		Master of Arts in Education
No.	Description	Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Explain the meaning, scope and functions of concepts of Curriculum and Teacher Education.	Global
CO2	Explain the various models and approaches in curriculum development	Global
CO3	Describe the principles, types and approaches of the curriculum framework	Global
CO4	Apply the concepts learned to plan and design an effective curriculum	Local

Module 1 Introduction to Curriculum

(10 Hours)

- 1.1 Introduction to Curriculum - Meaning and Definitions
- 1.2 Characteristics and Functions of Curriculum
- 1.3 Historical background of curriculum development
- 1.4 Scope and Importance of Curriculum Framework

Module. 2 Curriculum Approaches, Theories & Models

(15 Hours)

- 2.1 Different Approaches to Curriculum – Behavioural, Managerial, Systemic, Humanistic.
- 2.2 Theories of Curriculum – Structure orientation, value-based, content and process oriented
- 2.3 Models of Curriculum – Hilda Taba Model, Tyler Model, Saran Model, CIPP Model
- 2.4 Blended Approach to Curriculum

Module 3: Curriculum Development

(20 Hours)

- 3.1 Curriculum Development – meaning, nature, importance, and guiding principles
- 3.2 Types of Curricula - Overt and Covert, Hidden and Null, Societal, Phantom curriculum, and integrated Curriculum
- 3.3 Approaches to Curriculum Development – Subject-centred, Learner-centred, Community-centred.

3.4 Approaches for Curriculum Transaction: Collaborative Learning, Cooperative Learning, Team Teaching

Module 4: Curriculum Planning and Design

(15 Hours)

4.1 Curriculum Planning Framework: Need and Relevance,

4.2 Factors influencing Curriculum Transaction and

4.3 Purpose of and perspectives on curriculum evaluation

4.4 Curriculum Assessment and Evaluation – Formative, Summative, Diagnostic and

4.5 Continuous Comprehensive Evaluation -Tools and Techniques

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any One)

1. Prepare a report on recent curriculum development of your subject area with reference to NCF 2005.
2. Prepare a theme paper on recent curricular reforms at secondary level in the schools as per National Education Policy 2020.
3. Prepare detailed report by analysing different models of evaluation and give your views on that.

CA Activity: (Any One)

1. Develop a general framework for assessment of school course book (any one).
2. Critically evaluate the existing school textbook in any subject of your choice and give suitable suggestions and directions for improvement.
3. Give your detailed suggestions in integrating value based curriculum in accordance with the different models of curriculum evaluation.

References:

1. Aggarwal, J.C., (1990). Curriculum Reforms in India. Doaba House, Delhi.
2. Allan, C. et al., (1993). Curriculum Foundations, Principles and Issues. Allyn and Bacon, London.
3. Arulsamy, S., (2010). Curriculum Development., Neelkamal Publications Pvt., Ltd, Hyderabad

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8. Hilda Taba, (1962). Curriculum Development Theory and Practice. New York: Marcourt Brace.
9. Kelly, A.V., (2009). The Curriculum – Theory and Practice. Chapman Sage Publication, New Delhi.
10. Maitreya Balsara, (1999). Principles of Curriculum Construction. New Delhi: Kanishka Publishers and Distributors.
11. Rajput J.S., (2002). Dimensions of curriculum change. NCERT.
12. Reddy, R. S., (2004). Curriculum Development for Learning to Live Together. Rajat Publications, New Delhi.
13. Sharif Khan, M., (2004.) School Curriculum. Ashish Publishing House, New Delhi.
14. Sharma, R.A. (2005). Curriculum Development and Instruction. Meerut, R. Laal Book Depot,.
15. Sharma, R.A., (2006). Managing Curriculum: Meerut, R. Laal Book Depot,.
16. Sharma, S.R., (2008). A Hand Book of Teacher Education, Sarup and Sons, New Delhi.
17. Stake, R.E., (2004) Standards-Based and Responsive Evaluation. Thousand Oaks, CA: Sage Publication.
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COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-

Electives (Any One)
Semester III

Program Name		Master of Arts in Education			
Course Code		21MAED304			
Course Title		Guidance & Counselling			
Credits		4			
Focuses on (Write the one with maximum focus)		Skill development			
Integrates cross-cutting issues (Write the one with maximum focus)		Professional Ethics			
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: 1. Know the concept, nature, need, principles for guidance and the need for group guidance. 2. Understand the process of process of counselling, differentiation between guidance and counselling and counselling relationship. 3. Understand different types and areas of counselling. 4. Develop skills related in evaluation to use in guidance and counselling. 5. Apply the principles and techniques to give guidance and counselling to individuals and in groups.					
Course Outcomes: 1: Explain the meaning, need, scope, types of guidance and advantages of group guidance. 2: Use the knowledge of counselling to explain and enumerate the goals of counselling. 3: Describe the counselling process, use the techniques for counselling. 4: Explain the use of group counselling techniques and develop reports based on the areas of counselling.					

Program Name		Master of Arts in Education
No.	Description	Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Explain the meaning, need, scope, types of guidance and advantages of group guidance.	Global
CO2	Use the knowledge of counselling to explain and enumerate the goals of counselling	Global
CO3	Describe the counselling process, use the techniques for counselling	Global
CO4	Explain the use of group counselling techniques and develop reports based on the areas of counselling.	Global

Overview: Educators need to be empowered with the process of helping individuals discover and develop their educational, vocational, and psychological potentialities and thereby achieve an optimal level of personal happiness and social usefulness.

Course Objectives: To enable students:

Course Outcomes:

On completion of this course, students will be able to:

Course Content

Module 1 - Understanding Guidance, Types of Guidance and Group Guidance (15 Hours)

- 1.1 Meaning and Definitions
- 1.2 Misconceptions about guidance
- 1.3 Need for guidance
- 1.4 Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization
- 1.5 Scope of guidance programme
- 1.6 Types of Guidance: Educational, Vocational / Career and Personal
- 1.7 Individual guidance and group guidance; advantages of group guidance
- 1.8 Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Module 2 - Understanding Counselling**(10 Hours)**

2.1 Meaning and nature of counselling

2.2 Misconceptions about counselling

2.3 Scope of counselling

2.4 Goals of counselling: resolution of problems, modification of behaviour, promotion of mental health

2.5 Relationship between guidance and counselling: place of counselling in the total guidance programme

Module 3 - Counselling Process and Counselling Relationship (20 Hours)

3.1 Stages of the counselling process

3.2 Counselling Techniques-person centred and group centred, cognitive interventions, behavioural interventions, and systematic interventions strategies.

3.3 Skills and qualities of an effective counsellor

3.4 Professional ethics

Module 4- Types and Areas of Counselling**(15 Hours)**

4.1 Uses of group process in counselling

4.2 Process of group counselling

4.3 Areas of counselling: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups

4.4 Peer counselling: Its concept and the relevance to the Indian situation.

4.5 Steps and skills in group counselling process.

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any One)

1. Preparation and administration of any two tool that is Observation, Interview, Questionnaire etc. with respect to Guidance services at Elementary/Secondary level.
2. Preparation of Job resume for Self-enrichment.

3. A detailed description of the five most common issues which the adolescents face today, or family issue/s faced by working women.

CA Activity:

1. The students should take the role of a counsellor after selecting any one issue. They should think about an imaginary session. The student should write a report of 500 - 600 words about the imaginary session keeping in mind what you have learnt about
2. qualities of a counsellor. **(Any One)**
 - a. Career Guidance: A Class X boy wants to take commerce stream, but his parents insist on his taking up the science stream. The student has come for help from you.
 - b. Nutrition Counselling: Parents complain to you that their 5-year-old child does not eat anything other than Maggi noodles.
 - c. Personal Counselling: A 14-year-old comes for help saying he/she is unable to make friends.
 - d. Any other issue or relevant problem

Report should comprise of imaginary student-counselee details, school name, background information, problem faced by counselee, counsellor's observations, probable questions asked by counsellor and recommendations.

References

1. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
2. Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan.
3. Gladding, Samuel, T. (1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.
4. Mallon, Brenda (1987). An Introduction to Counselling Skills for Special Educational Needs- Participants Manual. Manchester: Manchester University Press, UK.
5. Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
6. Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
7. Saraswat, R.K. & Gaur, J.S.(1994). Manual for Guidance Counsellors. New Delhi" NCERT.

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-

Program Name		Master of Arts In Education			
Course Code		21MAED304			
Course Title		Environmental Education			
Credits		4			
Focuses on (Write the one with maximum focus)		Environment			
Integrates cross-cutting issues (Write the one with maximum focus)		Sustainability			
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: 1. Understand concept of environmental education 2. Learn about natural resources and its conservation 3. Understand about environmental hazards 4. Learn about ecosystem and diversity					
Course Outcomes: 1. Explain the concept of Environmental Education 2. List roles of schools and teachers in promoting environmental education 3. Describe environmental pollution & its control 4. Explain degradation of natural resources 5. Discuss threats to biodiversity 6. Illustrate concept and types of environmental hazards					

Program Name		Master of Arts In Education
No.	Description	Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Explain the concept of Environmental Education	Global
CO2	Tell roles of schools and teachers in promoting environmental education	National
CO3	Describe environmental pollution & its control	Global
CO4	Explain degradation of natural resources	Global
CO5	Discuss threats to biodiversity	Global
CO6	Illustrate concept and types of environmental hazards	Global

Over View: This course is for students who wish to learn more about environmental and sustainable development. This will help students to work in the field of environmental education in future by developing policies, plans, strategies for teaching and research in environmental education.

Module 1: Introduction to Environmental Education (10 Hours)

- 1.1: Environmental Education: Concept and definition
- 1.2: Environmental Education objectives, scope and Principles
- 1.3: Role of School and teachers in Environmental Education & in Environmental Education curricular & co curricular activities for environmental education (planning & implementation & evaluation)
- 1.4: Factors for environmental degradation: Social, Economic, Transport & Agriculture

Module 2: Natural Resources (20 Hours)

2.1: Renewable and non – renewable resources

- Forest resources
- Water resources
- Mineral resources
- Food resources
- Energy resources
- Land resources

2.2: Causes for degradation of resources

- 2.3: Conservation of natural resources
 2.4: Equitable use of resources for sustainable life styles

Module 3: Environmental Hazards

(20 Hours)

3.1: Environmental Hazards: Definition

3.2: Types of environmental hazards:

- Geological hazards
- Hydrological hazards
- Climatic and atmospheric hazards
- Man – made hazards

3.3: Pollution and its types

- Land pollution
- Air pollution
- Water pollution
- Noise pollution
- Radiation pollution

3.4: Greenhouse effect

3.5: Ozone layer depletion

Module 4: Ecosystem and Biodiversity

(10 Hours)

4.1: Concept, structure and function of ecosystem

4.2: Food chain, food web and ecological pyramids

4.3: Concept and value of biodiversity

4.4: Threats to biodiversity: Habitat loss, poaching of wildlife, man – wildlife conflicts

4.5: Conservation of biodiversity

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any One)

1. Analyse a school with respect to promotion of environmental education. Write a report with following points:
 - ✓ Introduction

- ✓ About the institute
 - ✓ Focus on environmental education in the syllabus: Approaches to teaching
 - ✓ Activities conducted for awareness about environment
 - ✓ Measures taken to overcome the problem
 - ✓ Any activities for sensitization of the society regarding environmental protection
 - ✓ conclusion
2. Prepare a lesson plan incorporating environmental issues and integrating with any other subject to sensitize the identified environmental issue/s.
 3. Make an audit of the electrical energy consumption by various household appliances and prepare a report.

CA Activity:

1. Develop a newsletter to sensitize people about any environmental issue.
2. Write 2 blog on Environmental issues and upload it on social media. Present the screenshot of the same.
3. Seminar presentation on any current on-going environmental issues.

References:

1. Kumar, A. (2009). A textbook of Environmental Science. New Delhi: APH Publishing · Corporation.
2. Singh, Y. K. (2009). Teaching of Environmental Science. New Delhi: APH Publishing · Corporation.
3. Sharma, V. S. (2005). Environmental Education. New Delhi: Anmol publication.
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6. Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
7. Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday.

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	-	-	-	2	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	2	2	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	2	2	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	2	2	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	2	2	-	-	-	-	-	-	-	-

Program Name			Master of Arts in Education		
Course Code			21MAED304		
Course Title			Gender & Education		
Credits			4		
Focuses on (Write the one with maximum focus)			Skill development		
Integrates cross-cutting issues (Write the one with maximum focus)			Gender		
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: 1. Gain understanding about gender, its role and socialization 2. Be aware about gender discriminations at various levels 3. Understand the gender issues and socialization process in India 4. Apply the knowledge of gender in integrating gender in Education					
Course Outcomes: 1. Explain the various concepts of Gender, roles and socialization. 2: Explain the discrimination at different levels of institution and provide solutions to the same 3: Develop understanding towards gender issues & socialization process in India by describing the issues and solutions for the same 4: Apply the learned concepts in education to cater to gender equality by integrating gender in education					
No.	Description				Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Explain the various concepts of Gender, roles and socialization.				Global

Program Name		Master of Arts in Education
CO2	Explain the discrimination at different levels of institution and provide solutions to the same	National
CO3	Develop understanding towards gender issues & socialization process in India by describing the issues and solutions for the same	National
CO4	Apply the learned concepts in education to cater to gender equality by integrating gender in education	Local

Overview: Anyone entering in the field of education must be aware of some issues related to gender so that they can contribute effectively. This course revolves around making the students aware about concept of gender, gender roles, gender discrimination, laws which will ultimately leads to gender sensitization. Students taking this course can help in policy making, developing plans and material for gender sensitization by integrating it in education.

Module 1: Gender – Role & Socialization

(10 Hours)

- 1.1 Meaning of Sex & Gender
- 1.2 Gender Socialization
- 1.3 Gender Roles – Meaning, Definition, Nature
- 1.4 Factors determining Gender Roles

Module 2: Gender Discrimination at different levels of Institutions.

(20 Hours)

- 2.1 Meaning & causes of Gender Discrimination and gender stereotyping
- 2.2 Gender Discrimination and stereotyping at Different levels of Institutions – Family, Society, Workspace, Education sector, politics, economic sector and social media.
- 2.3 Areas & courses of Gender Discrimination

Module 3: Gender Issues & Socialization Process in India

(15 Hours)

- 1.1 Gender Identities & Socialization practices within Indian families
- 1.2 Gender concern & issues in Education system
 - Gender Issues – through policies & from curriculum aspect.
 - Classroom organization & management
 - Developing curriculum for Gender equality
- 1.3 Gender Jurisprudence
 - Laws related to women
 - Constitutional & legal aspects related to women

Module 4: Gender Education**(15 Hours)**

- 4.1 Developing positive self - concept & self esteem
- 4.2 Teaching – Learning strategies to teach gender issues
- 4.3 Classroom & subject / course transaction in relation to Gender Issues
- 4.4 Teacher as a change agent in the context of gender education

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any 1)

1. Analysis of any 2-web series from the perspective of gender. Prepare a detailed portfolio on gender roles.
2. Do mini research on the images and videos shared on social media platforms like Facebook / twitter/ Instagram /WhatsApp. Analyze your research data from the gender perspective and present your findings with accurate evidence and detailing in the form of a research report.
3. Observe the advertisements on Social Media Platform & analyse them with respect to Gender Portrayal and write a report on the same.

CA Activity:

1. Make a Presentation on any of the below topics:
 - a. Caste, gender and class intersections
 - b. Patriarchal state and rights of women
 - c. Role of Media in constructing ideologies enabling gender inequalities
 - d. Market and gender construction
 - e. Global hegemonic ideologies
2. Analysis of films including songs, advertisements in print and electronic media.
3. Analysis of folk songs, literature in different languages and myths

References:

1. Bhasin Kamala (2000): Understanding gender, kali for women , N. Delhi.
2. Basu Aparna(1999) Women's Education in India in Ray and Basu (edt): From Independence Towards Freedom, OUP, New Delhi.
3. Chodhuri Maitreyee (2004): Feminism in India, Women Unlimited, New Delhi.

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6. Foucault, Michel. "17 March 1976." Society Must Be Defended: Lectures at the College de France 1975-1976. Trans. David Macey. New York: Picador, 1976.
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11. Holloway, Karla FC. "Bloodchild" Private Bodies, Public Texts: Race, Gender and a
12. Cultural Bioethics. Durham: Duke University Press,
13. IGNOU: Kits on Women in Indian Contexts, Delhi
14. Kaplan Karen, (2006) An Introduction to Women's Studies: Gender in a Transnational World. 2nd ed. Eds. Inderpal Grewal and New York: McGraw Hill.
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16. Khullar Mala (edt.), (2005) Writing the Women's Movement- A Reader, Zubaan, New Delhi.
17. Kimmel Michael: The Gendered Society, Oxford, NY, 2008.
18. Rege Sharmila: Sociology of gender, Sage, New Delhi , 2003

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-

Program Name	Master of Arts in Education				
Course Code	21MAED304				
Course Title	E-content Development				
Credits	4				
Focuses on (Write the one with maximum focus)	Skill development				
Integrates cross-cutting issues (Write the one with maximum focus)	Professional Ethics				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: 1. To apply instructional design principles for development of e-content 2. To understand OER and intellectual property while creating e-content 3. To understand the process and procedure of creating e-content 4. To Explore tools in the development of e-content 5. To create e-content using tools					
Course Outcomes: 1: Apply principles of Instructional design to develop e-content 2: Select OER appropriately in development of e-content 3: Apply the process of e-content development in order to develop effective e- content in a team 4: Develop e-content using suitable authoring tools.					

Program Name		Master of Arts in Education
No.	Description	Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Apply principles of Instructional design to develop e-content	Global
CO2	Select OER appropriately in development of e-content	Global
CO3	Apply the process of e-content development in order to develop effective e-content in a team	National
CO4	Develop e-content using suitable authoring tools.	Global

Overview: With NEP into practice development of e -content in different languages has become a need. This course will provide basic skills related to developing e – content so that students taking up this course can help in e – content development or develop e – content.

Module 1: Introduction to e-content and instructional design (15 Hours)

- 1.1 Terminologies, features, advantages and disadvantages of e-content
- 1.2 Basics of instructional design
- 1.3 Models of instructional design
- 1.4 Selection of media, distribution of e-content, e-learning environments
- 1.5 OER

Module 2: The process and people of e-content development (15 Hours)

- 2.1 People involved in e-content development and dealing with them
- 2.2 Types of e-learning analysis
- 2.3 Audience analysis and professional areas
- 2.4 Process and stages of e-content development.

Module 3: Tools for e-content**(15 Hours)**

3.1 Tools to create graphics, photo-editors, audio tools, video tools- recording and editing. (use of FOSS tools as far as possible)

Module 4: Authoring e-content**(15 Hours)**

4.1 Principles of media usage

4.2 Storyboarding

4.3 Cloud tools for content authoring

Assessment:

Practical (Culmination Practical)	80 Marks
CA activity	20 (10 marks for each)
Total	100 marks (50% passing)

There will be no written exam.

CA Activity:

1. Develop a storyboard as a step towards developing e-content for a specific topic
2. Develop a script for an audio e-content

Final Culmination Practical (involves application of learning of all 4 modules):

Develop an multimedia e-content for a specific topic - Evaluation by jury (internal + external)

COs	Program Outcomes (POs)											Program Specific Outcomes (PSOs)			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3	PSO4
CO1	2	2	-	-	-	-	-		2	2	2	-	2	-	-
CO2	-	2	-	-	2	-	-	2	-	-	2	-	2	-	-
CO3	2		-	-	2	-	-	2	2	2	2	-	2	-	-
CO4	2		2	-		-	-	2	3	3	3	-	2	-	-

Program Name		Master of Arts in Education			
Course Code		21MAED304			
Course Title		Teacher Education			
Credits		4			
Focuses on (Write the one with maximum focus)		Skill development			
Integrates cross-cutting issues (Write the one with maximum focus)		Professional Ethics			
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: 1. Gain knowledge of various levels of teacher education 2. Understand the concept of Teacher Education Preservice & In-service 3. Acquaint themselves with the competencies which are needed for effective curriculum transaction 4. Understand the nature of various agencies of Teacher Education 5. Understand the teacher education system in India					
Course Outcomes: 1. Explain the history of teacher education in India 2: Describe the various levels of teacher education namely preservice and Inservice 3: Use the knowledge of research in teacher education to conduct a small research 4: Analyze teacher Education Curriculum and modes of pre-service teacher education					

Program Name		Master of Arts in Education
No.	Description	Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Explain the history of teacher education in India	National
CO2	Describe the various levels of teacher education namely preservice and Inservice	National
CO3	Use the knowledge of research in teacher education to conduct a small research	Local
CO4	Analyse teacher education curriculum and modes of pre-service teacher education	National

Overview: Teacher Education is one of the career choices after this program. All those who wish to be in teacher education must know about the field its various bodies, policies, rules and regulations.

Module 1: History of teacher education in India (15 Hours)

- 1.1. Teacher Education – Concept, aims and scope; Need and significance of Teacher Education, Aims & Objectives of Teacher Education at various levels.
- 1.2. Teacher Education in the Post-Independence Period
- 1.3. Approaches to Teacher Education
- 1.4. Recent Trends in Teacher Education and present scenario.
- 1.5. Agencies of Teacher Education. SCERT, NCERT, NCTE, NUPEA, UGC, UNESCO, UDTE, RIE.

Module 2: Pre service and In Service Teacher Education (15 Hours)

- 2.1 Pre-service and in-Service Teacher Education- Concept, Meaning, Need and Nature.
- 2.2 Orientation and Refresher courses, Faculty improvement programme. (FIP).
- 2.3 Levels of Teacher Education. – Pre-primary and Primary.
- 2.4 Levels of Teacher Education – Secondary, Higher Secondary & Higher Education.

Module 3: Innovations & Research in Teacher Education (15 Hours)

- 3.1 Use of Training Technology and Media& ICT in teacher education.

- 3.2 Innovative Programmes for continuous professional development of schoolteachers
- 3.3 Research in Teacher Education and scope of Action Research in teacher education.
- 3.4 New development in teacher education: study of futuristic, innovations, experiments and researches in teacher education.

Module 4: Teacher Education Curriculum

(15 Hours)

- 1.1 Approaches to Teacher Education– consecutive and integrated. NCFTE (2009) as prescribed by NCTE.
- 1.2 Curriculum for Teacher Education at different levels.
- 1.3 Modes of Curriculum Transactions for different levels of Teacher Education.
- 1.4 Qualities of a good teacher- teaching skills.
- 1.5 Competency-based teacher education: Quality assurance in teacher education.
- 1.6 Initial and Continuing Education of Teachers and Teacher Educators.
- 1.7 Modes and Models of pre-service and in-service teacher education; Modes- Face to face, Distance Mode, Online and Mixed Mode.

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any One)

1. Conduct an analysis on the opinion of in-service teachers for strengthening the teacher education system in India & prepare a report for the same
2. Analyze the teacher education system in India with that of other countries and prepare a comparative report for the same.
3. Prepare report on in-service training programmes for school teachers in India.

CA Activity: (Any One)

1. Prepare a presentation on Different Programs that can be undertaken for the Professional development in teacher education
2. Review report on National Education Policy.
3. Conduct Attitudinal survey of teacher trainees.

References:

1. National Curriculum Framework for Teacher Education; Towards Preparing Professional and Humane Teachers, (2009) NCTE. New Delhi.
2. Mangla, S. (2000). Teacher Education: Trends and Strategies. New Delhi : Radha Publishing.
3. MHRD (1986). National Policy of Education and Program of Action. New Delhi, Govt. of India. MHRD (1992). Program of Action. New Delhi, Department of Education, Govt. of India.
4. Devedi, Prabhakar (1980). Teacher Education- A Resource Book, New Delhi, NCERT.
5. Govt. of India (1966. Education and National Development, New Delhi. Report of Education Commission. Govt. of India (1992). Report of C.A.B.E. New Delhi: Committee Department Of Education.
6. Govt. of India (1986). National Policy of Education, New Delhi: Ministry of Human Resource and Development.
7. Kohli, V.K. (1992). Teacher Education in India, Ambala: Vivek Publishers.
8. N.I.E.P.A. (1984). Report on Status of Teachers, New Delhi.
9. Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.
10. Sharma, S.P. (2005). Teacher Education, New Delhi: Kanishka Publishers.
11. Udyaveer (2006). Modern Teacher Training, New Delhi: Anmol Publications.

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-

Program Name			Master of Arts in Education		
Course Code			21MAED305		
Course Title			Academic Writing		
Credits			2		
Focuses on (Write the one with maximum focus)			Skill development		
Integrates cross-cutting issues (Write the one with maximum focus)			Professional Ethics		
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	50	0	50
Course Objectives: - Learn skills of academic writing - Apply the skills learnt in their research					
Course Outcomes: Use skills of academic writing in making proposals, reports, resume, and other academic purpose					
No.	Description				Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Use skills of academic writing in making proposals, reports, resume, and other academic purpose				National

Overview: Academic writing serves as a tool of communication that conveys acquired knowledge in a specific field of study. Writing academically will help students analyse, convey understanding, think critically and focus on technique and style of academic writing.

Course Content:**Module 1: An Approach to Academic Writing**

- 1.1 Audience, Purpose and Strategy, Organization, Style, Flow, Presentation, Positioning
- 1.2 Writing General Specific Texts: Sentence definitions - Extended definitions - Generalization - Contrastive Definitions - Comparative Definitions
- 1.3 Problem, Process, and Solution The structure of Problem Solution Texts - Problem Statements - Introducing Solutions

Module 2: Research paper and Research Report writing

- 2.1 Types of research papers, Structure of research papers, Research paper formats, Abstract writing, Methodology, Results and discussions, Different formats for referencing, Ways of communicating a research paper.
- 2.2 Structure of a thesis, Scope of the work, Literature review, Experimental / computational details, Preliminary studies, Results and Discussions, Figures and Tables preparation, Conclusions and future works, Bibliography, Appendices

Module 3: Other Academic writing and tools for academic writing

- 3.1 Resumes and cover letters
- 3.2 Writing Summaries
- 3.3 Research proposal
- 3.4 Various word processors, e.g., MS Word, LibreOffice, LaTeX etc. Making effective presentations using PowerPoint and Beamer, Uses of plagiarism detection tools.

Assessment:

Practical	2 credit: 50 Marks
Total Internal	50 marks (50% passing)
End Semester exam	NO end semester exam

Practical:

- Any topic will be shared with the students where they will listen, converse, speak, present, explain and exposit ideas in groups and before an audience.
- Write a paragraph on any topic of interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.
- Select any research area and write a research paper on that topic after reviewing the resources. Make a research proposal
- Make a resume and a cover letter
- Any other as per the flow of topic

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	-	-	-	-	-	3	-	-	-	-	-	-	-

Program Name		Master of Arts in Education			
Course Code		21MAED306			
Course Title		Research Proposal & Tool Presentation			
Credits		2			
Focuses on (Write the one with maximum focus)		Skill development			
Integrates cross-cutting issues (Write the one with maximum focus)		Professional Ethics			
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
0	0	4	50	0	50
Course Objectives: 1. Understand components of research proposal 2. Learn the skills of making a research proposal and use the same to develop a research proposal					
Course Outcomes: 1. Develop a research proposal on a selected area 2: Attend a seminar or present a paper on any topic related to the selected area 3: Develop tools for the research to be conducted					
No.	Description				Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Develop a research proposal on a selected area				Local
CO2	Attend a seminar or present a paper on any topic related to the selected area				National
CO3	Develop tools for the research to be conducted				Local

Overview: Research is a very important component of this program. Students need to conduct research which contributes to the field of education. This is first step of the research making research proposal.

Students will select an area for research. Develop a research proposal under guidance of mentor and develop tools for data collection. It is a practical only course and students will be marked out of 50 for following:

S.N.	Activity	Marks Allotted
1	Development of research proposal	25
2	Presentation of research proposal	25
3	Development of tools	25
4	Attending a seminar or paper presentation	25
	Total	100 converted to 50

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	-	-	-	-	2	2	3	-	-	-	-	-	-	-
CO2	-	-	-	-	-	2	2	3	-	-	-	-	-	-	-
CO3	-	-	-	-	-	2	2	3	-	-	-	-	-	-	-

Detailed Syllabus

SEMESTER IV

Program Name		Master of Arts in Education			
Course Code		21MAED401			
Course Title		Education around the world			
Credits		4			
Focuses on (Write the one with maximum focus)		Employability			
Integrates cross-cutting issues (Write the one with maximum focus)		Human values			
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: 1) Understand the education system in India 2. Understand the education system around the world 3. Compare the education systems around the world					
Course Outcomes: 1)Appraise the education system in India with respect to philosophical, cultural and social contexts 2) Compare and contrast the education system of various countries philosophical, cultural and social contexts 3) Compare and contrast the education system at different levels in India w.r.t national policies 4) Examine the national policies that determine the structure of educational system in India 5) Interpret the lapses in policy implementation and to suggest remedial measures in their capacity as school leaders					

Program Name		Master of Arts in Education
No.	Description	Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Appraise the education system in India with respect to philosophical, cultural and social contexts	National
CO2	Compare and contrast the education system of various countries philosophical, cultural and social contexts	Global
CO3	Compare and contrast the education system at different levels in India w.r.t national policies	National
CO4	Examine the national policies that determine the structure of educational system in India	National
CO5	Interpret the lapses in policy implementation and to suggest remedial measures in their capacity as school leaders	National

Module 1: Education system in India

(10 Hours)

- 1.1: Philosophy and objectives of education in India: At all levels
- 1.2: Education pattern in India
- 1.3: Different boards for school education in India
- 1.4: Different Universities controlling higher education
- 1.5: Assessment pattern in Indian Schools and colleges

Module 2: Education system around the world

(25 Hours)

- 2.1: Finland
- 2.2: Sweden
- 2.3: United Kingdom
- 2.4: Australia
- 2.5: Japan
- 2.6: BRICS Countries

Module 3: Comparative study of the Educational Programmes (25 Hours)

- Comparison of education at following levels amongst India, Finland, UK, Australia, BRICS Countries, and Japan
- 3.1: Pre – Primary education
 - 3.2: Primary education
 - 3.3: Secondary education

- 3.4: Higher Education
- 3.5: Special education
- 3.6: Teacher Education

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any One)

1. Select any one country not mentioned in the course and analyse its education system w.r.t following points and make a report:
 - a. Philosophy of education
 - b. Objectives of education
 - c. Structure of education
 - d. Evaluation System
2. Comparative case studies of two different educational systems of developed and developing countries.
3. Compare the structure, curriculum, and evaluation system of India with that of China.
4. A report on comparative study of curriculum at secondary level of any of the two countries.

CA Activity: (Any One)

1. Write a comparative study report of Teacher Training in UK, USA, and India
2. Seminar presentation on any relevant topic
3. Critical Review of different educational and policy frameworks of any 3 different countries.
4. Critical analysis of education policy of India at secondary level and any one of the other BRICS countries (except India).

References:

1. Carnoy, M.H. L.(1985) : Schooling and Work in the Democratic State, California, Stanford University Press.
2. Choube, S.P. and Choube, A., (1993) Comparative Education, New Delhi : Commonwealth Publishers.

3. Chaube and Chaube., Comparative Education 4. Comparative Education Research –Approaches and Methods edt Mark Bray et.al.
4. Comparative Education with Special Reference to Elementary Education, C. Naseema & V K Jibin. Shipra Publications, 2013, ISBN: 8175416904, 9788175416901.
5. Sharma, Yogendra (2004) Comparative Education: A Comparative Study of Educational Systems, Kanishka Publishers, 9788173916120
6. Rao, V.K. and Reddy, R.S. (2004): Comparative Education, New Delhi : Common wealth Publishers.
7. Rawat, Dubey and Upadhyaya (2008) : Comparative Education Agra : Radha Krishan Mandir.
8. Sharma, R.N. (2008): Comparative Education, New Delhi: Surjeet Publications.
9. Sharma, R.A. (2007): Comparative Education, Meerut: R. Lall Book Depot.
10. Sharma, R.A. (2005): Comparative Perspective on Education, Jaipur, Imliwala Phatak, ABDPublishers,.

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
CO5	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-

Detailed Syllabus

Electives Semester IV

Program Name		Master of Arts in Education			
Course Code		21MAED402			
Course Title		Early Childcare Education			
Credits		4			
Focuses on (Write the one with maximum focus)		Skill development			
Integrates cross-cutting issues (Write the one with maximum focus)		Professional Ethics			
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: 1. Gain knowledge and understanding about early year's education and contributions done by eminent people in the field of early year's education. 2. Apply the understanding of theoretical foundations of learning and development in early years in real life setting 3. Use knowledge of curriculum and approaches to ECCE to plan activities / processes for early years education 4. Develop understanding about assessment, planning and audit of an early years centre.					
No.	Description				Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Describe the overview of early years education and contribution of eminent educationist in the field of early years education				Global

Program Name		Master of Arts in Education
CO2	Use the knowledge of theoretical foundations towards learning and development in early years to explain and develop activities / plans for early years children as an teacher/administrator of the school	Local
CO3	Apply the understanding of curriculum and approaches to ECCE in planning lessons /activities / resources for early years children/ promotion/ audits	Local
CO4	Plan assessments for early years children using understanding of principles, approaches and strategies of assessment for early years education	Local

Overview: Students who are interested in early year's education choose this course. They learn about early year's education, its principles, set up and pedagogy. Through this course they develop skills related to teaching – learning, administration, planning or early childcare education

Module 1: Overview of Early childhood care education (7 Hours)

1.1: Concept of ECCE: (Brief information not in much detail, timeline to be shared)

- Historical foundation of ECCE in India including National ECE policy and National ECE curriculum
- Types of ECCE exist in India: Government, NGO and Private

1.2: Contributions of Educationist in developing ECCE: (Highlights of their contribution)

- Maria Montessori
- John Dewey
- Mahatma Gandhi
- Ravindranath Tagore
- Gijubhai Badeka
- Tarabai Modak

1.3: Objectives and Principles of ECCE

1.4: Challenges in Early childcare education: list of challenges and possible solutions

Module 2: Theoretical foundations and its implications towards learning and development in early years (18 Hours)

2.1: Principles of growth and development and interrelatedness of the domains of development: Concept, difference, factors affecting growth and development, Principles, domains of development

2.2: Theoretical for towards learning and development in early years:

- Piaget cognitive development theory: (Concept, important terms related the theory and implications in ECCE)
- Learning theories: Thorndike trial and error theory, Pavlov's classical conditioning theory and Skinner operant conditioning theory (Concept, important terms related the theory and implications in ECCE)
- Vygotsky socio-cultural theory: (Concept, important terms related the theory and implications in ECCE)
- Information processing: Richard Atkinson and Richard Shiffrin model of Information Processing & Gardner Multiple intelligences theory: (Concept, important terms related the theory and implications in ECCE)

2.3: Understanding Developmental Characteristics of Young Children: Concept and developmental charts

- Motor skills: Gross and fine motor skills
- Socio-emotional skills
- Cognitive skills
- Language skills

Module 3: Curriculum and approaches to ECCE (20 Hours)

3.1: Goals of ECCE curriculum: Concept and details of the goals

3.2: Thematic approach to learning: Concept, planning for theme based approach, role of teachers, Assessing children through themes, activities for themes and implementing the theme

3.3: Play way Approach: supporting communication skills, early literacy and numeracy, reading skills: Concept, meaning, benefits of play, types of play and learning and holistically through play

3.4: Activity based approach: Concept, types of activities and implications

3.5: Projects / Inquiry based approach: Concept, process and implications

3.6: Emergent curriculum: Concept and implications

Module 4: Planning and assessment for ECCE (20 Hours)

4.1: Designing a Child Friendly Learning Environment: (Need, planning and material required, role of teachers and implications)

- Activity Areas
- Classroom Displays
- Seating Arrangement
- Classroom Adaptations
- Designing Outdoor Play

4.2: Program planning and session planning: Concept, process and planning

4.3: Human resource for a playschool / crèche: Number of people and responsibilities of the people., how to hire them

4.4 Monitoring and Supportive Supervision: Concept, Responsibilities for Monitoring and Supervision

4.5: Assessment Tools and Techniques: (Concept, process of making and implications)

- Anecdotal records
- Portfolios
- Observations: Checklist, Rating Scale and rubric
- Personalized assessments

4.6: Effective transition: Meaning, importance and strategies to promote effective transition as a teacher / administrator

4.7: Audit of a preschool and a day care centre: Criteria on which audit will be done, planning needed, feedback given and so on

4.8: Promotion strategies for an early childcare centres: Planning, strategies and analysis of output

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

PRACTICAL: (Any 1)

1. Critically analyse a preschool or a day care centre w.r.t:
 - ✓ Infrastructure: Location, space, design etc
 - ✓ Human resources: All people working there
 - ✓ Physical resources: toys, classroom materials and so on
 - ✓ Health and hygiene
 - ✓ Teaching – learning activities
 - ✓ Assessments
2. Case study of child in early years with respect to different domains. Develop portfolio consisting of pictures/ videos/ records/ interview of parents/ interview of teachers.
3. Develop an audit plan with rubrics/ structure/ roles and responsibilities of a preschool or a day care centre.
4. Plan and implement a workshop session for developing skills in a preschool teacher. Analyse the feedback.

CA Activity: (Any 1)

1. Analyse a pre-school curriculum
2. Interview a pre-school teacher to find the approaches used in teaching – learning.
3. Design an ideal preschool
4. Any other activity as per need of the students

References:

1. Sue Bredekamp (2014), Effective Practices in Early Childhood Education: Building a Foundation (3rd Edition), Pearson Publications
2. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through age eight, 3rd Edition, Editors - Carol Copple and Sue Bredekamp
3. Kaul. V., (2009). “Early Childhood Education Programme”. National Council of Educational Research and Training, New Delhi.

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
CO3	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-

Program Name		Master of Arts in Education			
Course Code		21MAED402			
Course Title		Lifelong Education			
Credits		4			
Focuses on (Write the one with maximum focus)		Skill development			
Integrates cross-cutting issues (Write the one with maximum focus)		Professional Ethics			
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: 1. Understand meaning and concept of lifelong education 2. Be aware of contributions of eminent persons towards lifelong education 3. Learn about art and science of adult education 4. Gain understanding about innovations in life-long education					
Course Outcomes: 1.Explain the meaning and concept of life-long education 2: Describe the contributions of eminent persons towards lifelong education 3: Explain about the art and science of adult education 4: Analyze the innovations & practices in lifelong education.					

Program Name		Master of Arts in Education
No.	Description	Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Explain the meaning and concept of life-long education	Global
CO2	Describe the contributions of eminent persons towards lifelong education	Global
CO3	Explain about the art and science of adult education	Global
CO4	Analyse the innovations & practices in lifelong education.	Global

Overview: This course will provide basics of life-long education students who wish to work in field of adult education and lifelong education can take up this course.

Module 1: Meaning & Concept of Lifelong education (15 Hours)

1.1 Concepts and terms of Lifelong education and Extension

1.2. Adult and Lifelong Education – Pre-Independence

1.3. Adult and Lifelong Education - Post independence

Psycho-social principles underlying adult development through late adolescence to old age and role of continuing education programs in promoting socio-economic and psychological wellness of different adult population groups.

Module 2: Contribution of Eminent thinkers towards life-long Education (15 Hours)

2.1 Imminent Indian thinkers of Adult Education – Vivekanand, M.K. Gandhi, Tagore, Gandhi, Zakir Hussin.

2.2 Imminent International Thinkers Frank Charles Lanbach, Julins Nyerere, Ivan Illich, Paulo Friere.

2.3. Indian Values and Education

Module 3: Art & Science of Adult Education (15 Hours)

3.1 Introducing the Adult Learner

3.2. Sociological and Philosophical Aspects

3.3. Psychological and Behavioural Aspects

3.4 Theories of Learning

3.5 Andragogical Principles

3.6 Adult Learning Models

Module 4: Innovation & Practices in Lifelong education**(15 Hours)**

- 4.1 Learning Environment & Learning Practices
- 4.2. Lifelong education through Skill Development
- 4.3 Professionalization in lifelong learning
- 4.4 Innovation in life-long learning

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical Work (Any one)

1. Visit or observation of any lifelong education center and prepare a report on it with respect to the points studies in the syllabus
2. Do you see yourself as a lifelong learner? If yes Prepare a list of learning which you would like to do as a lifelong learner and mention how it will benefit you individually and professionally. Prepare a report in detail on all these points

CA Activity:

Seminar Activity on **any one** topics from the above syllabus given

References:

- Daswani, C.J & Shah, S.Y (Ed. 2000) Adult Education in India: Selected Papers, New Delhi: UNESCO.
- Freire, Paulo (1970) Pedagogy of the Oppressed, New York: Continuum.
- Rajesh & Dixit, V.K. (2011) Lifelong Learning: Issues and Challenges, New Delhi: Global Book Organization.
- Roger, Harrison (Ed.2002) Supporting Lifelong Education, London: Rotledge.
- Shah, S. Y. (1993) Indian Adult Education: A Historical Perspective, New Delhi: Indian adult education association.
- Singh, Madhu. (Ed.2002) Lifelong Learning, Humburg: UNESCO Institute of Lifelong Learning.

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-

Program Name		Master of Arts in Education			
Course Code		21MAED402			
Course Title		Peace Education			
Credits		4			
Focuses on (Write the one with maximum focus)		Skill Development			
Integrates cross-cutting issues (Write the one with maximum focus)		Human Values			
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	1	40	60	100
Course Objectives: 1. Gain understanding about peace education and its components. 2. Be aware of various agencies working for peace. 3. Understand international understanding and peace education. 4. Learn about the role of institutes in developing peace.					
Course Outcomes: On completion of this course, students will be able to: 1. Explain about peace education and its components. 2. Describe the roles of various agencies working for peace. 3. Explain international understanding and peace education. 4. Describe the role of institutes in developing peace. 5. Analyse institute's w.r.t components of peace education and develop methodologies/lesson plan/reports on the same.					
No.	Description		Relevance to Local / National / Global / Regional needs		
CO1	Students will be able to explain about peace education and its components.		Global		
CO2	Students will be able to describe the roles of various agencies working for peace.		Global		
CO3	Students will be able to explain international understanding and peace education.		Global		

CO4	Students will be able to describe the role of institutes in developing peace.	Local
CO5	Students will be able to analyse institute's w.r.t components of peace education and develop methodologies/lesson plan/reports on the same	Local

Overview: Peace education is a primary pillar for preventing armed conflict and violence, saving lives and freeing up limited resources for social needs. It is crucial for professionals to have the knowledge, skills and abilities to better address and manage conflicts and advocate for social justice in their communities. This course will develop basic understanding about peace education.

Module 1: Understanding Peace Education (15 Hours)

- 1.1 Peace: Meaning, nature and its relevance relating to the present global scenario,
- 1.2 Definition of Peace.
- 1.3 Different sources of peace: Philosophical, Religious, Social, Secular and Psychological.
- 1.4 Peace values vis-à-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz., compassion, cooperation, love, etc., that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences to ensure peace in society
- 1.5 Highlights of various philosophies of peace, Gandhi, The Dalai Lama.

Module 2: Various agencies & methods of peace education (15 Hours)

- 2.1 Family and Home: first school of peace education
- 2.2 Role of community, school, family and neighbors in peaceful values inculcation.
- 2.3 Role of Multicultural Education for peace
- 2.4 Methods for peace education: introspection, imbibing values and application of principles in daily life.
- 2.5 Ongoing researches in the field of peace education – present scenario and suggestions.

Module 3: International Understanding & Peace Education (15 Hours)

- 1.1 Nationalism & Internationalism
- 1.2 Needs for developing International Understanding & Peace.
- 1.3 Guiding principles for education for International Understanding and peace: nonviolence, conflict resolution, international mediation and courts of justice and peace building.
- 1.4 Barriers for developing International Understanding & Peace

- 1.5 Recommendations of International Commission (Delor's Commission) on International Understanding & Education for Peace.

Module 4: Role of Educational Institutes in Peace Building (15 Hours)

- 4.1 Programs which Educational Institutes can conduct for Peace building
4.2 Strategies to solve conflicts at Local, Regional, National & International level with examples
4.3 Role of Human Rights in fostering peace
4.4 Co-curricular Activities- Drawing, Painting, Modelling, Handicrafts etc.
4.5 Role of Teacher with respect to transaction of Peace Education

Assessment:

Practical	1 credit: 25 Marks
CA activity	15 Marks
Total Internal	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any one)

1. Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submit a report on the same incorporating your experiences in it
2. Take up any case of a Conflict situation at home/ in family/ in society/ in school and suggest ways in which you can solve that conflict peacefully
3. List down the conflicts which are experienced commonly by you and suggest ways to solve those conflicts peacefully

CA Activity

1. Design a program which you will undertake to develop an attitude of peace in your institution
2. You have a Multicultural class describe ways in which you will try to develop this spirit of multiculturalism amongst all the students of your class.

References:

1. Bagchi, Jyoti Prakash and Vinod teckchandani, (2005), "Value Education" University book House (P) Ltd. Chaura Rasta, Jaipur-302003
2. Chitkara, M.G, (2009), "Education and Human values", A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi-110002.
3. Delors J., Learning the Treasure within, UNESCO, 1997.
4. Falk, Richard A.; Johansen, Robert C.; Kim, Samuel S., editors. Constitutional. Foundations of World Peace. Albany: State University of New York Press, 1993.
5. Galtung, Johan. Peace by Peaceful Means: Peace and Conflict, Development and

- Civilization. London: SAGE Publications, 1996.
6. Goldstein, Tara; Selby, David, editors. Weaving Connections: Educating for Peace, Social and Environmental Justice. Toronto: Sumach Press, 2000.
 7. Mishra, Lokanath,(2009), “ Encyclopedia of Peace Education, A.P.H Publishing Corporation, Anrari road, Darya Ganj New Delhi-110002.
 8. Mishra, Dr. Loknath, (2009), “Peace education frame work for teachers” A.P.H Publishing Corporation Anrari Road, Darya Ganj, New Delhi-110002.
 9. Sathya Sai International Center for Human Values, New Delhi. Education for Human Values (2009).
 10. Singh, Dr. Suresh Pal, and Anyana Kaul and Sarita Choudary, (2010), “Peace and human rights education, A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi-110002. UNESCO: Learning the treasure within, Delors Commission Report.

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	2	2	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	2	2	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	2	2	-	-	-	-	-	-	-	2
CO5	2	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-

Program Name	Master of Arts in Education				
Course Code	21MAED402				
Course Title	Special Education				
Credits	4				
Focuses on (Write the one with maximum focus)	Skill Development				
Integrates cross-cutting issues (Write the one with maximum focus)	Human Values				
Contact Hours / Week				Examination Scheme	
Lecture	Tutorial	Practical	CA	FE	Total
3	0	1	40	60	100
Course Objectives: 1. Gain knowledge and understanding about special education. 2. Identify the needs and problems of Exceptional Children. 3. Describe the meaning and scope of Special Education in India. 4. Discuss various types of disabilities and their causes. 5. Describe various types of educational programme for exceptional children.					
Course Outcomes: 1. Explain the overview of special education. 2. Use the knowledge of approaches and strategies towards catering to the educational needs of special students. 3. Apply the understanding of curriculum and assessment strategies for planning lessons /activities / resources for special students.					
No.	Description	Relevance to Local / National / Global / Regional needs			
CO1	Explain the overview of special education	Global			
CO2	Use the knowledge of approaches and strategies towards catering to the educational needs of special students	Local			
CO3	Apply the understanding of curriculum and assessment strategies for planning lessons /activities / resources for special students	Local			

Module 1: Special Education

20 hr

1.1: Concept and content of Exceptionality and Special Education

- Types of Exceptionality
- Needs of Exceptional Children
- Problems of Exceptional Children

1.2: Special Education

- Objectives of Special Education
- Continuum of special education alternative programmes.
- Scope of Special Education

1.3: Approaches to special education

- Integrated approach: Types, merits and demerits of integration
- Segregation: Concept, merits and demerits
- Inclusion

Module 2: Education for challenged children educational strategies, Assessment strategies, assistive tools, role of teachers and parents in education of students with below mentioned disabilities:

20hr

2.1: Physically challenged

2.2: Mentally challenged

2.3: Learning disabled

2.4: Visually challenged

2.5: Autism spectrum disorder

2.6: Gifted creative and talented

2.7: Slow learners

2.8: Hearing impaired

2.9: ADHD

2.10: Communication disorders

Module 3: Aspect of Special Education

15 hr

3.1 Curriculum

3.2 Methodology of teaching – Learning

3.3 Remedial Help

3.4 Teaching aids

3.5 Evaluation

Assessment:

Practical	1 credit: 25 Marks
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CA activity	15 Marks
Total	40 marks (50% passing)
End Semester exam	60 Marks (50% passing)

Practical: (Any 1)

1. Plan one lesson based for any 2 special category of students. Elaborate on the specific strategies and assessment that you will be utilizing for catering to the needs of the students.
2. Visit any special education institute and write a report with respect to following points:
 - About the institute
 - Differently abled students in the school
 - Teaching – learning strategies used for the children
 - Vocational training provided
 - Conclusion

CA Activity: (Any 1)

1. Develop teaching – learning aids for Individualized Educational Plan (IEP) and group teaching for curricular and co-curricular activities.
2. Design age-appropriate communication boards, picture cards, low cost common technology as an adaptive tools.

Suggested Readings:

1. Advani, L & Chadha, A. (2003): You and your special Child, New Delhi: UBS Publishers and Distributors
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning based Approach: National Publishing House 23 Daryaganj, New Delhi 110002.
3. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
4. Alur, M. & Timmons, V. (2009): Inclusive Education across Cultures-Crossing boundaries, Sharing Ideas. Sage.

Program Name			Master of Arts in Education		
Course Code			21MAED402		
Course Title			Drama & Art in Education		
Credits			4		
Focuses on (Write the one with maximum focus)			Skill development		
Integrates cross-cutting issues (Write the one with maximum focus)			Professional Ethics		
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
3	0	2	40	60	100
Course Objectives: - To explore drama through listening, discussion, writing, and dramatic activities. - To understand the place of drama & dramatic activities within the education - To develop competencies for planning, teaching, integrating, and evaluating a discipline integrate with drama and art lesson. - Get introduced to different forms of visual and performing arts - Apply the knowledge and understanding of visual and performing arts in education.					
Course Outcomes: - Produce a drama integrated with any topic in education. - Produce a piece of visual art / music / dance integrated with education.					
No.	Description				Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Produce a drama integrated with any topic in education				Global
CO2	Produce a piece of visual art / music / dance integrated with education.				Global

Overview: Students who are interested in art and drama in education. Knowing more about it and its integration in education can opt for this course. It does not require very artistic skills but interest in drama and art.

Course Content:**Module 1: Drama in Education****(45 Hours)**

1.1: The basics of drama and theatre

1.2: Performing Arts: Concepts Theatre: Characteristics of Performing Art Elements of Theatre (Sets, Lights, Costumes, Properties, Make Up)

1.3: Forms and Elements of Theatre:

- a) Types of theatre-dance, musical, puppet, mime, mask, etc.
- b) Types of stages-proscenium, thrust, round, open, etc.
- c) Stage and its requirements-set, properties, costume, make-up, lighting, etc
- d) Acting: Nature, Four Categories according to Natyashastra, Actor's preparation, Characterisation Direction: Nature, Function

1.4. Integrating drama / theatre in education

- a) Role playing
- b) Improvisation & pantomime
- c) Scripted & non-scripted performance
- d) Speech-related activities: Dramatic readings/oral interpretation , Storytelling , Choral readings
- e) Puppetry & mask making
- f) Multiculturalism and drama

Module 2: Art in Education**(45 Hours)**

2.1: Visual Arts: Overview

2.1.1: Two-dimensional or

- a) Pictorial - Drawing and Painting
- b) Collage Making
- c) Printing
- d) Photography
- e) Computer graphics

2.1.2: Three-dimensional

- a) Clay modelling and pottery
- b) Carving and sculpture

2.2: Performing and Language Arts

2.2.1: Music (Vocal, Instrumental)

2.2.2: Movement and Dance

2.3 Integration of Arts in Education - integrating different art forms as a concluding part of the project

2.4 Appreciation of Arts, Music and Drama

Practical: (Any 1)

- 1. Produce a piece of visual art / Music / dance integrated with education at any level.
- 2. Produce a drama integrated with education at any level: Script, arrangements of stage, acting all other requirements of a drama (from students, can be done during

internship)

CA Activity: (Any 2)

1. Reading and analysis of scene excerpts and working out sequences and scenes
2. Writing Projects: reviewing any current production; writing a sample 'theatre review' of a reading text
3. Script writing for a small drama integrated to any content
4. Make a drawing on the theme given
5. Take photos and attach a tagline to it
6. Review a piece of art/dance/music with respect to its elements

Assessment:

Practical	80 (40 Marks for each module)
CA activity	20 (10 marks for each module)
Total Internal	100 marks (50% passing)
Only practical course no external exam	

References:

1. Dewey, J. (1980). Art as experience. New York, NY: Perigee Books.
2. Frost, J. I., Wortham, S. C., & Reifel, R. S. (2008). Play and Child Development. Pearson/Merrill Prentice Hall.
3. Gardner, H. (1983). Frames of Mind. New York: Basic Book Inc.
4. Gardner, H. (1993), Multiple Intelligences: The Theory in Practice, Basic Books, ISBN 046501822X.
5. Gardner, H. (1999) Intelligence Reframed. Multiple intelligences for the 21st century, New York: Basic Books. 292 + x pages. Useful review of Gardner's theory and discussion of issues and additions.
6. Heathcote, D. (2009, April). Mantle of the Expert: My current understanding. Keynote address to the Weaving Our Stories: International Mantle of the Expert conference, University of Waikato, Hamilton.
7. Hunt, K., Water, V. D., & McAvoy, M. (2015). Drama and Education: Performance Methodologies for Teaching and Learning. London and New York: Routledge, 190 s.
8. McCarthy, K. F., Ondaatje, E. H., Zarakas, L., & Brooks, A. (2004). Gifts of the Muse. Reframing the Debate About the Benefits of the Arts. Santa Monica: RAND Corporation.
9. NCERT (2008). Syllabus of Art Education Retrieved on March 12, 2017, from http://www.ncert.nic.in/rightside/links/pdf/syllabus/Art_Educationfinal_syllabus.pdf.
10. NCF (2005). Position Paper. National Focus Group on Arts, Music, Dance and Theatre. NCERT: Delhi.

11. Tagore, R. (1917). The Personality. New York: Macmillian Company.
12. Vogel, R. M. & Feden, P. D. (1993). Methods of Teaching: Applying Cognitive Science to Promote Student Learning. McGraw Hill: New York.
13. Vygotsky, L. S. (1967). Play and Its Role in the Mental Development of the Child. Soviet Psychology 5:6–18.
14. Waldorf Education Retrieved from http://en.wikipedia.org/wiki/Waldorf_education on May 2, 2017.

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-
CO2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-

Program Name			Master of Arts in Education		
Course Code			21MAED403		
Course Title			Internship		
Credits			4		
Focuses on (Write the one with maximum focus)			Skill development		
Integrates cross-cutting issues (Write the one with maximum focus)			Professional Ethics		
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
0	0	8	100	0	100
Course Objectives: 1. Understand the work culture of any institute they choose 2. Apply their knowledge in their everyday workplace in Educational Institutes 3. Understand the teaching learning and assessment procedures used in the institute 4. Overcome challenges faced by them in educational institutes					
Course Outcomes: 1. Develop skills of teaching by observing sessions of teachers, writing critical feedback, developing lesson plans and conduct of lesson plan 2. Develop the abilities of reflection by taking feedback and analysing the same 3. Analyse curriculum of the institute by using principles of curriculum development 4. Organize activities / workshops for the institute 5. Analyse the institute w.r.t inclusion, administration, assessments, innovations and so on.					
No.	Description				Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Develop skills of teaching by observing sessions of teachers, writing critical feedback, developing lesson plans and conduct of lesson plan				Local
CO2	Develop the abilities of reflection by taking feedback and analysing the same				Local

Program Name		Master of Arts in Education
CO3	Analyse curriculum of the institute by using principles of curriculum development	Local
CO4	Organize activities / workshops for the institute	Local
CO5	Analyse the institute w.r.t inclusion, administration, assessments, innovations and so on.	Local

Overview: This course is included in M.A education to provide hands on experience to the students about the field they would like to work in future. Students learn about work

Internship will be organized with deputation to secondary schools, higher secondary schools, NGO's, Curriculum Development Bodies, University Education Departments, Colleges of Education etc.

Duration of internship: 20 days

Activities to be conducted:

1. **Conduct 4 lessons** in the educational institute: lesson will be observed by faculty of the institution and guidance for the same to be taken from them. Lessons should be based on constructivist/collaborative approaches and should integrate ICT in blended form. The duration of lesson would be minimum 45 min.
2. **Observations and feedback:** Students will do observations of teaching (3 lecturers) of student teachers/trainees and give feedback. The feedback should be in detail and as per decided criteria.
3. **Curriculum/course analysis:** They will critically analyse the one of the curriculum or courses of the institution.
4. **Organization of Co-curriculum activities**
Students will plan and organize any one activity which can be from areas mentioned below. After the activity, a detailed report mentioning the planning, process and evaluation of the activity must be written. Report should be supported with photographs, documents related to planning and feedback from teachers of the institution about effectiveness of the program.
 - a. Cultural
 - b. Literacy
 - c. Games & sports
 - d. Community service
 - e. Seminar / Workshops etc

5. **Organize a workshop** for students of the institution/ teacher trainees of teacher Education College/NGO. Conduct the workshop and write a report supported with pictures.
 - ✓ Workshop can be on any current topic related to the students.
 - ✓ Guidance must be taken from experts or senior teachers.
 - ✓ Report must involve details of planning, execution and feedback from the students.
6. **Report for evaluation process:** School / Institution follow an evaluation pattern. Students of M.A. Education will study the process of evaluation and write a detailed report including following points:
 - a. Construction of question paper
 - b. Preparation for Examination.
 - c. Evaluation of answer books and preparation of result
7. **Daily reflective report:** Students will critically observe functioning of the school/ institution and write a reflective report.
8. **Seminar / Poster presentation on Internship Programme (at college/ Department):** Students of M.A education will present the work done during the internship using a poster or a seminar (with power point presentation). Presentation should highlight their learning during the internship process.

Activities as per need of the institute

Important : Above activities can be changed / modified as per the nature of the institute

Assessment:

Practical	100 (Consolidated for all activities)
Total Internal	100 marks (50% passing)
Only practical course no external exam	

COs	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	-	-	3	-	-	-	-	-	-	-	-	-	2	-
CO2	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	2	-	-	-	-	-	2
CO5	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-

Program Name			Master of Arts in Education		
Course Code			21MAED404		
Course Title			Dissertation & Viva Voce		
Credits			8		
Focuses on (Write the one with maximum focus)			Skill development		
Integrates cross-cutting issues (Write the one with maximum focus)			Professional Ethics		
Contact Hours / Week			Examination Scheme		
Lecture	Tutorial	Practical	CA	FE	Total
0	0	16	100	0	100
Course Objectives: 1. Understand the process of research and research report writing 2. Contribute to the field of education 3. Demonstrate research work by defending the viva					
Course Outcomes: 1. Develop their own research dissertation 2. Defend their dissertation during the viva voce					
No.	Description				Relevance to Local / National / Global / Regional needs (Write the one with maximum focus)
CO1	Develop their own research dissertation				Local
CO2	Defend their dissertation during the viva voce				Local

Overview: This course caters to development of research skills amongst the students as they will need this as a professional in any field and also for higher education.

Students will work on the topic selected, collect data, analyze it and interpret the results. A research report will be developed by the students followed by viva voce in front of one internal and one external. Based on the above the students will be assessed for 200 marks

Distribution of marks is as follows:

S.N.	Activity	Marks allotted
1	Field work and final report	100 Marks
2	Viva voce	100 Marks
	Total	200 Marks

Cos	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	-	-	-	-	-	-	3	-	3	-	-	-	-	-
CO2	-	-	-	-	-	-	-	3	-	3	-	-	-	-	-



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