



**MANDSAUR
UNIVERSITY**
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**M.A.
Detailed Syllabus**

**Semester – II
M.A. Edu 201**

Sociological Foundation of Education

Pre-requisites: Basic Sociology and Education Knowledge

CourseCategory

L	T	P	C
4	0	0	4

Course Objective:

- 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:

Course Outcomes (COs)	Level *
CO1: Explain the basic concepts of Sociology, Educational Sociology, social organization, and socialization, along with their relationship to education.	L1
CO2: Understand and find the role of education in social change, including the influence of agencies such as family, school, religion, and mass media, and apply these ideas to real-life social contexts.	L1& L2
CO3: Examine the process of socialization and interpret the role of various social institutions in shaping individual behavior and educational outcomes.	L2& L3
CO4: Analyze and Evaluate the impact of social systems, including democracy, secularism, globalization, modernization, and privatization, on education and society..	L3& L4
CO5:	

Understand and evaluate the role of education in promoting social mobility and equality, and propose measures to improve educational opportunities for disadvantaged groups such as Scheduled Castes, Scheduled Tribes, women, and rural populations.

L1 & L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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	PSO1	PSO2	PSO3
CO1	3	1	–	–	–	–	1	–	–	–	–	–	–
CO2	2	3	–	1	–	–	2	–	–	2	1	–	1
CO3	2	2	–	1	–	–	2	–	–	–	1	–	1
CO4	2	3	–	–	1	–	2	1	–	1	2	1	–
CO5	2	3	1	–	2	–	3	–	1	3	2	–	2

High-3 Medium-2 Low-1

Course Contents:

Unit I: Education and Sociology

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

Unit II: Education & Social Change

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

Unit III: The Process of Socialization

Concept and Nature of Socialization. Role of Education in the Process of Socialization. Agents of Socialization: Family, School, Religion, Community, Politics, Religion, Culture, Democracy, Economy. Education as a Social System, as a Social Process and a Process of Social Progress

Unit IV: Education and Social System

Characteristics of School as a sub - Social System. Education and Democracy; Concept of Secularism and its Educational Implications. Globalization, Industrialization, Sanskritization, Modernization and Privatization: Concept, Overview of its impact on

Education and Society. Education as a Potential Equalizing Social Force: Equality of Educational Opportunities.

Unit V: Social Mobility & Stratification

Meaning, Nature, Types and Factors in Social Stratification. Meaning, Factors and Types in Social Mobility. Role of Education in Social Mobility. Education of Socially and Economically Disadvantaged Section of Society with special reference to: Scheduled Caste, Scheduled Tribes, Women and Rural population.

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (Assignment, MST, CCE)	External Assessment (EST #)
Weightage (%)	40	60

List of Books:

Reference Books:

- **Sociological Foundation of Education** — Sociological Foundation Of Education
Author: Y. K. Singh
Publisher: APH Publishing
Year: 2007
- **Sociological Foundations of Education** — Sociological Foundations of Education
Author: Hemlata Talesra
Publisher: Kanishka Publishers
Year: 2006
- **Sociological Foundation of Education** — Sociological Foundation of Education
Author: Srinibas Bhattacharya
Publisher: Atlantic Publishers
Year: 2006
- **Philosophical & Sociological Foundations of Education** — Philosophical & Sociological Foundations of Education
Author: M. S. Talawar
Publisher: Himalaya Publishing House
Year: 2010
- **The Philosophical and Sociological Foundations of Education** — The Philosophical and Sociological Foundations of Education
Authors: Bhatia & Bhatia
Publisher: Doaba Publications
First Edition: 1992 (Reprint 2026)

Important Websites:

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



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**M.A.
Detailed Syllabus**

Semester – II

M.A. EDU 205

Peace Education

Pre-requisites: Basic knowledge of Peace Education

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- To understand the concept, scope, nature and objectives of Peace Education and 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 and comprehend the concept of participatory communication, democratic participation and Non-violence

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Explain the meaning, concept, scope, and objectives of peace education, including human miseries in the modern world and the need for peace.	L1
CO2: Understand and apply the historical development of peace education through international organizations such as United Nations, UNESCO, UNICEF, and apply their roles in promoting peace education.	L1& L2
CO3: Apply principles of curriculum development to integrate peace education across different educational stages and analyze appropriate teaching methods and subject perspectives.	L2 & L3
CO4: Analyze various types and aspects of conflicts and evaluate different models and strategies for conflict resolution and management.	L3 & L4
CO5:	

Evaluate the concept of a culture of peace and design strategies to promote inner peace, peaceful living, and participatory communication in society.	L3 & L4
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**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3
CO1	2	2	-	1	1	-	3	-	1	1	2	1	2
CO2	2	2	1	1	1	1	2	1	1	2	2	1	2
CO3	2	2	1	2	3	2	2	1	1	1	2	1	1
CO4	2	3	1	2	1	-	3	2	2	2	3	2	2
CO5	2	2	1	2	1	1	3	2	2	3	2	2	3

High-3 Medium-2 Low-1

Course Contents:

Unit I: Peace Education

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

1. Aims, Creation of Peace Education in United Nations
2. Creation of UNESCO, UNICEF, UNO-UNDP, UNEP, UNHCR
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

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

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

1. Introduction; Peaceful Home

2. Culture of Peace
3. Fostering Culture of Peace for Inner Peace
4. Participatory Communication.

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (A, Assignment-I & II, Q, MST-I & II #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

Reference Books:

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

Important Websites:

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



**M.A. (Education)
Detailed Syllabus**

Semester II

M.A.Edu.204 T

Comparative Education: National and International Perspective

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- To comprehend the concept, scope, significance, and factors affecting comparative education.
- To understand various approaches to comparative education and influencing factors.
- To compare teacher education systems, practices, and evaluation in different countries.
- To analyze educational systems of USA, UK, and India at primary, secondary, and higher levels.
- To examine current trends, issues, and the role of national and international agencies in education.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the concept, scope and approaches of comparative education.	L1
CO2: Analyze teacher education systems and evaluation practices.	L3
CO3: Analyze the educational systems of India, USA and UK.	L3
CO4: Evaluate recent trends and best practices in education.	L4
CO5: Evaluate current educational issues and the role of educational agencies and schemes.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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	PSO1	PSO2	PSO3
CO1	3	1	-	-	1	-	1	-	1	1	2	-	-
CO2	1	1	1	2	2	1	1	1	1	-	-	2	1
CO3	2	2	1	1	1	1	2	1	1	2	1	1	-
CO4	1	1	1	2	1	3	2	1	2	1	-	2	1
CO5	2	1	1	1	1	1	3	2	2	3	2	1	2

High-3 Medium-2 Low-1

Course Contents:

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 A 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

A comparative study of education systems of the following countries with special reference to Primary Education, Secondary Education and Higher Education:

1. Primary Education - United States of America, United Kingdom, India
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 in Education

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, population explosion, 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, RIISA, MDG, RTE

Total: 60 Hours

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (CCE, Assignment-I,II,III,IV,V & MST-I#)	External Assessment (EST #)
Weightage (%)	40	60

*CCE- Continuous comprehensive evaluation; Assignment-I (Class Assignment/Home Assignments); Assignment-II (Class Assignment/Home Assignments); Assignment-III (Class Assignment/Home Assignments); Assignment-IV (Class Assignment/Home Assignments); Assignment-V (Class Assignment/Home Assignments); MST-I, EST. (# MST-I conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:**Textbook:**

1. Comparative and International Education: An Introduction to Theory, Method, and Practice, Author: David Phillips , Publisher: Bloomsbury Academic ,Year: 2018
2. International Encyclopedia of National Systems of Education, Editor: T. Neville Postlethwaite, Publisher: Pergamon Press ,Year: 1995
3. Comparative and International Education: Leading Perspectives from the Field, Editor: Beverly Lindsay , Publisher: Springer Nature, Year: 2021

Reference(s)

1. Beredy, G.Z.F. (1964). Comparative Methods in Education.New Delhi:Oxford & EastPublishing Co.
2. Blavic, Emile. (1987). Primary Education: Development and Reform, Perspectives inEducation. 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: Stanford University Press.
5. Cantor, Leonard. (1989).The Re-visioning of Vocational Education in American HighSchool. In Journal of Comparative Education, Vol. 25, Number 2.
6. Dearden, R.F. (1970). The Philosophy of Primary Education. London: Routledge and Kegan Paul Ltd.

Important Websites:

DIKSHA - <https://pmevidya.education.gov.in/diksha.html>

IGNOU- <https://www.ignou.ac.in/>

NCTE - <https://ncte.gov.in/>

List of e-Learning Resources:

1. <https://www.bdu.ac.in/cde/docs/ebooks/BEd/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf>
2. <https://gramodayachitrakoot.ac.in/wp-content/uploads/2019/11/V-Tulnatamak-Shiksha-1-160.pdf>



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**M.A.Education
Detailed Syllabus**

**Semester – II
MAEdu-203**

**Course Category
L-4 T-0 P-0 C-4**

Educational Statistics

Pre-requisites: Basics of Educational Statistics

Course Objective:

- To understand the Concept, types, nature and different levels of data as well as to find its normal distribution through Normal Probability curve.
- 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.
- To examine relationship between and among different types of variables of a research study.
- To explain or predict values of a dependent variable based on the values of one or more independent variables.
- To estimate the concept of Parameter, Sampling Error, Standard Error and to test different hypothesis.
- To demonstrate competence in the use of Parametric and Non-Parametric statistics with the help of SPSS for analysis of data.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: The concepts of quantitative and qualitative data analysis, measures of central tendency, dispersion, correlation, regression, and statistical techniques used in educational research.	L1
CO2: The significance, accuracy, and validity of statistical results by interpreting sampling errors, levels of significance, hypothesis testing, and research outcomes in educational studies.	L4
CO3: Explain concepts of parameters, statistics, sampling distribution, and standard error. Formulate null and alternative hypotheses. Perform hypothesis testing for means, proportions, and variances. Interpret levels of significance and types of errors in decision-making	L3
CO4: Statistical methods such as hypothesis testing, correlation, regression, ANOVA, Chi-square, and non-parametric tests for analyzing educational data using appropriate formulas and software tools like SPSS and Microsoft Excel..	L2

Examine relationships using contingency coefficients. Select appropriate statistical tests based on assumptions and data types.	
CO5: Validate and corroborate findings. Develop and present a structured research report.	L5

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

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

Course Contents:

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 the 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

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (A,CC, Assignment-I , MST-I)	External Assessment (EST #)
Weightage (%)	40	60

*A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

Reference(s)

1. Conover, 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: McGrawHill
3. Gibbons, J.D. (1971). Non-Parametric Statistical Inference. New York: McGrawHill
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 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://eblooks>

List of Books:

Textbook:

- Asthana Vipin (2017-18), Assessment for learning, Agra, Agrawal Publications.
- izks- jeu fcgkjh yky] (2017), vkWdyu vkSj vf/kxe] vkj- yky cqd fMiks] eSjB



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**M.A. Education
Detailed Syllabus**

**Semester – II
MAEdu-202
Advanced Educational Psychology**

Course Category
L T P C
4 0 0 4

Course Objective:

- To understand Educational Psychology and key psychological schools in teaching.
- To apply theories of personality and intelligence.
- To analyzing Children with Special Needs.
- To evaluate and evaluate different learning and thinking style.
- To evaluate and behavioristic and humanistic approaches .

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understanding the fundamental concepts, scope, aims, and major schools of Educational Psychology and their contribution to the teaching-learning process.	L1
CO2: Apply psychological theories of personality, intelligence, learning styles, thinking styles, and creativity to understand learner diversity and classroom learning situations.	L2
CO3: Analyze learner differences, special needs, learning disabilities, emotional and behavioral disorders, and classroom behavior problems using psychological principles.	L3
CO4: Evaluate learning, thinking, and creative instructional approaches to improve teaching effectiveness and classroom learning outcomes.	L4
CO5: Evaluate behavior management strategies, group dynamics, and psychological approaches for effective classroom organization and discipline.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix:

COs \ POs\ PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	2	–	1	–	–	1	–	1	–	1	1	1
CO2	2	3	–	3	2	1	2	–	1	–	2	3	2
CO3	2	3	–	2	2	–	3	1	1	1	3	2	3
CO4	2	3	–	3	3	2	2	1	1	–	2	3	2
CO5	2	2	–	3	3	2	3	3	2	2	3	2	3

(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)

Course Contents:

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

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (A, Assignment-I & II, Q, MST-I & II #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

- Exceptional Children, Introduction to Special Education: D. P. Hallahan, & Kauffman, J. M. Kauffman, Prentice Hall, 4th edition, 1988.
- Child Development: S.K. Mangal, Shubhra Mangal, Arya Book Depot New Delhi, 2004.
- Advanced Educational Psychology: S.K. Mangal, Prentice Hall India Learning Private Limited, 2nd Edition, 2002.
- Development of learner and Teaching learning process: S.S. Mathur, Agrawal Publication, 2007.

Important Websites:

- https://ncte.gov.in/Website/OER/topics.aspx?cid=l05Ft2jc4dKztDTsRQ5Eew==&sid=cLijHqtS7ZnzknynVrhMTED2m76eC7gprE7osA25booWCNvv7QDpuJfwByy7Gqjr&utm_source=chatgpt.com
- <https://ncte.gov.in/Website/OER/ViewTopic.aspx?cid=l05Ft2jc4dKztDTsRQ5Eew==&sid=cLijHqtS7ZnzknynVrhMTED2m76eC7gprE7osA25booWCNvv7QDpuJfwByy7Gqjr&tid=cLijHqtS7ZnzknynVrhMTED2m76eC7gprE7osA25booA3+AuNekjSrSbsUvTZnr+umtBY8PbwBLE66Ghk5Zl8856JwzhFu6lal9SGoc7GSg>
- https://www.psychology.org/resources/educational-psychology-theories/?utm_source=chatgpt.com