



**M.Ed. (General) 2-Year Programme
SYLLABUS
w.e.f. Session 2020 onwards**

**Department of Education
SGT University Gurugram,
Haryana**

Registrar
SGT University
Budhera, Gurugram

W. Kumar 23/12/20 *Bushra*

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Dean
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SGT University, Gurugram

Name of the Faculty : Education

Name of the Course : M.Ed. (2020-22)

Sr. No.	Semester/Year	Subject Code	Nomenclature	Theory / Practical	Core/AE/CC/SE/C/DS/E/GE	L	T	P	Credits	Theory		Theory (Internal)				Practical			Practical (Internal)			Whether to be offered under CBCS (Yes/No)	Scheme of Examinations (Theory+Internal+Practical+Oral/ Theory+Internal+Practical)						
										Max	Pass	Midterm	Assignment	Professional Activities	Max	Pass	Demonstration/Presentation	Viva-voce	Max	Pass	Attendance			Project/Laboratory Work	Midterm	Conduct/Demonstration	Max	Pass	Max
										60	24	20	10	10	40	16	20	20	40	16	10	10	30	60	24	10	40		
1	I	100101	Foundations of	Theory	Core	4	0	0	4	60	24	20	10	10	40	16	20	20	40	16	10	10	30	60	24	10	40	N	Theory+

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Curriculum Structure 2020 onwards

Sr. No.	Semester/ Year	Subject Code	Nomenclature	Credits	Marks
1	I	10010101	Foundations of Philosophy and Sociology of Education	4	100
2	I	10010102	Psychological Foundations of Education	4	100
3	I	10010103	Understanding Educational Research	4	100
4	I	10010104	Technological Interventions In Education	4	100
5	I	10010105	Understanding the Teaching-Learning Process	4	100
6	I	10010106	Pedagogy of Science Education	4	100
7	I	10010107	Pedagogy of Language Education	4	100
8	I	10010108	Pedagogy of Mathematics Education	4	100
9	I	10010109	Pedagogy of Social Science Education	4	100
10	I	10010110	Gender Studies	2	50
11	I	10010111	Practicum: Self Development	2	50
12	II	10010201	Advanced Philosophy and Sociology of Education	4	100
13	II	10010202	Advanced Educational Psychology	4	100
14	II	10010203	Statistics In Education and Data Analysis	4	100
15	II	10010204	Web Tools In Teaching and Research	4	100
16	II	10010205	Inclusive Education	4	100
17	II	10010206	Environmental Education	4	100
18	II	10010207	Practical in Educational Psychology	2	50
19	II	10010208	Practicum: Communication and Expository Writing	2	50
20	III	10010301	Measurement and Evaluation	4	100
21	III	10010302	Open Distance Learning and Online Education	4	100
22	III	10010303	Peace Education	4	100
23	III	10010304	Lifelong Learning	4	100
24	III	10010305	Internship in Teacher Education Institution	8	200
25	III	10010306	Practicum: Development of e-content	4	100
26	IV	10010401	Curriculum Development: Theory and Application	4	100
27	IV	10010402	Guidance and Counseling	4	100
28	IV	10010403	Professional Development of Teachers	4	100
29	IV	10010404	Education in the Age of Globalization	4	100
30	IV	10010405	Dissertation	8	200

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PAPER- V

ELECTIVE-I: UNDERSTANDING TEACHING LEARNING PROCESS

Max. Marks: 100
(External: 60, Internal: 40)

Total Credits: 4
Exam Hours: 3 Hours

Objectives

The course will enable the learners to

- understand the nature and principles of teaching and learning
- comprehend the conditions influencing teaching and learning
- discuss critically the theories of learning in classroom situations
- organise teaching learning environment in accordance with the cognitive needs of students

UNIT-I**UNDERSTANDING TEACHING LEARNING PROCESS**

1. Meaning, concept and nature of Teaching and Learning
2. Psychology as a tool of teaching learning process
3. Functions of teaching
4. Levels of teaching, teaching skills and learning skills
5. Learning in school, social learning

UNIT-II**GROUP DYNAMICS**

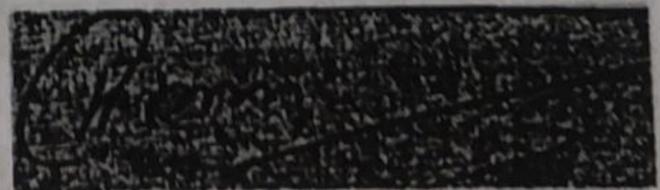
1. Group Dynamics- concept, Structure and Characteristics of Classroom as a Group
2. Dynamics of classroom groups and its impact upon learning; interaction between teacher and learner group
3. Effective classroom groups; Group morale
4. Leadership dynamics: Teacher as leader of group and facilitator of learning

UNIT-III**STYLES OF LEARNING**

1. Learning Styles: Visual, Aural, Verbal, Physical, Logical, Social, Solitary
2. Cognitive Styles: Field Dependent- Field Independent, Deep-Surface, Reflective-Impulsive
3. Thinking Styles: Synthesis, Idealist, Pragmatic, Analyst and Realist

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ELECTIVE II: PEDAGOGY OF SCHOOL SUBJECT OF SECONDARY EDUCATION**OPTION A: SCIENCE EDUCATION**

Max. Marks: 100
(External: 60, Internal: 40)

Total Credits: 4
Exam Hours: 3 Hours

Objectives

The course will enable the learners to

- study the nature of science and its relation to development of scientific concepts
- critically examine the science educational policy from the socio-political and economic perspective
- understand the issues in concept formation of science in the classrooms and use of various resources
- understand the dissemination of scientific concepts and issues in the same
- understand the structural components of science programs and identify the essential features

UNIT-I**CONCEPTUAL UNDERSTANDING OF SCIENCE EDUCATION**

1. Nature of science, its history, philosophy and methods.
2. Scientific method: Induction, deduction, verifiability and falsification.
3. Application of scientific methods on discovery of some concepts of science.

UNIT-II**POLICY PERSPECTIVE OF SCIENCE EDUCATION**

1. Science Education in various policies and commission.
2. India's policy on Science and Science Education.
3. Ongoing debates on issues of science (science curriculum and instruction, environmental and socio-scientific issues, ethics, assessment, research and industry).

UNIT-III**SCIENCE IN CLASSROOMS**

1. Students' and teachers' concepts of science (alternative and misconceptions).

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OPTION-B: LANGUAGE EDUCATION

Max. Marks: 100
(External: 60, Internal: 40)

Total Credits: 4
Exam Hours: 3 Hours

Objectives

The course will enable the learners to

- look at Language with the major ways that emerged in 20th century, i.e. the Structuralist-Behaviorist and the Generative-Mentalist
- familiarize themselves with Nature of Language and relationship of Language with Thoughts
- acquaint themselves with Syntactical, Semantic and phonetic aspects of Language
- develop an insight into socio-linguistic and psycholinguistic approaches to Language learning
- make them aware of the theories and recent trends of researches in Language

UNIT-I**UNDERSTANDING LANGUAGE**

1. Nature and characteristics of Language
2. Components of language: sounds, Vocabulary and structure and language Skills Nature of Language and its relationship with thoughts
3. Language Theories; Saussure, Sapir-Whorf, Bloomfield and Chomsky

UNIT-II**PHONETICS, PHONOLOGY AND MORPHOLOGY**

1. Speech mechanism, Description and classification of Consonants and Vowel Sounds
2. Word Accent, Stress and Rhythm in Connected Speech
3. Word formation in Language

UNIT-III**APPROACHES TO LANGUAGE TEACHING AND LEARNING**

1. Psycholinguist and sociolinguist; Piaget, Bruner, Vygotsky, Bernstein and William Pablov
2. Grammar-translation and Direct Methods, Structural and Communicative approaches to Language Teaching
3. Bilingual and Interactive approaches to Language Teaching

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OPTION - C: MATHEMATICS EDUCATION

Max. Marks: 100
(External: 60, Internal: 40)

Total Credits: 4
Exam Hours: 3 Hours

Objectives

The course will enable the learners

- understand the nature and history of mathematics and mathematics education in terms of a philosophical bases
- understand the underlying psychological theories that function in the process of teaching-learning of mathematics of the minds of teachers and students
- understand the evolution of research in mathematics education and its significance for a prospective mathematics teacher or mathematics teacher educator
- grasp the various frameworks in relation to mathematics education and its curriculum and develop own ideas of improvement and innovation in mathematics education curriculum
- understand suitable evaluation and assessment techniques and thus develop techniques on their own for best outcomes in teaching learning of mathematics

UNIT-I**PHILOSOPHICAL BASIS OF MATHEMATICS**

1. Philosophical bases of mathematics with respect to its nature and origin
2. Nature of mathematics in light of the key basic characteristics of mathematics such as abstraction, generalization, symbols and signs, proofs etc.

UNIT-II**PSYCHOLOGICAL BASIS OF MATHEMATICS**

1. Piagetian, Vygotskian, Bruner and Gardener's perspectives on Mathematics teaching and learning
2. Socio-cultural perspective (Ethno-Mathematics) and the
3. Constructivist approach to Mathematics teaching and learning

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OPTION- D: SOCIAL SCIENCE EDUCATION

Max. Marks: 100
(External: 60, Internal: 40)

Total Credits: 4
Exam Hours: 3 Hours

Objectives

The course will enable the learners to

- develop an understanding of the meaning, nature, scope of social sciences
- understand the role of various methods and approaches of teaching social sciences
- acquaint themselves with the contribution of great persons in the field of social sciences
- employ appropriate techniques of curriculum transaction
- do proper evaluation and assessment of learners in social sciences

UNIT-I**CONCEPTUALIZATION OF SOCIAL SCIENCE EDUCATION**

1. Meaning, Nature, Objectives, and Scope of Social Science education
2. Relevance of social science education in school curriculum
3. Integration of different subjects of Social Science: History, Civics, Economics, Geography and Sociology, Social Science at school stage, Aims and Objectives of teaching of Social Science in Secondary School

UNIT-II**CONTENTS OF SOCIAL SCIENCES**

1. Dimensions in social sciences: social thought, social change, social continuity and social progress
2. Contribution of the following to the development of social sciences: Adam Smith, Karl Marx, and Gandhi
3. Constitution of Indian, Fundamental rights, Rights of the Child

UNIT-III**ASPECTS OF SOCIAL SCIENCE CURRICULUM**

1. Meaning and Principles of Curriculum construction in social studies
2. Approaches to formulation of social science curriculum at various stages of education
3. Development of curricular materials viz., textbooks, workbooks, activity book and self instructional materials
4. NCF 2005, related to of social science curriculum

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ELECTIVE III: ONE MOOC

Max. Marks: 100
(External: 60, Internal: 40)

Total Credits: 4

Duration:

To be done from SWAYAM PORTAL

PAPER- VI**GENDER STUDIES**

Max. Marks: 50
(External: 30, Internal: 20)

Total Credits: 2

Exam Hours: 1.5 Hours

Objectives

The course intends to

- create awareness among students regarding gender
- stimulate students' thinking towards gender related problems
- inculcate in students the importance of justice and laws related to gender
- develop understanding in students about the importance of health and education with respect to gender

UNIT-I**GENDER AND SOCIETY**

1. Girl child in society; Child labour; changing role of Women, Married-Single
2. Parent, Motherhood, Widows, Women with disability
3. Empowerment-Alternative approaches, Women in Development (WID), Women and Development (WAD)
4. Gender and Development (GAD)- State Policy and Programmes Women Development
5. Women and leadership- Panchayat Raj- Political Role and Participation in NGOs and Women Development- National and International Funding Agencies

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ELECTIVE PAPER-V**ELECTIVE A: INCLUSIVE EDUCATION**

Max. Marks: 100
(External: 60, Internal: 40)

Total Credits: 4
Exam Hours: 3 Hours

Objectives

The course will enable the learners to

- understand concept, meaning and significance of inclusive education.
- appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education and special education
- understand the nature of difficulties encountered by children

UNIT-I**INTRODUCTION, ISSUES & PERSPECTIVES OF INCLUSIVE EDUCATION**

1. Definition, concept and importance of inclusive education
2. Historical perspectives of inclusive education for children with diverse needs
3. Difference between special education, integrated education and inclusive education
4. Advantages of inclusive education for education of all children in the context of Right to Education
5. NCF-2005 and adaptation of teaching learning material

UNIT-II**POLICY PERSPECTIVE**

1. Recommendations of Indian Education Commission (1964-66)
2. Scheme of Integrated Education for Disabled Children
3. Sarwa Shiksha Abhiyaan (SSA)
4. Inclusive Education of Disabled at Secondary Stage (IEDSS)
5. National Policy on Education (NPE, 1986-92)
6. National Curriculum Framework, 2005 NCERT
7. The Convention on the Rights of the Child (Article 23, 28, 29 a 2, 3, 6 and 10 &12)

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ELECTIVE PAPER**ELECTIVE B: ENVIRONMENTAL EDUCATION**

Max. Marks: 100
(External: 60, Internal: 40)

Total Credits: 4
Exam Hours: 3 Hours

Objectives**UNIT-I****CONCEPT OF ENVIRONMENTAL EDUCATION**

- 1) Meaning, need and importance of Environmental Education; historical background of Environmental Education
- 2) Principles of Environmental Education
- 3) Objectives of Environmental Education
- 4) Role of educational awareness, attitude, motivation, and commitment to improve environmental quality

UNIT-II**ENVIRONMENTAL EDUCATION: METHODS AND CURRICULUM**

- 1) Concept of teaching methods, strategies and techniques for environmental education
- 2) Formal agencies of education and evaluation of teaching methods; traditional method and progressive methods of teaching environmental education
- 3) Role of formal and non formal agencies of education in providing environmental awareness
- 4) Environmental Education curriculum: Objectives and need
- 5) Development of Environmental Education curriculum and syllabus for different levels (Role of NCERT and UGC)
- 6) Problems and remedial measures of Environmental Education in India

UNIT-III**ENVIRONMENTAL HAZARDS**

- 1) Causes and effects of environmental hazards
- 2) Environmental pollution (soil pollution, water pollution, air pollution, noise pollution) and its remedial measures
- 3) Green House effect-an impending catastrophe

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ELECTIVE C: ONE MOOC

Max. Marks: 100
(External: 60, Internal: 40)

Total Credits: 4

Duration:

To be done from SWAYAM PORTAL

**PAPER- VI
PRACTICAL IN EDUCATIONAL PSYCHOLOGY**

Max. Marks: 50
(External: 10, Internal: 40)

Total Credits: 2
Duration: 8 Weeks

Practical in Educational Psychology will include-

I. Test-

1. Intelligence
2. Personality

II. Experiment-

1. Sociometry
2. Semantic Differential

III. Inventory

1. Study Habits Inventory
2. School Environment Inventory

IV. A Case Study of a child with special needs/ slow learner/ gifted child/ creative child

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ELECTIVE PAPER- III
ELECTIVE A-PEACE EDUCATION

Max. Marks: 100
(External: 60, Internal: 40)

Total Credits: 4
Exam Hours: 3 hours

OBJECTIVES

- Comprehend the concept of peace education.
- Recognize the importance of peace education in national development.
- Know the pedagogy and evaluation for peace education.
- Get an insight into the strategies of inculcation of values among children.
- Develop awareness of value education.

UNIT- I

- Peace Education: Concept (National and International Context), Challenges, Approaches
- Initiatives for Peace at National and International level
- Status and Program of Peace Education in Curriculum

UNIT- II

- Values: Concept, Classification, Significance and Reasons for Value Crisis
- Relationship between Values and Education

UNIT- III

- Highlight issues and challenges related to peace.
- Pedagogy of freedom: Ethics, democracy and civil courage

UNIT-IV

- Strategies & Methods of Inculcating peace Values in Life
- Training in violence prevention, non-violence conflict transformation and peace building

Suggested Readings:

1. Ingelstam, M. (1996). Empowered for peace service: A curriculum for education and training in violence prevention, non-violence conflict transformation and peace building. Stockholm: Christian Council of Sweden.
2. Board of Education Fountain. (1999). Peace Education NY: Unicef.
3. Eisler, J. (1994). Comprehensive conflict result program (1993-94). New York: N. Y. City.
4. Feather T., Norman (1975) Values in Education and Society, New York: A Division of Macmillan Publishing Co. Gupta,
5. N.L. (1986). Value-education: Theory and Practice. Amjeer, Krishna brothers.
6. Venkataiah N. (1998). Value Education. New Delhi: APH Publishing CorporatApple,

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ELECTIVE B-LIFE LONG LEARNING

Max. Marks: 100
(External: 60, Internal: 40)

Total Credits: 4
Exam Hours: 3 hours

OBJECTIVES:

- Understand the Conceptual framework of Adult and Lifelong Learning.
- Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.
- Understand the Role of Lifelong Learning in the context of Globalization.
- Understand International practices across the world

UNIT- I: Basics of lifelong learning

- concepts and terms of Lifelong Learning and Extension –
- Adult and Lifelong Learning – Pre-Independence period - Post independence period

UNIT- II: Great thinkers of lifelong education

- Imminent Indian thinkers of Adult Education – Vivekananda, M.K. Gandhi, Tagore, Gandhi, Zakir Hussain.
- Imminent International Thinkers Frank Charles Lanbach, Ivan Illich, Paulo Friere.
- Indian Values for adult education and its practices

UNIT- III: Creation of constructive social Awareness through learning

- Creation of Right Life orientation by constructive learning
- Environment movements in India and in abroad for healthy life
- Learning Social Exclusion and Social Justice; Dalit Movement and its developments – Modern values of Agrarian Relations for sustaining rural lives.
- Women's movement for sustainable growth

UNIT- IV: Current Trends in Lifelong Learning in India

- Learning for establishing State intervention in Social & Economic development by Legislation linked Social development – Vulnerable groups - Street Children, Bonded Labor; Gender Sensitization; Tribal wellbeing.
- Non-State engagement in Social development -Use of Technology and Innovations in Lifelong Learning.

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ELECTIVE C: ONE MOOC

Max. Marks: 100
(External: 60, Internal: 40)

Total Credits: 4

Duration:

To be done from SWAYAM PORTAL

PAPER- V

PRACTICAL

I. Internship in Teacher Education Institution

Max. Marks: 200
(External: 40, Internal: 160)

Total Credits: 8

Duration: 16 weeks

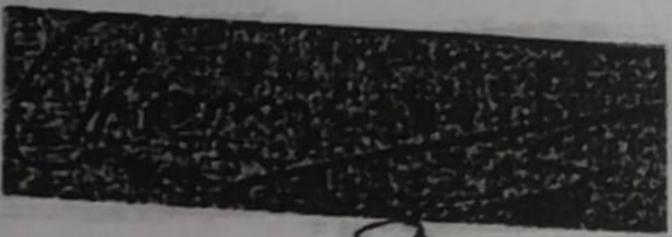
II. Practicum: Development of E-Content

Max. Marks: 100
(External: 20, Internal: 80)

Total Credits: 4

Duration: 8 weeks

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