Master of Education
Semester-II

L-4 T-0 P-0-C-4

M.A. Edu 201: Sociological Foundation of Education

Course Objectives

- To provide an in-depth understanding of the significant aspects of Educational Sociology
- To Justify about social organizations, dynamic characteristics and Educational Implications of social organizations
- To comprehend the concept of social change and socialization as well as certain current educational issues in social context
- To understand the concept of globalization, Industrialization, Modernization and privatization and their impact on Society
- To enhance the knowledge about the concept, nature, types and role of education in Social mobility & stratification

Course Outcomes (COs)

1. Understand the basic concepts of Sociology and Educational Sociology
2. Apply the knowledge of Basic Concepts given in Education and Social Change
3. Analyze the basic Process of Socialization and its impact
4. Evaluate Various Old & Modern Techniques of Social System
5. Create Classification of Social Stratification on the basis of Social Mobility

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	2	-	1	2	-	2	1	-	-	1	-	2	-
CO2	1	3	-	1	-	1	-	2	-	2	-	1	-	2	1
CO3	3	2	1	2	1	-	-	-	2	1	-	1	-	-	-
CO4	3	2	-	-	-	2	-	1	1	2	-	1	-	2	-
CO5	-	2	1	2	-	3	-	1	1	2	-	1	-	2	-

High-3 Medium-2 Low-1

UNIT I: Education and Sociology   **12 Hours**

1. Concept of Sociology and Educational Sociology
2. Relationship between Sociology and Education
3. Educational Sociology: Nature, Scope, Function, and its Importance
4. Social Organization: Concept and Factors of Influence
5. Dynamic Characteristics of Social Organization and its Educational Implications

UNIT II: Education & Social Change   **12 Hours**

1. Meaning, nature & Process of social change
2. Relationship between Education and social change
3. Factors promoting social change (Agencies of Social Change): Family, Religion, School and Mass- Media, Cultural lag
4. Constraints on Social Change: Caste, Class, Language, Religion, Population and Regionalism

UNIT III: The Process of Socialization 12 Hours
1. Concept and Nature of Socialization
2. Role of Education in the Process of Socialization
3. Agents of Socialization: Family, School, Religion, Community, Politics, Religion, Culture, Democracy, Economy
4. Education as a Social System, as a Social Process and a Process of Social Progress

UNIT IV: Education and Social System 12 Hours
1. Characteristics of School as a sub- Social System
2. Education and Democracy; Concept of Secularism and its Educational Implications
3. Globalization, Industrialization, Sanskritization, Modernization and Privatization: Concept, Overview of its impact on Education and Society
4. Education as a Potential Equalizing Social Force: Equality of Educational Opportunities

UNIT V: Social Mobility & Stratification 12 Hours
1. Meaning, Nature, Types and Factors in Social Stratification
2. Meaning, Factors and Types in Social Mobility
3. Role of Education in Social Mobility
4. Education of Socially and Economically Disadvantaged Section of Society with special reference to: Scheduled Caste, Scheduled Tribes, Women and Rural population

Total: 60 Hours

Practical Based Assignment-
1. Prepare Presentation on Critical analysis of any two educational issues
2. Prepare group projects on Educational and Social issues

Reference(s)
1 Bhat M.S. (2000), Educational Sociology, APH Publications, New Delhi
2 Broudy, H.S. (1977) Building a Philosophy of Education, New York: Kringer
3 Chandra, S.S. & Sharma, R.K. (1998), Sociology of Education, New Delhi
4 Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundation of Education, Patiala, Bawa Publication
5 Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers
6 Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers

List of e-Learning Resources:
1. https://nptel.ac.in/
2. https://www.coursera.org/

| Academic | HOD | Senior Faculty |
| Coordinator | | nominated by DOAA |

Master of Education
Semester-II

L-4 T-0 P-0-C-4

MAEdu-202 Advanced Educational Psychology

Course Objectives
- To well-informed about the concept of Educational Psychology and Various Schools of Psychology as well as to understand the role and implication of Psychology in Education
- To understand the concept and theories of personality in western and Indian perspective
- To develop critical appraisal and understanding about Aptitude, Interest and Creativity
- To develop an appropriate understanding about Intelligence in terms of its concept, measurement, evolution and theories
- To get acquainted with concept and nature of children with special needs such as; Dyslexia, Dysgraphia and Dyscalculia
- To understand the problems and approaches for managing classroom behavior like; Distraction and to know group dynamics

Course Outcomes (COs)
1. Understand the relationship between Education and Psychology and recent trends in Educational Psychology
2. Apply theories of personality and intelligence in the context of different stages of human development
3. Evaluate the identification of different categories of children with special needs
4. Analyze Learning and Thinking Styles in Classroom Teaching
5. Derive Approaches to Managing Classroom Behavior

Articulation Matrix
(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	1	2	-	1	2	-	2	1	-	-	1	-	2	-
CO2	1	2	1	1	-	1	-	2	-	2	-	1	2	2	1
CO3	2	2	1	2	1	3	-	-	2	1	-	1	2	-	-
CO4	3	2	-	-	-	2	-	1	1	2	-	1	-	2	-
CO5	1	2	1	2	-	3	-	1	1	2	-	1	-	2	-

High-3 Medium-2 Low-1

UNIT I: Advanced Educational Psychology   12 Hours
1. Concept of Advanced Educational Psychology, meaning and definitions
2. Scope and Aims of Advanced Educational Psychology
3. Concept of various schools of psychologies: psychodynamic, humanistic, behavioristic, cognitive, neurobiological
4. Contribution of Advanced Educational Psychology in teaching process

UNIT II: Understanding Learner's Diversity   12 Hours
1. Meaning, nature and definition of personality
2. Theories of personality: Western and Indian perspective
3. Assessment of Personality (Projective & Objective technique)
4. Intelligence – Concept, Meaning and Types: Cognitive (J.P. Guilford), Emotional (D. Goleman) and Multiple (H. Gardner)

UNIT III: Children with Special Needs   12 Hours
1. Meaning, concept and classification of Children with Special Needs
2. Catering to Individual Differences i) Cognitively Exceptional Children ii) Physically Exceptional Children iii) Socio – Culturally Exceptional Children
3. Concept and Types of Learning Disabilities i) Dyslexia ii)Dysgraphia iii) Dyscalculia
4. Emotional and Behavioral Disorders i) Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder(ADHD) ii) Disruptive Behavior Disorder

UNIT IV: Implications for Learning and Thinking Styles in Classroom Teaching   12 Hours

1. Learning styles : Concepts and Application of Kolb's Model
2. Thinking Styles : concept, Application and Contribution of R.Sternberg
3. Creative Thinking : Concept, Application and Contribution of E.De'Bono
4. Teaching Thinking: Feuerstein's Approach

UNIT V: Problems and Approaches to Managing Classroom Behavior   12 Hours

1. Identifying Behavior Problem : i) Distraction ii) Aggression iii) Interpersonal Problems
2. Analyzing Behavior Problems: i) Defining Behavior ii) Identifying Antecedents and Consequences, Chain of Events Leading to Behavior Problems
3. Changing Behavior : Behavioristic vs. Humanistic Approach
4. Group Dynamics : Leadership, Team Building and Techniques of Managing the Group

Total: 60 Hours

Practical Based Assignment-
1. Preparation of report on Individual Learning Styles of the Students
2. Making study project on Diversified learners and its characteristics

Reference(s)
1 Hallahan, P.D. & Kauffman, M.J.(1991). Exceptional Children, Introduction to Special Education
2 Mangal S.K, Mangal Shubhra,(2004), Child Development, Arya Book Depot New Delhi
3 Shrivashtava D.N, Verma Preeti, (2007) Child Psychology: Child Development
4 Mathur, S.S (2007) Development of learner and Teaching learning process, Agrawal Publication
5 Mangal, S.K, (2008) Advanced Educational Psychology P H I Learning Pvt. Ltd. – New Delhi

List of e-Learning Resources:
1. https://nptel.ac.in/
2. https://www.coursera.org/

Academic	HOD	Senior Faculty
Coordinator		nominated by DOAA

L-4 T-0 P-0 C-4

MAEdu-203: Educational Statistics

Course Objectives
1. To understand the Concept, types, nature and different levels of data as well as to find its normal distribution through Normal Probability curve
2. To convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation
3. To examine relationship between and among different types of variables of a research study
4. To explain or predict values of a dependent variable based on the values of one or more independent variables
5. To estimate the concept of Parameter, Sampling Error, Standard Error and to test different hypothesis
6. To demonstrate competence in the use of Parametric and Non-Parametric statistics with the help of SPSS for analysis of data

Course Outcomes (COs)
1. Understand the Concept, nature, different levels and types of data through Normal Probability curve
2. Apply various interpretation techniques to check the relationship among different types of variables of a research study
3. Analyze the set of data by representing in tabular and graphical forms and computing relevant measures of variation
4. Evaluate the use of various parameters in different hypothesis and errors
5. Create parametric and non-parametric statistics with the help of SPSS and other softwares

Articulation Matrix
(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	3	1	2	1	-	1	2	1	-	1	3	2	2
CO2	1	2	1	3	1	1	1	-	1	-	1	3	1	2
CO3	1	1	-	1	-	1	-	3	1	-	2	2	2	1
CO4	-	1	-	-	1	-	1	1	1	1	3	2	-	1
CO5	-	-	1	1	-	-	3	1	1	1	2	1	-	-

High-3 Medium-2 Low-1

Unit I – Descriptive Analysis of Quantitative Data   12 Hours
1. Data Types: Nominal, Ordinal, Interval and Ratio
2. Data Levels: individual and group; Graphical representation of Data
3. Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses and interpretation
4. Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, characteristics of Normal Probability curve and its applications; Relative Positions Percentile Rank z-scores

Unit II- Data Relations   12 Hours
1. Examining Relationships: scatter plots and their interpretation
2. Product Moment, Rank, Biserial, point-biserial
3. Tetra-choric, Partial and Multiple correlations
4. Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction

UNIT III- Inferential Analysis of Quantitative Data-1   12 Hours

1. Estimation of a Parameter- concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean
2. Testing of Hypotheses-Null and Alternative Hypotheses, Directional Alternative Hypotheses
3. Testing of Null Hypotheses, types of Error
4. Levels of Significance, testing the significance of difference between the following statistics for independent and correlated samples: Proportions, Means (including small samples),Variances

UNIT IV- Inferential Analysis of Qualitative Data- 2   12 Hours

1. Analysis of variance and Co-variance (ANOVA and ANCOVA) - concept, assumptions and uses
2. Analysis of Frequencies using Chi-square-Chi-square as test of goodness of fit and test of independence,
3. Contingency coefficient and its uses
4. Non-Parametric statistics: assumptions and uses of sign test, rank test and median test

UNIT V- Computer for Data Analysis and Preparation of Research Report   12 Hours

1. Analysis of visual data, segmenting coding and developing category systems
2. Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results
3. Use of Computer for Data Analysis and its importance
4. Knowledge of Software for Statistical Analysis such as SPSS, EXCEL, N6

Total: 60 Hours

Reference(s)

1. Cononver, W.J. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc
2. Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York: McGraw Hill
3. Gibbons, J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill
4. Glan, G.V., & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Allyn & Bacon
5. Guilford, J.P., and B. Fruchter. (1987). Fundamental Statistics in Education and
6. Psychology. Tokyo: McGraw Hill (Student-Sixth edition)
7. Henry, G.T. (1995). Graphing data: Techniques for display and analysis. Thousand oaks, CA: Sage
8. Howell, D.C. (1997). Statistical Methods for Psychology. Belmont, CA: Duxbury Press
9. Huck, S.W. (2007). Reading Statistics and research. Boston: Allyn & Bacon

List of e-Learning Resources:

- https://swayam.gov.in/nd2_cec19_ed03/preview
- https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://ebooks

Academic Coordinator	HOD	Senior Faculty nominated by DOAA

Master of Education
Semester-II

M.A. Edu-204 Comparative Education:National and InternationalPerspectives

Course Objectives
- To comprehend the concept, significance, scope and factors affecting development of comparative education system
- To acquaint with the various approaches to study of comparative education and also factors affecting development of education
- To comprehend and compare the concept, practice teaching and evaluation system of teacher education on focused countries
- To know the recent trends and best practices in education such as distance and open learning, vocational education and educational administration
- To understand and reflect on comparison of the educational systems of USA, UK, and India with special reference to Primary Education, Secondary Education and Higher Education

Course Outcomes (COs)
1. Understand the Conceptual Framework of Comparative Education
2. Apply comparative Reflections on Teacher Education (Finland and India)
3. Analyze a comparative Study in Structure of Educational System.
4. Evaluate comparative Reflections on Recent Trends and Best Practices inEducation
5. Create a scope of application to current Issues and Significance of Research in Education

Articulation Matrix
(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	3	-	-	-	-	-	-	-	-	2	-	1	-	1
CO2	-	2	-	-	-	2	-	-	2				1		-
CO3	-	-	-	-	-	-	3	-	-	2	3	-	1	-	-
CO4	-	3	2	-	-	-	-	3	-	2	3	-	1	-	-
CO5	-	2	3	-	2	-	-	2	2	3	-	-	3	-	-

High-3 Medium-2 Low-1

UNIT I: Conceptual Framework of Comparative Education   12 Hours

1. Concept, Significance and Scope of Comparative Education
2. Factors Affecting Development of Educational System
3. Approaches to the study of Comparative Education: Historical, Philosophical and Sociological views
4. Scope and major concept of comparative education

UNIT II: Comparative Reflections on Teacher Education (Finland and India)   12 Hours
1. Concept, Importance and Scope
2. Practice teaching
3. Evaluation system
4. Comparative education : Factors and approaches : geographical, economic, cultural &philosophical

UNIT III: Structure of Educational System: A Comparative Study   **12 Hours**

1. A comparative study of education systems of the following countries with special reference to Primary Education, Secondary Education andHigher Education
2. Secondary Education - United Kingdom, United States of America, India
3. Higher Education – India, United Kingdom, United States of America
4. Teacher Education - United States of America, United Kingdom, India

UNIT IV: Comparative Reflections on Recent Trends and Best Practices inEducation 12 Hours

1. Distance and Open Learning in U.K., Australia and India
2. U.K., Australia and India: Aims,Methods of instruction and Evaluation System
3. Vocational Education : USA & India
4. Educational Administration in USA, UK & India

UNIT V: Current Issues and Significance of Research in Education   **12 Hours**

1. Issues: Poverty, populationexplosion,　environmental degradation,
2. Human trafficking, terrorism, unemployment, illiteracy, in-equalization of educational opportunities
3. Role of various International agencies: UNO, SAARC, UNICEF,UNESCO
4. Role of various National scheme in Education: SSA, RMSA, RUSSA,MDG, RTE

                                                            Total: 60 Hours

Practical Based Assignment-

1. Preparation of report on significance role of various educational agencies
2. Making study project on comparison of Indian Education with U.K. & Australia

Reference(s)

1. Beredy, G.Z.F. (1964). Comparative Methods in Education.New Delhi:Oxford & East Publishing Co
2. Blavic, Emile. (1987). Primary Education: Development and Reform, Perspectives in Education. In Education, Vol. 3, 153-60
3. Carlton, R., Colley.and Machinnon. (1977). Educational change and Society. Toronto: Gage Educational Publishing
4. Carnoy, M.H. Levin. (1985). Schooling and Work in the Democratic State. California: Standford University Press
5. Cantor, Leonard. (1989).The Re-visioning of Vocational Education in American High School. In Journal of Comparative Education, Vol. 25
6. Dearden, R.F. (1970). The Philosophy of Primary Education. London: Routledge and Kegan Paul Ltd

List of e-Learning Resources:

1. https://nptel.ac.in/
2. https://www.coursera.org/

      Academic   **HOD**   **Senior Faculty**
      Coordinator   **nominated by DOAA**

M.A. (Education)
Semester - II
M.A. EDU 205: (Generic Elective) Peace Education

L-4 T-0P-0-C-4

Course Objectives
- To understand the concept, scope, nature and objectives of Peace Education
- To acquire knowledge about human miseries, pacifism and Gandhian view on Peace
- To describe the origin and role of various International agencies, such as; UNO, UNESCO, UNICEF, ICRC and NGO to establish peace in global perspective
- To acquire the knowledge about curriculum development, stage specific approach, media integration and subject perspective of Peace Education
- To recognize the aspects, types, management and models of conflicts and its resolution to make peaceful life
- To analysis the Culture of Peace, Gender Equality, Sustainable development and present scenario of International Peace and Security
- To comprehend the concept of participatory communication, democratic participation and Non-violence

Course Outcomes (COs)
1. Understand the Basic Concept of Peace Education
2. Apply Various Schemes, Provided by International Organization for Higher Education
3. Apply techniques and strategies of Peace Education in the School Curriculum
4. Analyze different Types and Models of Conflict Resolution
5. Create Strategies for the Promotion of the Pease Culture In the Classroom & Society

Articulation Matrix
(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	1	-	2	-	2	3	2	-	2	-	2	1
CO2	-	-	-	1	-	2	1	-	2	1	-	1	-	1	1
CO3	2	1	-	1	-	2	-	-	1	2	-	2	3	-	2
CO4	-	3	-	2	-	1	-	1	2	3	-	1	-	2	-
CO5	-	1	-	-	-	2	-	2	2	3	-	1	-	2	1

High-3 Medium-2 Low-1

Unit I: Peace Education   12 Hours
1. Introduction, Meaning,- Definition – Concept – Scope- Objectives of Peace Education
2. Human Miseries in the Modern World and Quest for Peace
3. Gandhian Concept of Peace, Different Approaches to Peace
4. Establishment of Peace Education Institutions; Pacifism and Education

Unit II: Historical Development of Peace Education   12 Hours
1. Aims, Creation of Peace Education in United Nations
2. Creation of UNESCO, UNICEF, UNO-UNDP, UNEP, UNHIRC
3. Amnesty International, International Committee of Red Cross and NGOs
4. Peace Education in India and its Development

Unit III: Integrating peace Education in the Curriculum   **12 Hours**
1. Curriculum Development of Education for Peace
2. Stage Specific Approach - Early Childhood; Elementary Stage; Secondary Stage; Higher Education Stage; Adult Education Stage
3. Major Media of Integration
4. Subject Context, - Subject Perspectives - Teaching Methods

Unit IV: Conflict Resolution   **12 Hours**
1. Aspects of Conflicts - Antagonism; Social Divisions
2. Types of Conflicts; Conflict Resolution
3. Conflict Management
4. Models of Conflict Resolution

Unit V: Promoting Culture of Peace   **12 Hours**
1. Introduction; Peaceful Home
2. Culture of Peace
3. Fostering Culture of Peace for Inner Peace
4. Participatory Communication

Practical Based Assignment-
1. Preparation of Street Play for Demonstrating the Importance of Peaceful life
2. Organization of Field Visit for Observation of Natural Beauty

                                        Total: 60 Hours

Reference(s)
1. Barash, & David (2000), Approaches to Peace, Oxford University Press, New York
2. Bernard Jessie, (1957) 'The sociological study of conflict" International sociological Association, The nature of conflict UNESCO Paris
3. Galtung, J (1996), Peace by Peaceful Means: Peace and Conflict, Development and Civilization, PRIO: International Peace Research Institute of Oslo and sage publication.
4. Kreidler, W.J (1995), Teaching, Conflict Resolution through Children's Literature: New York: Scholastic
5. NCERT National curriculum Framework (2005), position paper, National Focus Group on Education for peace, NCERT, New Delhi (2006).
6. Reardon, Betty, (1988), Comprehensive Peace education. Educations for global responsibility, New York: Teachers College Press.
7. Timpson, William M. (2002) Teaching and Learning peace. Madision, Wisconsin: Atwood Publishing

List of e-Learning Resources:
1. https://nptel.ac.in/
2. https://www.coursera.org/

Academic Coordinator   **HOD**   **Senior Faculty nominated by DOAA**