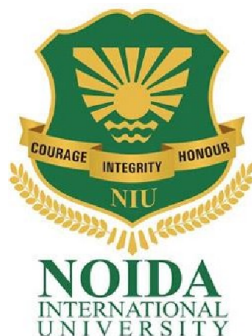# NOIDA INTERNATIONAL UNIVERSITY

SCHOOL OF EDUCATION

COURSE CURRICULUM

FOR

MASTER OF ARTS IN EDUCATION

(2 Year Course)

W.E.F Session 2015 onwards

Course Curriculum

FOR MASTER OF ARTS IN EDUCATION (M.A. EDUCATION) COURSE
(Effective from Academic session 2015 onwards)

Master of Arts in Education is a 2-year post-graduate program, which contains 4 semesters of study. Anyone with a bachelor's degree 10+2+3 format can take up this course. This program deals with the study of new methods of teaching and educational research and focuses on different aspects of education including instruction, curriculum, counseling, leadership, educational technology and educational research. The programme is structured with a common core curriculum that lays the foundations and a wide set of electives based on student preferences. The programme seeks to provide students with a rigorous and challenging educational experience aiming to develop sound theoretical ground and the capabilities and competencies required to work in the field of education. The programme has been designed to impart theoretical knowledge and practical skills to students. The students delve deep into the curriculum which empowers them and imbibes problem-solving skills. The programme also offers the opportunity for students to further focus on sub-domains within Teacher Education. The programme is basically a theoretical course which focuses on the basic knowledge of theory and practice of educational thought and processes accumulated around the discipline of education. It encompasses a series of basic subjects which are designed in a way to cover basics of all the areas of educational concern and many Advanced Courses (Theoretical or Applied) in areas demanding specialization of one or the other kind, followed by Research Dissertation.

Programme Educational Objectives (PEO)

PEO1 - To understand the nature and function of Philosophy of Education.

PEO2 - To Logical analysis, Interpretation and synthesis of various concepts, prepositions and philosophical assumptions about educational phenomena.

PEO3 - To understand and use of philosophical methods in studying educational data.

PEO4 - To understand the nature, concept and principles of educational psychology as an applied discipline with its own scientific methods and approaches.

PEO5 - To help students understand the implications of various psychological theories for education.

PEO6 - To understand the Meaning and Concept of Educational Research.

PEO7 - To be acquaint students about different sampling method and use of appropriate Sampling techniques for data collection.

PEO8 - To acquaint the learners with the historical development of special education in India.

PEO9 - To understand the concepts needs and viewpoints about special education and the underlying principles in reference to exceptional children.

Programme Specific Outcome (PSO)

PSO1. Apply the knowledge of Philosophy, Sociology, Psychology Management, and ICT to set the context of teaching profession and advances the capacities in teaching, research and extension work in the field of education in general and Teacher Education Institutes in particular.

PSO2. Demonstrate academic integrity and professional ethics by keeping self abiding to rules, regulations, values and high standards in teaching, research, administration at diversified educational setting and Teacher Education Institutes.

PSO3. Demonstrate spirit of work in diversified situations and apply knowledge & skills to cope up educational issues in complex situations with appropriate consideration for the rules, norms and the Social, cultural, and environmental context.

PSO4. 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.

PSO5 Recognize areas of commitment, accountability, constitutional values, and national goals and perform accordingly.

PSO6. Apply the knowledge & skills to deal with Issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc. and respond to emerging issues by applying critical, constructive and creative thought process.

PSO7. Involve in knowledge dissemination, knowledge creation, research and innovative educational practices related to different stakeholders of education.

PSO8. Perform Function effectively either in the role of member or leader in diversified educational settings and Institutions of Teacher Education.

PSO9: 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.

Credit System- Credit requirement for award of M.A.EDUCATION:

- Every semester shall offer a minimum of 16 **credits** and a maximum of 20 **credits**.
- All courses of study put together would engage the students for a **minimum of 18 periods** or hours of study a week and a **maximum of 20 periods** or hours a week.

Under the Choice based credit system, which is a student or learner centric system, the courses of studyin the Master of Arts in Education Degree course shall be as under:

(1) Professional Core (PC) Course: A course, which should compulsorily be studied by a candidate as acore requirement is termed as a Core course.

(2) Elective Course: Generally a course which can be chosen from a pool of courses and are of two types:

(i) Professional Elective (PE) which may be very specific or Specialized or Advanced or Supportive to the discipline or subject of study or which provides an extended scope.

(ii) Open Elective (OE) which enables an exposure to some other discipline or subject or domain ornurtures the candidate's proficiency or skill.

(3) Employability Enhancement Courses (EEC) which may be of two kinds: Employability EnhancementCompulsory Courses (EECC) and Skill Enhancement Courses (SEC)

The Weightage in terms of Credits for each of the above in the prescribed curriculum of the school shall be as follows:

S.No.	Credit Breakups	Percentage
1	Professional Core Courses	78%
2	Elective Courses	22%

While calculating credits the following guidelines shall be adopted, namely: -
(i) 1 lecture period or hour shall have 1 credit;
(ii) 1 lab/workshop or seminar periods or hours shall have 1 credit and
 (iii)For Practical training total number of credits shall be specified for one semester only.

Credit distribution in each semester (72 credits to 4 semesters)

Semester	Credits
Semester-I	18
Semester-II	18
Semester-III	20
Semester-IV	16

Course coding system

Every course coded by Alphanumeric structure has 3
sequential order (SQs) :-

SQ2-   Name of Program

SQ3-   No. of year

SQ4-   No. of course in
that particular semester

Example: for

MAED101,

- Course code for 1 course in First Year of both semesters of M.A.Education course program is **MAED101**
  (where –1 represents no. of year, –01 represent the one course)

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Scheme of Studies

Master of Arts in Education

Scheme of Studies and Examination
M.A. Education
FIRST SEMESTER

Duration of Semester   : 18 Weeks
Periods per week   :   19 Periods
Duration of each period   : 50 minutes

S. No.	Course Code	Course Name	L	Prc	Periods Per Week	Credits	Exam Duration	Teaching Methodology
1.	MAED101	Philosophy of Education	4	-	4	4	2	Lecture cum Discussion Method
2.	MAED102	Psychology of Education	4	-	4	4	2	Lecture cum Discussion Method
3.	MAED103	Comparative Education	4	-	4	4	2	Lecture cum Discussion Method
4.	MAED104	Research in Education	4	-	4	4	2	Lecture cum Discussion Method
5.	MAED109	Drama and Art in Education	1	1*	3	2	External Viva	Workshop, Brain Storming, Script Writing and Art expressions.
		Total	**17**	**01**	**19**	**18**		

*1 Practical= 2 Periods= 1 Lecture

Scheme of Studies and Examination
M.A. Education

SECOND SEMESTER

Duration of Semester : 18weeks
Periods per week : 19 Periods
Duration of each Period : 50 minutes

Sr. no.	Course Code	Course Names	L	Prc	Periods Per Week	Credits	Exam Duration	Teaching Methodology
1.	MAED105	Sociology of Education	4	-	4	4	2	Lecture cum Discussion Method
2.	MAED106	Curriculum Development	4	-	4	4	2	Lecture cum Discussion Method
3.	MAED107	Educational Management	4	-	4	4	2	Lecture cum Discussion Method
4.	MAED108	Critical Understanding of ICT	4	-	4	4	2	Lecture cum Discussion Method
5.	MAED110	Case Study	1	1*	3	2	External Viva	Workshop , Work at school and Report Writing
		Total	**17**	**1**	**19**	**18**		

*1 Practical= 2 Periods= 1 Lecture

Scheme of studies and examination
M.A. Education

THIRD SEMESTER

Duration of Semester – 18 Weeks
Periods per Week – 20 Weeks
Duration of Period – 50 Minutes

Sr. no.	Course Code	Course Names	L	Prc	Periods Per Week	Credits	Exam Duration	Teaching Methodology
1.	MAED201	Educational Technology	4	-	4	4	2	Lecture cum Discussion Method
2.	MAED202	Educational Evaluation	4	-	4	4	2	Lecture cum Discussion Method
3.	MAED203A	Teacher Education(E1)	4	-	4	4	2	Lecture cum Discussion Method
4.	MAED203B	Adult and Continuing Education (E1)	4	-	4	4	2	Lecture cum Discussion Method
5.	MAED204A	Educational and Vocational Guidance(E2)	4	-	4	4	2	Lecture cum Discussion Method
6.	MAED204B	Inclusive Education(E2)	4	-	4	4	2	Lecture cum Discussion Method
7.	MAED205	Life Skills Education	4	-	4	4	2	Workshop, Simulation , Group Discussion
		Total	**20**	**-**	**20**	**20**		

*E1- Elective 1 (Any One)
*E2- Elective 2 (Any One)

Scheme of Studies and Examination
M.A. Education

FOURTH SEMESTER

Duration of Semester – 18 Weeks
Periods per Week – 18 Periods
Duration of Period – 50 Minutes

S. no.	Course Code	Course Names	L	Prc	Periods Per Week	Credits	Exam Duration	Teaching Methodology
1.	MAED206	History of Education	4	-	4	4	2	Lecture cum Discussion Method
2.	MAED207A	Special Education(E3)	4	-	4	4	2	Lecture cum Discussion Method
3.	MAED207B	Value Education (E3)	4	-	4	4	2	Lecture cum Discussion Method
4.	MAED208A	Environmental Education (E4)	4	-	4	4	2	Lecture cum Discussion Method
5.	MAED208B	Health and Physical Education(E4)	4	-	4	4	2	Lecture cum Discussion Method
6.	MAED209	Reading and Reflecting on Text	1	1*	3	2	External Viva	Workshop and Report Writing
7.	MAED210	Dissertation	1	1*	3	2	External Viva	Research Work
		Total	**14**	**2**	**18**	**16**		

(E3)- Elective 3(Any One)
(E4)- Elective 4(Any One)
*1 Practical= 2 Periods= 1 Lecture

Semester-I

Course Title: Philosophy of Education   **Credits :4**

Code: MAED101   **M.M. 100**

Total Credit Hours: 4

Course Objective:

The students will be able to-

- Define the concept of Education and Philosophy and explain the relationship between them.
- Write a critical note on contribution of Philosophy to the field of Educationand Vice-Versa.
- Describe the contribution of various Indian and Western Schools of Philosophy to the fields of Education.
- Illustrate and explain the concept of Freedom and Equality and their relevance to the field of Education.

Course Contents

Unit-I
- Education & Philosophy
- Concept and definition
- Nature
- Relationship
- Indian Schools of Philosophy: Sankhya
- Vedanta
- Nyaya
- Budhism
- Jainism
- Islamic Traditions

Educational implications of above with special reference to Concept, Reality and Values.

Unit –II
- Modern Concept of Philosophy
- Logical analysis
- Logical empiricism
- Positive relativism

Unit –III

- Western Philosophies: Major Schools
- Naturalism
- Idealism
- Pragmatism
- Their Education implications with special reference to the concepts of Metaphysics,
- Epistemology and Axiology, their Educational implications for aims,contents and methods of education

Unit-IV

- Social Philosophy of Education
- Freedom
- Equality &
- Equity

Suggested Readings

1. Baskil, Wade, Classic in Education, Vision Press, London, 1.966
2. Brubacher, John S., Modern Philosophies of Education, Tata Mc Graw Hill, NewDelhi, 1969
3. Broudy, H.S., Building a Philosophy of Education, Kriager, New York, 1977.
4. Butler, J.D., Idealism in Education, Harper and Row, New York, 1966.
5. Dewey, John, Democracy and Education, MacMillan, New York,
6. Dupuios, A.M., Philosophy of Education in Historical Perspective, ThomsonPress, New Delhi, 1972
7. Kneller, George F., Foundations of Education, John Willey and Sons, 1978
6. Morris, Van C., Existentialisms in Education : What it means, Harper & Row,New York, 1966.
7. Pandey, R.S. An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1982.
8. Narvane, V.S., Modern India Thought, Orient Longmans Ltd., New York,1978.
9. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi. 1969

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Course Title: Psychology of Education   **Credits 4**

Course Code: MAED102   **M.M.100**

Total Credit Hours: 4

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Course Objective:

a. The students will be able to-
b. Understand concepts and principles of educational Psychology as an applied science.
b. Outline the scope of educational psychology.
c. Describe the process of growth and development.
d. Understand the meaning and concepts of individual differences.
e. Explain meaning and concepts of gifted and mentally retired children.
f. Understand the concept and characteristics of creativity & importance of creativity in education.

Course Contents

Unit I
- Meaning of Education and Psychology
- Relationship of Education and Psychology
- Scope of Educational Psychology.
- Methods of Educational Psychology.
- Experimental
- Clinical
- Differential

Unit-II
- Growth and Development during childhood and adolescents
- Physical
- Social
- Emotional
- Mental
- Individual differences
- Concept and areas
- Determinants : Role of heredity and environment in developing individual differences;
- Implications of individual difference for organizing educational programmes.

Unit-III
- Gifted and Mentally Retarded Children
- Meaning and characteristics   12

- Needs and Problems

Unit-IV

- Creativity:
- Concept
- Development of creativity.
- Importance of Creativity in Education.

Suggested Readings:

1. Abramson, Paul, R: Personaity, New York: Holt Renehart and Winston, 1980.
2. Allport, G.V,.: Personality, New York: Holt, 1954.
3. Allport G.W: Pattern and Growth in Personality, New York: John Wiley andSons, Inc. 1961.
4. Andrews, T.W.(Ed.): Methods in Psychology, New York: John Wiley and Sons,Inc. 1961.
5. Baller, Warren, R.Charies, Don C. The Psychology of Human Growth & Development, New York: Holt, Rinehart and Winston Inct., 1962.
6. Baum, A, Newman, S., West R. & McManus, C. Cambridge University Press1997.
7. Coleman, J.C.: Abnormal Psychology and Modern Life Bombay: D.B.Taraporewal Sons & Co., 1976.
8. Dicapro, N.S.: Personality Theories, New York: Harper, 1974.
9. Dougals, O.B. Holl and B.P. Foundations of Educational Psychology, New York:The MacMillan Co., 1948.
10. Gagne, R.M: The Conditions of Learning, New York: Chicago: Holt, Rinehartand Winston, 1977.
11. Gtes, A.T. et., Al: Educational Psychology, New York: MacMillan, 1963.
12. Hilgard, E.R.: Teories of Learning, New York: Appleton Century Crafts.
13. Kundu, C.L. Educational Psychology, Delhi, Starling Publishers, 1984.
14. Kundu C.L. Personality Development: A Critique of Indian Studies, Vishal Publishers,1976.
15. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: SterlingPublishers Private Limited, 1988.
16. Shanker Udey: Development of Personality, 1965.
17. Talbgott, J.A. Hales, .E. & Yodofsky, S.G. Textbook of Psychiatry, NewDelhi: Jaypee Brothers Medical Publihers (P) Ltd., 1994.

Assessment Method: Continuous Internal Assessment= 25%

      Final Examination=75%

      Class assignment= 10%

      Mid Term= 15%

      End Term= 75%

      Exam Duration= 2 Hrs.

      Maximum Marks= 100

Course Title –Comparative Education   **Credits:4**

Course Code- MAED103   **M.M.100**

Total Credit Hours: 4

COURSE OBJECTIVES

To enable the students to:
- To acquaint the student with educational systems in terms of factors and approaches of comparative education.
- To orient the students with skills to assess the efficiency of educationalsystems of various countries in terms of prevailing trend in those countries.
- To create a perspective in the students about the implications of educationfor solving the prevailing problems of education in India.

COURSE CONTENTS

UNIT-I
- Concept, aims and scope of Comparative Education
- History and Developmental Stages of Comparative Education
- Factors influencing of Education System and Comparative Education.

UNIT-II
- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.
- Concept of Universalization, its implications for Indian Education.

UNIT-III
- Primary Education in U.S.A., U.K. and India (Aims, Content, Methods & Instruction and Evaluation System)
- Secondary Education and its Vocationalization in U.K, U.S.A., Russia andIndia.

UNIT-IV
- Higher Education in U.K., U.S.A. & India
- Distance Education: its needs and various concepts with reference to U.K.,Australia &India.

Suggested Readings:

1. Bexday, G.Z.L.(1964) Comparative Methods in Education. New Delhi Oxfordand IBH Publishing Co.
2. Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A ComparativeStudy of National System. New York Harcourt Brace & Company
3. Denis Lawten.(1986) School Curriculum Planing, London Hodderand

Stoughton.

Hans, Nicholas (1961). Comparative Education, LondonRoutledge and Kegan Paul

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Course Title: Research in Education   **Credits:4**

Course Code: MAED104   **M.M:100**

Total Credit Hours: 4

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Course Objectives:

The students will be able to:

- Explain the methods of acquiring scientific knowledge through experienceand reasoning.
- Define meaning, nature, scope, and purposes of Educational Research.
- Describe the emerging trends in Educational Research.
- Illustrate meaning, criteria and sources for identifying the research problems.
- Describe the importance and various sources of review of related literatureand hypothesis.
- Explain the types, tools and techniques of collection of data.
- Define concept of samples and population and steps and types of sampling.

Course Contents

Unit-I
Methods of Acquiring Scientific Knowledge

- Tradition
- Experience
- Reasoning
- Nature and Scope of Educational Research
- Meaning, Nature, Need and scope of Educational Research
- Fundamental, Applied and Action Research
- Some emerging trends in Educational Research

Unit-II

Formulation of Research Problem

- Criteria and Sources of Identifying the problem
- Definition of the problem
- Review of Related literature.
- Hypothesis
- Importance
- Characteristics
- Formulation of Hypothesis
- Forms of Hypotheses

Unit-III

Sampling

- Concept of population and sample
- Steps and characteristics of a good sample
- Sampling Errors and how to reduce them
- Various methods of Sampling
- Tools and Techniques of Data Collection -1
- Characteristics of a good research tool
- Types of Tools and Techniques and their use
- Questionnaire
- Interview

Unit-IV

Tools and Techniques of Data Collection -II
- Observation
- Projective
- Socio-metric Techniques
- Attitude
- Types of Attitude Scales
- Uses of Attitude Scales
- Limitations of Attitude Scale

Suggested Readings:

1. Miller, D.C. & Salkind, N.J. (2002) Handbook of Research Design and Social Measurement, Sage Publications, London.
2. Rune, Janet, M(2004), Essential of Research Methods of Social Science Research,
Blackwell Publishers Ltd.
3. Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill,New York.
4. Aggarwal, Y.P.(1998), Statistical Methods, Streling, New Delhi.
5. Adward, Allen L.(1968), Experimental Designs in Psychological Research, Holt,Rinchart and Winston, New York.
6. Ferguson, George A.(1976), Statistical Analysis in Psychology and Education,McGraw Hill, New York.
7. Garrett, H.E.(1973), Statistics in Psychology and Education, Vakils, Feffer andSimon, Bombay.

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Course Title: Drama and Art In Education   **Credits:2**

Course Code: MAED 109   **MM:100**

Total Credit Hours: 2

Objectives of the Course:

- To develop basic understanding of different Art forms - impact of Art formson the human mind
- To enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Art forms, through genuine exploration,experience and free expression
- To develop skills for integrating different Art forms across school curriculum at secondary level
- To create awareness of the rich cultural heritage, artists and artisans

Course Content:

Unit I:

Visual Arts and Crafts

- Experimentation with different materials of Visual Art, such as pastel, poster,pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.
- Paper framing and display of Art works.

Unit II:

Performing Arts: Dance, Music, Theatre and Puppetry

- Listening/viewing and exploring Regional Art forms of Music, Dance, Theatreand Puppetry.
- Viewing/listening to live and recorded performances of Classical and RegionalArt forms
- Participation and performance in any one of the Regional Arts forms keeping inmind the integrated approach
- Planning a stage-setting for a performance/presentation by the student-teacher.

Unit III

Appreciation of Arts

- Meaning and concepts of Arts and Aesthetics and its significance at secondarylevel of School Education.
- Difference between Education in Arts and Arts in Education

- Identification of different performing Art forms and artists; Dance, Music andMusical Instruments, Theatre, Puppetry (based on a set of slides, videos, documentaries selected for the purpose)
- Knowledge of Indian Craft Traditions and its relevance in education (based on aset of slides, Videos Films, Documentaries selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts based on thevideos, Films and Documentaries selected for the purpose
- Indian festivals and its Artistic significance.

Unit IV

Engagement in Analysis and Activities:

- Initiation into the craft of Drama and related activities for engagement inschools with learners
- Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms.
- Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, makingof musical instruments, folk performances in the community, etc. How does theartist design their products, manage their resources, including raw materials, itsmarketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns.

Practical Engagement Workshops

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, posters and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, theatre, puppetry, dance, music, etc. region specific should be given more importance formaking arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

Approach for Teaching—learning Process in Institutions:

- Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of Arts/See performances/Exhibitions/Art and Craft fairs/Local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers may can also be motivated to interpret art works/events etc. to enhance their aesthetic sensibility.

- Resource Centre for Arts and Crafts should house materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals which must be displayed for the purposeof reference and continuous motivation. Application of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student- teachers must organise andparticipate in the celebrations of festivals, functions, special days, etc.
  Students to be assessed externally based on the e portfolio they submit to their faculty mentors individually ,documenting all the activities they undertake this practical course.

The E- Portfolio will include the video clips, photographs and reference material ofthe field visits and documentation of the activities undertaken in workshops while the student - teachers engages in the same including their reflection on the experience.

Assessment Method: Continuous Internal Assessment= 40%
Final Examination=60%
Class assignment= 20%
Mid Term= 20%
End Term= 60%
Exam Duration= NA
Maximum Marks= 100

Semester –II

Course Title: Sociology of Education   **Credits:4**

Course Code: MAED105   **M.M:100**

Total Credit Hours: 4

Course Objective:

The students will be able to-

- Define meaning and concept of Educational Sociology.
- Explain the concept of social organization and factors affecting it.
- Describe social interaction and their Educational implications.
- Write a critical note on meaning, nature & determinants of culture and roleof Education in cultural context.
- Illustrate the meaning and concept of social change with special reference toIndia.
- Justify social and economic relevance of Education.

Course Contents

Unit-I
Concept of Educational Sociology and Sociology of Education

- Social organization and its concepts
- Factor influencing social organization – folkways, mores, institutions;values.
- Dynamic characteristics of social organization and its educational implications

Unit-II
- . Social interactions and their educational Implications;
- Social group-Inter group relationship, group dynamics.
- Social stratification–concepts of social stratification and its educational implications.

Unit-III

- Culture: Meaning and nature of culture.
- Role of education in culture context
- Cultural determinants of education.
- Education and cultural change.

Unit-IV
- Social change: its meaning and concept with special reference to India.

- Concept of urbanization, modernization, westernization and sanskritisationwith special reference to Indian society and its educational implications.
- Social principles in education: Social and economic relevance to education;
- Socio- economic factors and their impact on education.

Suggested Readings

1. Pandey, K.P., Perspective in Social Foundation of Education, Amitash Prakashan, Ghaziabad, 1983
2. Havighurst, Robert et al., Society and Education, Allyen and Bacon, Baston,1955.
3. Gore, M.S., Education and Modernization in India, Rawat Publishers, Jaipur,1984.
4. Kamat, A.R., Education and Social Change in India, Samaiya Publishing Co.,Bombay, 1985.
5. Maunheim, K.et al., An Introduction to Sociology of Education. Routledge andKegam Paul, London, 1962.
6. M.II.R.D., Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
7. Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
8. Maslow, A.H.(Ed.), New Knowledge in Human Values, Harper and Row, NewYork, 1959.
9. Mossish, Loor., Sociology of Education : An Introduction, George Allen andUnwin, London, 1972
10.Kamat, A.R., Education and Social Change in India, Samaiya Publishing Co.,Bombay, 1985.
11.Maunheim, K.et al., An Introduction to Sociology of Education. Routledge andKegam Paul, London, 1962.
12.M.II.R.D., Towards an Enlightened and Human Society, Department ofEducation, New Delhi, 1990.
13.Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
14.Maslow, A.H.(Ed.), New Knowledge in Human Values, Harper and Row, NewYork, 1959.
15.Mossish, Loor., Sociology of Education : An Introduction, George Allen andUnwin, London, 1972

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Course Title- Curriculum Development   **Credits:4**

Course Code MAED-106   **M.M. 100**

Total Credit Hours: 4

COURSE OBJECTIVES

- To enable the students to develop an understanding about important principles of curriculum construction.
- To acquaint students with curricular content, curriculum implementation andprocess of curriculum evaluation.
- To help students to understand issues, trends and researches in the area of curriculum in India.

COURSE CONTENTS

Unit – I

Curriculum and Related concepts

- Meaning of the term : Curriculum
- Differentiating between the following with respect to their nature and role:
  Curriculum Framework, Curriculum and Syllabus.
  Teaching and Instruction
  Textbook and Reference Book
  Supplementary Book and Work book
- Interrelationship between Curriculum, society and Learner Centralized Vs Decentralized Curriculum: Strength and Limitations
- Core Curriculum Vs Hidden Curriculum: Meaning, Role and Interrelationship. NCF 2005 and NCFTE 2009: Recommendations onCurriculum and Schooling.

Unit – II
Curriculum Determinants and Considerations

- Broad determinants of Curriculum Construction(at the National and StateLevel):
  - Child and his/her interests and developmental contexts.
  - Diversity: Social-cultural-Geographical-Economic-Political.

  - Socio-Political Aspirations including Ideologies and vision for Education.
  - Bachelor of Education
  - National Priorities
  - System of Governance and Power Relations
  - International Contexts
  - Considerations in Curriculum Development
  - Relevance with respect to the educational objectives of the concerned level.
  - Socio-cultural context of students
  - Learner Characteristics
  - Teachers Experiences and Concerns 24

- Critical Issues: Environmental Concerns, gender Differences, Inclusiveness,Social Sensitivity and Value Inculation through Curriculum.

Unit III
Curriculum Planning and Transaction (At School Level)
- Different Approaches to Curriculum Development
- Subject Centred
- Behaviourist
- Learner Centred
- Constructivist
- Competency Based (including Minimum Levels of Learning)
- Environmental
- Integrated
- Models of Curriculum Development given by Franklin Bobbit, Ralph Tyler,Hilda Taba and Philip Jackson
- Curriculum Transaction : Role of a teacher in knowledge Constructionthrough Dialogue, Challenge and Feedback as a Critical Pedagogue

Unit-IV
School: The Site of Curriculum Engagement

- Role of School Philosophy, Administration (and organization) increating a context for transacting the curriculum effectively.
- Role of Infrastructural support in Teaching and Learning: Classroomseating
- Arrangement, Library, Laboratory, Playground, Canteen etc.
- School Culture and Organisational ethos as the context for Teachers'Work.
- Construction of Curriculum Vis-à-vis Teacher's Role and Support is Developing Curriculum' Transacting Curriculum' and Researching Curriculum': Realities and expectations. The traditional lecture mode i.e engagement in critical pedagogy while discussing important documents such as Kothari Commission,NCF 2005 and NCFTE 2009.

Suggested Reading
- Denis Lawten.(1986) School Curriculum Planing, London Hodder and Stoughton.
- Harold Alberty.(1957) Reorganizing the High School Curriculum. NewYork MacMillan Company.
- Harold, B.Alberty& Elsic, J. Alberty (1963). The Curriculum. New York,The MacMillan Company.
- Hugh Sockelt.(1976) Designing the Curriculum Design.(London), McGrawHill
- Ivor, K.Davies.(1976) Objectives in Curriculum Design, London, McGrawHill.
- John, D.McNeil(1977). Curriculum Boston. Little Brown and Company

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Course Title: Educational Management   **Credits:4**
Course Code: MAED-107   **M.M.100**
Total Credit Hours: 4

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COURSE OBJECTIVES
- To acquaint the students with changing concepts of educational managementalong with their significance.
- To help the students to understand educational management as a process atvarious levels.
- To develop an understanding in students about education and problems of educational trends.
- To help the students to know about resources of education and problems of educational finance.
- To assist the students to learn about planning and organizing supervisory programmes in educational institutions.

COURSE CONTENTS

Unit-I:

- Meaning, Nature and Scope of Educational Administration, Relationshipamong Management, Administration, Supervision and Planning.

Unit-II:

- Specific Trends in Educational Management
- Organizational Compliance
- Organizational Development

Unit-III:
- Meaning and Nature of Educational Planning
- Approaches to Educational Planning

Unit-IV
- Meaning and Nature of Educational Supervision, Supervision as:
- Service Activity
- Process
- Function

Suggested Readings:

1. Harbison, I.F. (1967), Educational Planning and Human Resource Development,Paris: UNESCO.
2. Harding, H, (1987), Management Appreciation, London; Pitman Publishing.
3. Hatehy, H.J. (1968), Educational Planning Programming, Budgeting-A Systems Approach,
New Jesery: Prentice Hall.
4. Kingrough, R.B. and Nunnery, M.Y. (1983), Educational Administration-An Introduction,

N.Y.: Macmillan.

5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development,
Bombay: Dhrun & Deep.
6. Shukla, P.D. (1983), Administration of Education in India, New Delhi: Vikas.
7. Sinha, P.S.N.(ed) (2002), Management and Administration in Govt. New Delhi: Commonwealth Publishers.
8. Spears, H. (1955), Improving the Supervision of Instruction, N.Y.: Prentice Hall.
9. Wiles Kimbal (1955), supervision for Better School, N.Y.: Prentice Hall

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Course Title: Critical Understanding ofICT (Based on CBCS)   **Credits:4**

Course Code– MAED108   **M.M.-100**

Total Credit Hours: 4

Objectives of the course

- To equip student - teachers in the effective use of ICT tools, software applications and digital resources.
- To familiarize them with the understanding and skills of integration of ICTin teaching learning, evaluation and management of an institution.
- To acquire the skill of organizing and creating her/his own digital resources.
- To sensitize them to practice safe, ethical and legal ways of using ICT.
- To enable them to use ICT for making classroom processes more inclusiveand supportive in addressing multiple learning abilities.

Course Content:

Unit-I:

- Meaning ,Definition and Historical Perspectives of Computers
  Meaning and Definition of computers
  o Historical Perspectives
  o Computer generation and its classification
  o Block diagram of computer peripherals and working of computers
  .

Unit-II:

Computer Hardware

Input device: Keyboard,mouse,joystick,touchscreen,touchpad,magnetic ink

character,reader,optical mark reader,bar code reader ,scanner,web camera etc.

Output devices:monitor,printer (line,serial,dot matrix,inkjet and laser

Primary storage devices:RAM,ROM and its types

Secondary storage devices: FDD,HDD,CD,DVD,Pen Drive (USB)

Unit –III:

Binary Arithmetic and Data Representations:

Decimal and Binary Number Systems Representations of characters

Integers and fractions in computers

Films point representation and floating point representation.

Unit-IV:

Computer Programmes

- MS Windows

- Ms word
- Spreadsheet
- Powerpoint
- Internet

UNIT –V:

Computers in Education: Computer Application in Educational institutions

- Academic Activities
- Administrative Activities
- Co Curricular Activities
- Examination Work
- Research Activities
- Library
- Classroom Teaching

Practicals (Entailing Hands on Experience Individually)(Any one)

- Develop computer based learning packages in science/mathematical/social science/language
- Survey /Project on any related problem
- Critical analysis of any theme of the course content in eight or ten pages

Assessment Method: Continuous Internal Assessment= 25%

                Final Examination=75%

                Class assignment= 10%

                Mid Term= 15%

                End Term= 75%

                Exam Duration= 2 Hrs.

                Maximum Marks= 100

Course Title: Case Study   **Credits:2**

Course Code : MAED 110   **M.M. 100**

Total Credit Hours: 2

CaseStudy

Refers to the use of a descriptive research approach to obtain an in-depth analysis of a person, group, or phenomenon. A variety of techniques may be employed including personal interviews, direct-observation, psychometric tests, and archival records. Case studies are most often used in clinical research to describe rare events and conditions, which contradict well established principles Case studies are generally a single-case design, but can also be a multiple-case design, where replication instead of sampling is the criterion for inclusion. Like other research methodologies, the case study must produce valid and reliable results inorder to be useful for the development of future research.

Assessment Method: Continuous Internal Assessment= 40%

Final Examination=60%

Class assignment= 20%

Mid Term= 20%

End Term= 60%

Exam Duration= NA

Maximum Marks= 100

Semester –III

Course Title: Educational Technology   **Credits:4**

Course Code: MAED 201   **M.M. 100**

Total Credit Hours: 4

COURSE OBJECTIVES
- To develop the understanding of concept, origin and characteristics of Educational
- Technology.
- To enable the students to differentiate between hardware and software.
- To acquaint the students with skill of framing educational objectives.
- To develop the skill of designing instructional system.
- To enable the students to understand Programme Learning. To enable the students to use Educational Technology for improving teacher's behaviour.

COURSE CONTENTS
Unit –I
- Meaning and Scope of Educational Technology: Systems approach to Education and its characteristics, components of Educational Technologysoftware and hardware
- Multimedia approach in Educational Technology

Unit-II
- Modalities of Teaching –Teaching as different from indoctrination, instruction conditioning and training
- Stages of Teaching – Pre-active, Interactive and Post active
- Teaching at different levels – Memory, understanding and reflective levels of organizing teaching and learning

Unit-III
- Programmed instruction: Origin, principles, and characteristics
- Types: Linear, Branching and Mathematics
- Development of a programme: Preparation, Writing, Try Out and Evaluation

Unit-IV
- Modification of Teaching Behaviour – Micro Teaching, Flanders InteractionAnalysis, Simulation
- Communication Process: Concept of Communication, Principles, Mode andBarriers to communication, Classroom communication ((Interaction, verbal and Non-verbal).

Suggested Readings   32

1. Davies, I.K.(1971), ‒The Management of Learning‖ London: Mc Graw Hill.
2.   Dececco, J.P.(1988), ‒The Psychology of Learning and instruction‖' New Delhi, Prentice Hall.
3. Kulkarni, S.S.(1986), ‒Introduction to Educational Technology‖, New Delhi: Oxford & IBH Publishing Company.
4. Kumar, K.L.(1996), ‒Educational Technology‖, New Delhi: New Age International Publishers.
5. Locatis, C.N. and Atkinson F.D.(1984), ‒Media and Technology for Education and Training‖, London: Charles E. Publishing Co.
6. Mavi, N.S.(1984), ‒Programmed Learning - An Empirical Approach‖, Kurushetra, Vishal Publishers.
7. Joyce, B. & Weil, M.(1992), Models of Teaching, New Delhi, Prentice Hall.
8. Mukhopadhyay,(1990) M.(Ed.) ‒Educational Technology‖, New Delhi: Sterling.
9. Pandey, K.P.(1980), ‒A First Course in Instructional Technology:, Delhi: Amitash Parkashan.
10. Pandey, S.K.(1997)―Teaching Communication, Commonwealth Publishers,New Delhi,

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Course Title : Educational Evaluation   **Credits:4**

Course Code: MAED -202   **M.M. 100**

Total Credit Hours: 4

COURSE OBJECTIVES

- To acquaint the student with the basic concepts and practices adopted in educational evaluation.
- To orient the students with tools and techniques of evaluation.
- To develop skills and competencies in constructing and standardizing a test.
- To make the students understand how various requirements of education are evaluated, interpreted and their results are recorded to help learners.
- To develop the ability to explain and use appropriate statistical techniquesand tests of significance in evaluation

COURSE CONTENTS

Unit-I:

Educational Measurement and Evaluation
- Concept, Scope and Need
- Evaluation: Functions and basic principles of evaluation
- Inter relationship between Measurement and evaluation: Use of Economic Categories of Educational objectives

Unit-II:

New Trends in Measurement and Evaluation

- Grading system: Relative merits and demerits of marking and grading
- Semester system
- Continuous and Comprehensive evaluation
- Question banks
- Use of computer in evaluation

Unit-III:

Tools of Measurement and Evaluation

- Essay type tests, objective tests
- Questionnaire and Schedule
- Inventories   34
- Performance tests

Unit IV:

Characteristics of a good measuring instrument

- Concepts of True and Error Scores
- Reliability
- Validity
- Norms
- Usability

Suggested Readings:

1. Adams, G.K.(1965), Measurement and Evaluation in Psychology, Education andGuidance, New York Holt,Rinehart & Winston.
2. Aggarwal, Y.P.(1998), Statistical Methods: Concepts, Applications andComputation, New Delhi Sterling.
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement andEvaluation, Agra Vinod.
4. Anastasi, A (1982), Psychological Testing, New York MacMillan,
5. Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement,New Delhi
Prentice Hall.
6. Garrett, H.E.(1973), Statistics in Education and Psychology, Bombay Vakils,Feffer and
Simons.
7. Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New YorkMac Millan.
8. Guilford, J.P.(1980), Fundamental Statistics in Psychology and Education, NewYork Mc Graw Hill.
9. Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt, Rinehart and Winston.
10. Thorndike, R.L. and Hagen, E.(1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Course Title: Teacher Education   **Credits: 4**

Course Code: MAED203A   **M.M. 100**

Total Credit Hours: 4

COURSE OBJECTIVES

- To enable the students to understand about the:
- Concept, aims and scope of teacher education in India with its historical perspectives.
- Teaching profession and types of teacher education programmes.
- Development of teacher education curriculum in India.
- Different competencies essential for a teacher for effective transaction.
- Research in various areas of teacher education.

COURSE CONTENTS

Unit-I

- Teacher Education: Concept and historical perspectives.
- Recommendations of various commissions on teacher education with specialemphasis on Kothari Commission and NPE 1986 and 1992

Unit-II

Aims and Objectives of Teacher Education

- Elementary Level
- Secondary Level
- College Level

Unit-III

- Teaching as a profession
- Professional Organization for various levels of Teachers and their role
- Faculty Improvement
- Performance appraisal of teachers

Unit-IV

- Internship in Teacher Education
- Pre-service Teacher Education
- In-service Teacher Education

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- Distance Education and Teacher Education
- Orientation and Refresher Courses

Suggested Readings:

1. CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. OfIndia, MHRD, New Delhi.
2. Delors, J.(1996)Learning: The treasure with in UNESCO Publishing.
3. Dunkin, J. Michael (1987) The International Encyclopedia of Teaching andTeacher Education, Pergamon Press.
4. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
5. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi,Radha Publishing.
6. Ministry of Education 1964-66, Education and National Development Report ofIndian Education Commission, Govt. Of India, New Delhi.
7. MHRD(1992) Programme of Action, Department of Education, Govt., of India,New Delhi.
8. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhli.
9. Oberoi, M.K.(1995) Professional competencies in Higher Education, New DelhiUGC Publication.
10. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. Of India, New Delhi.

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Course Title: Adult and Continuing Education   **Credits:4**

Course Code: MAED203B   **M.M.100**

Total Credit Hours: 4

COURSE OBJECTIVES

- Making the students to:
- Understand the basic concept of Adult Education.
- Understand the developments taking place in the field of adult education inIndia.
- Understand the appropriate methods of teaching adults.
- Understand the major problems confronting Adult Education Centres.
- Obtain the understanding and information to organize Adult Education Centres..
  Understand the working of different agencies in continuing AdultEducation
  Programme.
- Understand the methods and strategies of implementation of Adult Education
  Programme

COURSE CONTENTS

Unit-I:
- Concept, need, importance, objectives and scope of adult education.
- Formal, informal and non-formal education
- Traditional Literacy and functional literacy

Unit-II:

- National Policy on Education and Adult Education, National Literacy
  Mission, Jan
- Shikshan Nilayams.
- Adult learning-Characteristics of Adult Learners, Motivating Adults forlearning

Unit-III:

- The Role of Mass Media (Radio, TV, Films and Newspapers) in Adult
  Educationand problems with regard to coverage.

Unit-IV:

- Success Stories of Literacy of Literary Campaigns of following countries:-
- Cuba (Cuban Mass Literacy Campaign)
- Brazil (Brazilian Literacy Movement)
- Tanzania (Tanzania Mass Literacy Campaign) and
- Vietnam (Mass Literacy Campaign in Socialist Republic of Vietnam
- Problems of Adult Education

Suggested Readings: 38
1. Bordia, Anil, J.R. Kidd Drapert Adult Education in India. A Book of Readings,Bombay:

Nachiketa (eds.), Publication Ltd., 1973.

2. Bhatia, S.C. & Srivastava: Literacy, Literacy Materials and their preparation: AGeneral perspective, New Delhi Directorate of Adult Education, 1978.

3. Bhola, H.S. Campaigning for Literacy-Eight National Experiences of the twentieth Century with a memorandum to Decision Makers, UNESCO, Paris, 1984.

4. Coles, Edwin K, Townsend: Adult Education in Developing Countries, NewYork Perganon Press, 1977.

5. Cropley, A.J. Life Long Education: A Psychological Analysis Analysis NewYork 1977.

6. Dutta, S.C. Adult Education in the Third World New Delhi, and Criterion Publications, 1987.

7. Dutta S.C. Social Education and Social Values in Adult Education in India, Bombay:
Nachiketa Publications, 1973.

8. Dutta, S.C. History of Adult Education in India, New Delhi, Indian Adult Education
Association, 1986.

9. Draper, James A. ―Adult Education, A Focus for the Social Sciences, New Delhi:Indian Adult Education Association, 1989.

10. Houle, Cyril, O.: Continuing your Education, New York, McGraw Hill Co.,1964.

11. Indian Adult Education Association: Handbook for Adult Education Instructors,New Delhi, 1980.

12. Husan, T.: International Encyclopedia Education, New York, Pergamon Press,1985.

13. Jarvis, Petet (Ed): Twentieth Century Thinkers in Adult Education, London:Croom Belm,1987.

14. Kundu, C.L.: Adult Education: Principles, Practice and Precepts, New Delhi:Sterling Publishers, 1984

15. Kundu, C.L.: Adult Education Research: Future Direction, Kurukshetra University, 1987.

16. Mathur, R.S. & Prem Chand: Adult Education Programme Analysis of Strengthand Deficiency, New Delhi, Indian Adult Education Association 1981.

17. Ministry of Human Resource Development; National Literacy Mission, Govt.of India, New Delhi, 1988.

18. Ministry of Human Resource Development: National Policy of Education,Govt. of India, New Delhi, 1986.

19. Mohsin, S.R., J.L. Sachdeva & Asha Sehgal (Ed.) Adult Education Programme,New Delhi:
Indian-Adult Education Association, New Delhi, 1983.

20. Nimbalkar, M.R.:Adult Education and its Evaluation System Delhi, Mittal Publications, 1987.

21. Rogers, Alan: Teaching Adults, England Open University, Press, 1986.

22. Shab, S.Y. (Ed.): A ‒Source Book on Adult Education, New Delhi, Directorate of Adult Education.

23. Sharan B. Merriam, Phyllis M. Cunningham (Ed.): Handbook of Adult and Continuing

Education, Jossey Bass Publishers, Sanb Francisco, London, 1989.

24. Styler, W.E.: Adult Education in India, Bombay: Oxford University Press,1966.
25. Yadav, R.S.: Adult Education-Concept, Theory and Practice, Associated Publishers,
Ambala Cantt.

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Elective -2

Course Title –Educational and Vocational Guidance   **Credits:4**

Course Code : MAED204A   **M.M. 100**

Total Credit Hours: 4

COURSE OBJECTIVES

- To help the students to have better understanding of Life and the worldaround.
- To make them aware of the importance of making right choice in life, education, vocation, etc.
- To help them realize the importance of working with a group, for a groupand in a group.
- To make them feel that each individual is capable of making some unique contribution to the all round growth and development of the society becauseof his unique potentialities.
- To apprise them of the worth of understanding and assessing the individual correctly.

COURSE CONTENTS

Unit-I:

Guidance – Concept, Importance and Bases

- Development of Guidance
- Principles of Guidance
- Areas of Guidance
- Educational Guidance
- Vocational Guidance
- Personal Guidance

Unit-II:

Guidance Services in Schools

- Need and Principles of organizing guidance functions in schools
- Mechanism of organizing guidance functions in school
- Guidance services in Higher Education

Unit-III

- Job Analysis – Meaning, Types and Purposes of Job Analysis
- Placement service – Meaning, functions and principles
- Follow up Service – Meaning, purposes and characteristics

Unit –IV

- Study of the individual, data collection Techniques of Information. Standardized and Non-Standardized Techniques: Anecdotal Records,

- Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation, Interview and Cumulative Records.

Suggested Readings:

1. Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, SecondEdition, New York -Thomas Y.Crowell Company.
2. Jones, J.A:(1970) Principles of Guidance, Bombay, Tata. New York. McGrawHill.
3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, McGraw Hill.
4. Granz, F.M:Foundation and Principles of Guidance, Boston, Allyn and Bacon.
5. Pandey, K.P.(2000), Educational and Vocational Guidance in India -Vishwa Vidyalaya

Prakashan Chowk, Varanasi.
6. McGowan, J.P.chmidt:(1962) Counselling: Readings in Theory and Practice,New York

Holt, Rinehard and Winston.
7. Tolbert, E.L(1967): Introduction of Counselling, New York, McGraw Hill.
8. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, NewYork, Harpar.
9. Taxler, A.E(1964): Techniques of Guidance, New York, Mc Graw Hill,
10. Robinson: Principles and Procedures in Student Counseling, New York, Harper& Roe.

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Course Title: Inclusive Education   **Credits :4**

Course Code: MAED204B   **M.M.100**

Total Credit Hours: 4

Objectives of the Course:

- To familiarize student- teachers with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All.
- To identify and address the diverse needs of all learners.
- To acquaint with the trends and issues in Inclusive Education
- To develop capacity of student- teachers for creating an inclusive School
- To appreciate various inclusive practices to promote Inclusion in the classroom

Course Content:

Unit-I : Inclusive Education

- Forms of Inclusion and Exclusion in Indian education (Marginalised sectionsof Society: On account of Gender, Caste, Socio-Economic status and language,
- Disability.
- Meaning of inclusive education, historical, development, Philosophical andsocial basis of Inclusive Education.
- Benefits of Inclusive Education to children without special needs.
- Addressing Inequality and Diversity in the India classroom: Pedagogical and curriculum concerns

Unit –II

Children with Special Needs

- Historical and contemporary perspectives to disability and inclusion
- Range of learning problems across various disabilities
- Types of Disabilities: Characteristics and Identification of the educationalneeds of these special focus groups
- Assessment of learning problems in children with various disabilities.
- Assistive devices, equipments and technologies for different disabilities.
- Adaptation and accommodation according to various disabilities
- Educational provision in laws on disability, policies and international instruments like UNCRPD

Unit-III

School's Preparedness for Inclusion

- School organisation and management : Ideology, infrastructures
- Reproducing gender in school for achieving gender equality: Curriculuminputs, Textbooks, Student - teacher interactions
- Provision of assistive devices, equipments and technological support to caterto

different disabilities

- Support services available in the school to facilitate inclusion: Role and functions of the following personnel:
- Special Education Teacher
- Audiologist cum Speech Therapist
- Physiotherapist
- Occupational Therapist, Counsellor

Unit-IV

Inclusive Practices in the Classroom

- Making Learning more meaningful- Responding to special needs by developing strategies for differentiating content, curricular adaptations,lesion planning and TLM.
- Pedagogical strategies to respond to individual needs of students: Cooperative Learning strategies in the classroom, Peer tutoring , SocialLearning , Buddy system, reflective teaching, Multisensory teaching
- Provisions pertaining to appearing in examination for facilitating differentlyabled students (As available in CBSE and ICSE)
- CCE and its implications to facilitate inclusion

Suggested Readings:

- Baquer, A. & Sharma,A. (1997) .Disability: Challenges Vs. responses, Can Pub.
- Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educationalleaders, Prentice Hall, New Jersey.
- Bhargava, M. (1994), Introduction to exceptional Children, SterlingPublishers.
- Blackurst & Berdine (1981), Introduction to Special Education
- Chaote Joyce,S. (1991) . Successful mainstreaming, Allyn & Bacon
- Daniels, Harry (1999) .Inclusive Education, London: Kogan.
- Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
- Deiner, P. L. (2000). Resource for Teaching children with diverse abilities,Harcourt Brace & Company, Florida
- Dessent, T. (1987). Making ordinary school special. Jessica Kingsley Pub.
- Gargiulo, R. M. (1997). Special education in contemporary society: an introduction to exceptionality, Wadsworth, Belmont
- Gartner, A. & Lipsky, D. D. (1997) Inclusion and school reform transferring America's classrooms, P. H. Brookes Pub. Baltimore.
- Gathoo, V. (2004). Curriculum strategies and adaptations for children withhearing

impairment (RCI), Kanishka Pub. New Delhi

- Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writingJEPs Corwin press, sage Pub
- Hallahan & Kauffman (1978), Exceptional Children: Introduction to special Education Prentice Hall
- Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub
- Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba
- Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Pub.
- Karten, T. J. (2007) More inclusion strategies that work. Corwin press, sagePub
- M. C. Gore (2004). Successful Inclusion strategies for secondary and middleschool teachers, Crowin Press, Sage Pub.
- Madan Mohan Jha (2002). School without walls: inclusive education for all, Heinemann edu. Oxford
- Mangal,S.K., Education of Exceptional Children, PHI, New Delhi
- Mathew, S. (2004) Education of children with hearing impairment. RCI,Kanishka Pub. New Delhi
- National Policy on Education (1986, 1992), MHRD, GOI, Delhi

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Course Title: Life Skills Education   **Credits:4**

Course Code : MAED205   **M.M. :100**

Total Credit Hours: 4

Objectives of the Course

- To familiarize student-teachers in the theoretical foundations of Life Skills Education
- To prepare student-teachers in training methodologies and enable students toapply Life Skills in various spheres
- To develop professionals in Life Skills Education and enhance the ability to contribute as youth workers specialized in the area of Life Skills Education.
- To foster the spirit of social responsibility in students and enhance social and emotional well being

Unit - I:

Introduction
- Life Skills: Concept, need and importance of Life Skills for human beings.
- Life Skills Education: Concept, need and importance of Life Skills Educationfor teachers.
- Difference between Livelihood Skills and Life Skills.
- Core Life Skills prescribed by World Health Organization.
- Key Issues and Concerns of Adolescent students in emerging Indian context.

Unit II:
- Process and Methods Enhancing the Life Skills
- Classroom Discussions
- Brainstorming and Role plays
- Demonstration and Guided Practice
- Audio and Visual activities, e.g. Arts, Music, Theatre, Dance
- Small Groups discussions followed by a presentation of group reports.
- Educational Games and Simulation
- Case Studies, Storytelling, Debates
- Decision making and mapping of using problem trees.

Unit - III:

Core Life Skills (I)
- Skills of Self-awareness and Empathy: Concept, Importance for Teachers inparticular, Integration with the teaching learning process, learning to live together with other living beings. Acceptance of diversity in perspectives of different societies and cultures. Acceptance and importance of all living being asalong ecological and psychological social structures.
- Skills of Coping with Stress and Emotion: Concept, importance for Teachers inparticular and Integration with the teaching learning process.
- Skills of Building Interpersonal relationships: Concept, Importance for Teachersin particular and Integration with the teaching- learning process.

Unit - IV:

Core Life Skills (II)
- Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.
- Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching -learning process.
- Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.

Practical Assignments/Field Engagement(Any one)

- The activities listed in Unit II with respect to the process and methods of Life Skills will be taken up in workshops to initiate the student-teachers with respectto the dynamics of the same.
- The Core Life Skills will also be demonstrated through role plays on diverseissues in the form of workshops.
- The student-teachers shall also engage in reflection on different core Life Skillsbeing displayed by children in schools during their field engagement.
- Human animal interface: Case of study of a domestic/institutional animal/withhuman being.

Suggested Readings:

- A Life Skills Program for Learners in Senior Phase. (2002). University ofPretoria. Chapter in Thesis. Retrieved from:
http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf
- Life   Skills Based Education. (2011). Wikipedia.   Retrieved from:http://en.wikipedia.org/wiki/Life_skills-based_educaion
- Life   Skills Based Education CCE. (2009). CBSE. Retrieved from: http://www.cbse.nic.in/cce/life_skills_cce.pdf
- Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia.Retrieved from: http://www.nied.edu.na/publication

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Semester –IV

Course Title: History of Education   **Credits:4**

Course Code: MAED206   **M.M. 100**

Total Credit Hours: 4

COURSE OBJECTIVES:
- After undergoing the course content of the paper, the student will be able to :
- develop a critical understanding of the challenges facing Indian Education today.
- get the Knowledge of the contemporary issues in Indian Education in a global perspective.
- the education system in Vedic, Buddhist Period.
- features of Education during medieval period.
- historical background of Indian Education System in British India.
- introduced with National Education Movements in India.
- indian Education Commission 1882,itsinfluence on educational development
- various recommendation of different Commission on the subsequent development of education.

History of Education in India:

Unit -1
- Education in Vedic Post Vedic period and Brahmanic Education

Unit -2
- Education in Buddhist period and Islamic Education

Unit- 3
- Education in the Medieval India

Unit 4
Education in India during British rule with special reference to:
- Adam's report (1835-1838),
- Macaulay's Minute on Indian Education
- Wood's Despatch (1854),
- First Indian Education Commission or Hunter Commission (1882),
- Indian University Commission (1902),
- Calcutta University Commission or Sadler Commission (1917- 1919)
- Post war Education Commission or Sargent Report;

Education in free India with special reference to:
- Indian Education Commission or Radhakrishnan Commission (1948-1949),
- Secondary Education Commission or Mudaliar Commission (1953)

- National Education Commission or Kothari Commission (1964-1966)
- National policy of Education (1986) and subsequent developments.

Suggested Readings

- Nurullah, S and Naik. A Students History of Education in India, Macmillian
- Safaya and Saiyda. Development, Planning and Problems of Indian Education,New Delhi: Dhanpat Roy and Sons

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Elective -3

Course Title: Special Education   **Credits:4**

Course Code: MAED 207A   **M.M. 100**

 Total Credit Hours: 4

COURSE OBJECTIVES

>   To make the students:
- •   Understand the concept of exceptional children.
- •   Know about the meaning and scope of special education in India.
- •   Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
- •   Identify with the various types of exceptional children.
- •   Acquaint with the various types of handicaps and their causes.
- •   Provide guidance in handling of exceptional children.
- •   Understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS

Unit-I:
Concept of Exceptionality

- •   Positive, Negative and Multiple Deviations
- •   Needs & Problems of Exceptional Children

Unit-II:
Nature of Special Education
- •   Objectives
- •   Historical perspectives
- •   Continuum of Special Education alternative programmes.
- •   School of Integrated/Inclusive Education : Organization and Management

Unit-III:
 Education of Orthopedically Handicapped
- •   Concept
- •   Types of Handicap
- •   Characteristics
- •   Educational Programmes

Unit-IV:

Education of Mentally Retarded
- Concept
- Classification
- Etiology
- Educational Programmes for Trainable Mentally Retarded
- Educational Programmes for Educable Mentally Retarded
- Management of Behaviour Problems prominent in Severe & Profound Retardation

Suggested Readings:

1. Berdine W.H. & Black Hurst A.E. (eds.)(1980), An Introduction to Special Education,
Boston, Harpers Collins Publishers.
2. Dunn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York:Holt, Rinehart, Winston.
3. Hallahar D.P. & Kauffman, J.M.(1991), Exceptional Children: Introduction to special Education, Masschuaters Allyn & Bacon.
4. Hewett Frank M. & Foreness Steven R.(1984) Education of Exceptional Learners,Massachusets Allyn & Bacon.
5. Jordern, Thomes E.The Exceptional Child, Ohio: Merrill.
6. Kirk S.A. & Gallagher J.J.(1989), Education of Exceptional Children;Boston Houghton Miffin Co.
7. Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.
8. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publication

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Course Title: Value Education   **Credits:4**

Course Code : MAED 207B   **M.M. 100**

Total Credit Hours: 4

Course Objectives:
- To enable student teachers to understand the need and importance of value-education and education for Human Rights as a duty.
- To enable the student teachers to understand the nature of values, moral values,moral education as a duty based as they are on the golden rule of religious education and its related moral training
- To orient the student teachers with the basis of duty-conscious ethics and morality based on a rational understanding of moral personality development ofoneself and the child.
- To enable them to understand the process of moral personality development vis-a-vis as a means of their cognitive and social development
- To orient the student teachers to draw lessons from principles of life and converting them into moral learning towards moral education.

Course Content:

Unit-I:

Value Education in a Pluralistic World (Multi-Cultural, Multi-Religious andMulti Ethnic)

- Value Education Concept, Nature, Source & Perspectives (Rational, Philosophical, Socio-Cultural, Religious and Psychological).
- Fundamental Human values-Truth, Peace, Non-violence, Righteous Conduct.
- Connected Terminology: Realism, Accountability, Duty, Virtue, Dharma,Ethics, Religion, Morality, Values,
- Typologies: Intrinsic and Extrinsic Values.
- Duty Approach to Ethics: Deontology, Justice as a Duty
- Learning through Examples:
- Indian Pluralism: Mutual Respect, Tolerance and Dialogue in Islam, Buddhism, Christianity, Jainism, Sikhism and Hinduism.
- Greco-Roman and Chinese Cultural values: Open-Mindedness, Free thinking, Cooperation, etc.
- Secular Values: Facing Challenges Positively through examples of Super-Achievers (life history and quotes)
- Commonalities of all religious at Philosophical levels.
- Diversities of religion at politics of religion.

Unit-II:

Development of the Individual
- Personality Development and Character building education: throughunilateral ethics
- Development of right attitude, aptitudes and interest: through higherthinking, contemplation and patience
- Yoga, meditation and self-control; introspection on one's strengths and weakness, wro speech, habits and actions.
- Positive approach to life - in words and deeds: through positive thinking and positive living
- Self-discipline Leading to Duty-Consciousness: Politeness, Punctuality &Righteous Conduct
- The importance of Affective domain in Education in Compassion, Love andKindness

Unit-III:

Response to Value Crisis and Impact of Modern Education & Media onValues
Value Crisis: Values Crisis Concept, Conflicts as Challenge Vs. HindranceStrategies of Response: Lawrence Kohlberg and Carol Gilligan, Arnold Toynbee's Challenge-Response Mechanism: Case Study of the Life of Dr.Abdul Kalam, Gandhian Formula: ‒Be the Change you wish to see in the world Positive Response: ‒Seek to Change Yourself; Do Not Complain about Others.

Impact of Modern Education and Media on Values:

- Role of a teacher in the preservation of tradition and culture

- Role of family, tradition & community in value development
- Build on the positive impact and navigate the negative impact of value crisisdue to impact of modern life:
- Impact of Science and Technology: Build on the Positive—reasoned thinking, knowledge explosion, technology, universalization of learning, modern education, etc.; Navigate the Negative—modern culture should not be randomlyfollowed
- Effects of Printed Media and Television on Values: Build on the Positive— instant news, information and entertainment; Navigate the Negative—think and avoid negative influence through reasoned thinking
- Effects of computer aided media on Values (Internet, e-mail, Chat etc.): : Buildon the Positive—knowledge explosion, information at the click of the button, interaction at our finger-tips, etc.; Navigate the Negative—avoid exposure to negative media, share personal information with care, accept friends requests after due deliberation, etc

Unit- IV: Values:

The ideal of Human Unity and Peace
- Human Rights, Rationale and Evolution, UDHR and its Articles(particularly 1,3, 7, 10, 18, 19)
- UDHR and Duties: Article 26, Receiving Rights subject to performingduties

- Human Rights Education: Meaning, Objectives, Strategies and Role of Education towards duty-consciousness
- National Human Rights Commission and its role
- Role of the Indian Constitution: The Right of Children to Free and Compulsory Education Act, 2009 in context of human Rights and Human Duties Article 51A
- Peace Education: Meaning, objectives, Role of Education in promotingPeace based on uniilateral ethics of -'in giving we receive'
- Education, Strategies for imparting Peace Education through imparting of duty-consciousness

Suggested Readings:

- Bhatt, S.R(1986). Knowledge, Value and Education: An Axiomatic Analysis,Delhi: Gian Pub.,.
- Kar, N.N.(1996). Value Education: A Philosophical Study. Ambala:Associated Pub. .
- Khan, Wahiduddin. (2010) Family Life, Goodword Books, New Delhi,.
- Kulshrestha, S.P. (1979), Emerging Value Pattern of Teachers & Value Patternof Teachers & New Trends, Education in India, New Delhi: Light & Life Pub.,.
- Mascarenhas, M. & Justa, H.R.,(1989)., Value Education in Schools and OtherEssays, Delhi Konark,.
- R., King, (1969) Values & Involvement in Grammar School, London:Routledge,.
- S. Abid Hussain; The Indian Culture
- Sharma, S. R, (1999)., Ed., Teaching of Moral Education, N. Delhi:Cosmos, Pub.,.
- Singh, Samporn(1979) Human Values, Jodhpur: Faith Pub.,.
- Source book of Human Rights - NCERT

Online Resources:
- Ethics for Everyone: https://arthurdobrin.files.wordpress.com/2008/08/ethics-for-everyone.pdf
- About the Golden Rule:
http://choicesvideo. net/guidebooks/aboutgoldenruleguidebook.pdf
- Universal Declaration of Human Rights:http://www.un.org/en/documents/udhr/
- Arnold Toynbee's Challenge-Response: http://www. greenbookee. com/arnold-toynbee-challenge-and-response/
- Life of Dr. Abdul Kalam: https://yippiie.files.wordpress.com/2011/04/wings-of-fire-bv-abdul-kalam-printers1.pdf
- Values and UNESCO: http://unesdoc.unesco.org/images/0012/001279/127914e.pdf
- Teaching Ethics, UNESCO:
http://portal.unesco.org/shs/en/files/8735/11289332261TeachingEthicsCopenhagenRepo rt.pdf/TeachingEthics_CopenhagenReport.pdf
 Unilateral Ethics and Personality Development:www.cpsglobal.org

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Elective -4

Course Title: Environmental Education   **Credits :4**

Course Code: MAED208A   **M.M. 100**

Total Credit Hours: 4

Course objectives:

After completing the course, the students will be able to:
- explain the concept and component of environment.
- explain the concept and types of ecosystems
- describe food chain and food web.
- explain the concept, importance, scope and aims of Environmental education.
- enlist the principles and foundations of Environmental Education.
- discriminate between different types of Environmental Pollution.
- suggest some strategies for Environmental Conservation.
- discuss the importance of responsible Environmental behaviour.
- discuss the importance of Environmental awareness, attitude, sensitivity andaction strategiesfor teachers and students

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COURSE CONTENTS

UNIT – I
- . Introduction to Environmental Education: Concept, Importance and Scope.
- Concept and Types of Ecosystem
- Food Chain and Food Web.

UNIT-II

- Aims and Objective of Environmental Education.
- Guiding Principles and Foundations of Environmental Education.

UNIT-III

- Environmental Pollution: Air, Water, Soil and Noise and RadioactivePollution.
- Extinction of Flora and Fauna, Deforestation and Soil Erosion.
- Importance of Environmental Conservation and Strategies for Environmental Conservation.

UNIT-IV

- Meaning, Importance and Components of Responsible Environmental Behaviour among Teachers and Students.
- Importance of Environmental Awareness, Environmental Attitude, Environmental Sensitivity and Environmental Action Strategies for Teachersand Students.

Suggested Reading

1. Dani, H.M. (1986), Environmental Education : Panjab University , Chandigarh, Publication
Bureau.
2. Bhall, S.C. and Khanna, H. (2007), Environmental Education, New Delhi :Regal Publication.
3. Nagra, V. (2006), Environmental Education, Jalandhar : Sharma Publications.
4. Nanda, K.V. (1997), Environmental Education, New Delhi: APH PublishingCorp.
5. Nasrin (2007), Education, Environment and Society, New Delhi : APH Publishing Corp.
6. Saxena, A.B. (1986), Environmental Education, Agra : National PsychologicalCorp.
7. Sharma, R.C. (1981), Environmental Education, New Delhi : Metropolitan BookCo.
8. Shrivastva, K.A. (2007), Global Warming, New Delhi : APH Publishing Corp.

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%
Class assignment= 10%
Mid Term= 15%
End Term= 75%
Exam Duration= 2 Hrs.
Maximum Marks=00

Course Title: Health and Physical Education   **Credits:4**

Course Code: MAED208 B   **M.M. 100**

Total Credit Hours: 4

Objectives of the Course:

- To acquaint pupil teachers with the concept of holistic health.
- To enable them to understand the various dimensions & determinants of health.
- To acquaint them to school health program and its importance.
- To enable them to understand the need & importance of Physical Education.
- To develop organisation skills in organising inter house tournaments and sports meet.
- To understand the need and relevance of Yoga and develop the skills in yogic practices.

Course Content:

Unit-I: Health, Hygiene and Wellness

- Concept of Mind and Healthy Mind, Relation of Healthy Mind and Healthy Body.
- Health: Concept, definition, dimensions and determinants.
- Health Education: Definition, aims and objectives.
- School Health Program: Health Services, Health Supervision and Health Instruction.
- Hygiene Education: Definition, aims and objectives.
- Role of teacher in development of health and good hygienic habits.
- Health and Wellness.

Unit-II: Areas of Concern for Health, Hygiene and Wellness

- Communicable Diseases: Mode of Transmission, Methods of Prevention and Control.
- Nutrition: Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition.
- Postures: Importance of Good Posture, Common Postural Defects and Remedial Exercises.
- Recreation: Meaning, Significance and Recreational Programs in Schools.
- Wellness common Health Problems and Preventions: Accidents, Environmental Pollution, Overpopulation, Alcoholism, Smoking, Drug abuse.
- Sex Education and concerns for HIV/AIDS.

Unit-III: Physical Education and Integrated Personality

   Physical Education: Concept, definition, aims and objectives
- Need, scope and Importance of Physical Education Programs at different school levels
- Organization and administration: planning, budgeting, fixture(Knock out and league)
- Athletic meet - Meaning, need and importance. Process to organize athletic meet at school level

- Concept of integrated personality and its realization through physical education program.

- Tournaments -Types, inter-house competitions, drawing of fixture and sportsmeet.
- Rules and Regulations and skills of any one of the Games/events: Hockey, Badminton, Volleyball, Basketball, Football, Tennis, Table Tennis, Kho- Kho, Track and Field Events.

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Unit-IV: Yoga and Physical Fitness

- Introduction, Meaning and mis-concepts about Yoga

- Types of Yoga, Ashtang Yoga of Patanjali (Eight stages of Yoga)

- Effects of asana on our body and relation of Psychology with Yoga

- Importances of Yogasanas, Pranayama and Shudhikriya

- Importance of Meditation in school

- Physical fitness: Meaning, importance. motor component of physical fitness(strength, flexibility, endurance, speed, Agility and neuro-muscular coordination).

- Training methods of physical fitness

.

Suggested Readings:

- Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports,Jalandhar, A. P. Publisher,
- Kamlesh, M.L. & Sangral, M.S. (1986). Methods in Physical Education, Ludhiana: Prakash Brothers.
- Kangane, Sopan & Sonawane, Sanjeev. (2007). Physical Education. Pune:Nirali publication.
- Kaur, Manjeet. (2003). Health and Physical Education, Ludhiana: Tendon Publications.
- Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
- Sharma, Anil P. & Pandey, Pradeep K. (2010). Psychology in Yoga. NewDelhi: Personal Graphics & Advertiser Pvt. Ltd.
- Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.
- Syedentop, Daryl (1994). Introduction to physical education, fitness and sports(2nd ed.). London: Mayfield publishing company.
- Uppal, A.K. & Gautam, G. P. (2004). Physical Education and Health. Delhi:Friends publisher.

Assessment Method: Continuous Internal Assessment= 25%

Final Examination=75%

Class assignment= 10%

Mid Term= 15%

End Term= 75%

Exam Duration= 2 Hrs.

Maximum Marks= 100

Practical

Course Title: Reading and Reflecting on Text   **Credits:2**

Course Code: MAED209   **M.M. 100**

Total Credit Hours: 2

Course Objectives:

- To enable student-teachers to read and respond to a variety of texts in different ways and also learn to think together and appreciate that dependingon the text and the purposes of reading, responses may be personal or creative or critical or all of these together.
- To develop meta-cognitive awareness in student-teachers to become conscious of their own thinking processes as they engage with diverse texts.
- To enhance their capacities as readers and writers by becoming participantsin the process of reading.

Course Content:

Readings for Discussion ,Analysis and Reflection (In depth Reading of any Five of the following):

- Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People Children. Harvard Educational Review 58(3), 280-298.
- Donovan, M. S. And Bransford, J. D. (Ed.) (2005). How students learn. Washington DC: The National Academies Press, Chapter 1: Introduction 1-26,Chapter 13: Pulling Threads 569-590.
- Gilligan, C. (1977). In a Different Voice: Women‘s Conception of Self andMorality. Harvard Educational Review, 47 (4), 481-517
- llich, I. (1970). Deschooling Society, London, UK: Marion Boyars.
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections   Contemporary Education Dialogue, Vol. 2(1), 5-29.
- Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Wood, D. (2000). Narrating Professional Development: Teacher"s stories astexts for

    improving practice. Anthropology and Education Quarterly, 31(4), 426-448.

Audio-visual Resources :) Any Three of the following to be screened for thestudent-teachers and discussion to be followed)

- A New Education for a New India (CD ROM) (By Gnostic Centre/NCTE)
- Had-Anhad: Journeys with Ram and Kabir by Shabnam Virmani

http://www.kabirproj ect.org/
- Teacher's Journey: An observational film on teaching methodologies of aprimary school teacher in a single-teacher school in MP, India. Director- Deepak Verma,
- Azim Premji Foundation. For copies contact - madhumita@azimpremjifoundation.org
- Where Knowledge is Free: A documentary film about children branded byCaste and excluded from education. Director Binitesh Baruri. Available atIndian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 9111-41643981 http://www.dalitstudies.org.in.

Note:

Based on the discussions held on the reading of the above texts students in the practical time the student-teachers shall maintain a detailed account of their reflection on the readings in the light of their own experiences in the form a diary   The   Internal Assessment shall be on the extent of participation in an reading exercise in the class individually and in a Group and reflection on the same simultaneously .External Assessment shall be in the form of a Viva VoceExamination.

Assessment Method: Continuous Internal Assessment= 40%
                      Final Examination=60%
                       Class assignment= 20%
                       Mid Term= 20%
                       End Term= 60%
                       Exam Duration= NA
                       Maximum Marks= 100

Course Title: Dissertation   **Credits:2**

Course Code : MAED210   **M.M.100**

Total Credit Hours: 2

Assessment Method: Continuous Internal Assessment= 40%
Final Examination=60%
Class assignment= 20%
Mid Term= 20%
End Term= 60%
Exam Duration= NA
Maximum Marks= 100