

Kurukshetra University, Kurukshetra

(Established by the State Legislature Act-XII of 1956)

("A++" Grade, NAAC Accredited)



Scheme of Examination for Post Graduate Programme

M.A. Education

as per NEP 2020

Curriculum and Credit Framework for Postgraduate Programme

With Multiple Entry-Exit, Internship and CBCS-LOCF

With effect from the session 2024-25 (in phased manner)

DEPARTMENT OF EDUCATION

FACULTY OF EDUCATION

KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119

HARYANA, INDIA

501 209 1

DEPARTMENT OF EDUCATION
KURUKSHETRA UNIVERSITY KURUKSHETRA
(Established by the State Legislature Act-X-II of 1956)
("A++" Grade, NAAC Accredited, Category-I University)

Scheme of Examination
M.A. Education
(Curriculum and Credit Framework for PG Programmes as per NEP 2020)
(w.e.f. 2024-25)

Programme Learning Outcomes (PLOs) for M.A. (EDUCATION) as per NEP-2020

PLOs	Master Degree in Education
	After the completion of Master degree in Education the student will be able to:
PLO-1: Knowledge and Understanding	Demonstrate the fundamental and advanced knowledge of the subject and understanding of recent developments and issues, including methods and techniques, related to the Education
PLO-2: General Skills	Acquire the general skills required for performing and accomplishing the tasks as expected to be done by a skilled professional in the fields of Education
PLO-3: Technical/ Professional Skills	Demonstrate the learning of advanced cognitive technical/professional skills required for completing the specialized tasks related to the profession and for conducting and analyzing the relevant research tasks in different domains of the Education
PLO-4: Communication Skills	Effectively communicate the attained skills of the Education in well-structured and productive manner to the society at large.
PLO-5: Application of Knowledge and Skills	Apply the acquired knowledge and skills to the problems in the subject area, and to identify and analyze the issues where the attained knowledge and skills can be applied by carrying out research investigations to formulate evidence-based solutions to complex and unpredictable problems associated with the field of Education or otherwise.
PLO-6: Critical thinking and Research Aptitude	Attain the capability of critical thinking in intra/inter-disciplinary areas of the Education enabling to formulate, synthesize, and articulate issues for designing of research proposals, testing hypotheses, and drawing inferences based on the analysis.
PLO-7: Constitutional, Humanistic, Moral Values and Ethics	Know constitutional, humanistic, moral and ethical values, and intellectual property rights to become a scholar/professional with ingrained values in expanding knowledge for the society, and to avoid unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
PLO-8: Capabilities/qualities and mindset	To exercise personal responsibility for the outputs of own work as well as of group/team and for managing complex and challenging work(s) that requires new/strategic approaches.
PLO-9: Employability and job-ready skills	Attain the knowledge and skills required for increasing employment potential, adapting to the future work and responding to the rapidly changing demands of the employers/industry/society with time.

[Signature]
Chairperson
Department of Education
K.U. Kurukshetra

50(210)

Kurukshetra University, Kurukshetra

Scheme of Examination for Postgraduate Programme M.A. EDUCATION

as per NEP 2020 Curriculum and Credit Framework for Postgraduate Programmes
(CBCS LOCF) with effect from the session 2024-25 (in phased manner)

Framework-1

Scheme-Q

Semester	Course Type	Course Code	Nomenclature of course	Theory (T)/ Practical (P)	Credits		Contact hours per week L: Lecture P: Practical T: Tutorial				Internal Assessment Marks	End Term Examination Marks	Total Marks	Examination hours
						Total	L	T	P	Total				
1	CC-1	M24-EDU-101	Philosophical Foundations of Education	T	4	22	4	0	0	4	30	70	100	3
	CC-2	M24-EDU-102	Sociological Foundations of Education	T	4		4	0	0	4	30	70	100	3
	CC-3	M24-EDU-103	Psychological Foundations of Education	T	4		4	0	0	4	30	70	100	3
	CC-4	M24-EDU-104	Educational Studies	T	4		4	0	0	4	30	70	100	3
	PC-1	M24-EDU-105	Expository Writing and Self-Development	P	4		0	0	8	8	30	70	100	4
	SEMINAR	M24-EDU-106	Seminar	S	2		0	0	0	2	0	50	50	
2	CC-5	M24-EDU-201	Contemporary Issues in Indian Education	T	4		4	0	0	4	30	70	100	3

Chairperson
Department of Education
K.U. Kurukshetra

21.6.24

211

CC-6	M24-EDU-202	Comparative Education	T	4	22	4	0	0	4	30	70	100	3	
	CC-7	M24-EDU-203	Teacher Education	T		4	4	0	0	4	30	70	100	3
	CC-8	M24-EDU-204	Curriculum Studies	T		4	4	0	0	4	30	70	100	3
	PC-2	M24-EDU-205	Understanding Teaching & Acquiring Pedagogical Competencies	P		4	0	0	8	8	30	70	100	4
	CHM	M24-CHM-201	Constitutional Values, Human Values, Moral Values & IPR	T		2	2	0	0	2	15	35	50	3
	Internship	M24-INT-200	An internship course of 4 Credits of 4-6 weeks duration during summer vacation after IInd semester or aligning with the academic calendar of the Institution/Organization is to be completed by every student. Internship can be either for enhancing the employability or for developing the research aptitude.							50	50	100		
3	CC-9	M24-EDU-301	Research in Education and Methods of Data Analysis	T	4		4	0	0	4	30	70	100	3
	CC-10	M24-EDU-302	Perspectives & Foundations of Education	T	4		4	0	0	4	30	70	100	3
	DEC-1 (Choose any one)	M24-EDU-303	Educational Measurement and Evaluation	T	4		4	0	0	4	30	70	100	3

Chairperson
Department of Education

Chairperson
Department of Education
K.U. Kurukshetra

4	DEC-2 (Choose any one)	M24-EDU-304	Distance Education and Open Learning Systems	T	4	22	4	0	0	4	30	70	100	3	
		M24-EDU-305	MOOCs (Any DEC)	T	4		4	0	0	4	30	70	100	3	
		M24-EDU-306	Education Technology	T	4		4	0	0	4	30	70	100	3	
	PC-3	M24-EDU-307	Management & Administration of Education	T	4	22	4	0	0	4	30	70	100	3	
		M24-EDU-308	MOOCs (Any DEC)	T	4		4	0	0	4	30	70	100	3	
		M24-EDU-309	Academic Writing: Research Article/ Paper, Synopsis, Report, Abstract, Review, Bibliography etc.	P	4		0	0	8	8	30	70	100	4	
	OEC	M24-OEC-311	Overview of Diversity and Special Education	T	2	2	0	0	2	15	35	50	3		
	CC-11	M24-EDU-401	Application of ICT in Education	T	4	22	4	0	0	4	30	70	100	3	
		CC-12	M24-EDU-402	Educational and Vocational Guidance	T		4	4	0	0	4	30	70	100	3
		DEC-3 (Choose any one)	M24-EDU-403	Mental Hygiene and Education	T		4	4	0	0	4	30	70	100	3

DEC-4 (Choose any one)	M24-EDU-404	Economics of Education and Planning	T	4	4	0	0	4	30	70	100	3
	M24-EDU-405	MOOCs (Any DEC, other than the one studied in Semester III)	T	4	4	0	0	4	30	70	100	3
	M24-EDU-406	Life Skills Education	T	4	4	0	0	4	30	70	100	3
	M24-EDU-407	Inclusive & Special Education	T	4	4	0	0	4	30	70	100	3
	M24-EDU-408	MOOCs (Any DEC, other than the one studied in Semester III)	T	4	4	0	0	4	30	70	100	3
PC-4	M24-EDU-409	Enhancing Research Potential	P	4	0	0	8	8	30	70	100	4
EEC	M24-EDU-410	Entrepreneurship in Education	T	2	2	0	0	2	15	35	50	3
OR												
CC-11	M24-EDU-401	Application of ICT in Education	T	4	4	0	0	4	30	70	100	3
DEC-3 (Choose any one)	M24-EDU-403	Mental Hygiene and Education	T	4	4	0	0	4	30	70	100	3
	M24-EDU-	Economics of Education and Planning	T	4	4	0	0	4	30	70	100	3

Chairperson
Department of Education
K.U. Kurukshetra

214

	404												
	M24-EDU-405	MOOCs (Any DEC, other than the one studied in Semester III)	T	4		4	0	0	4	30	70	100	3
EEC	M24-EDU-410	Entrepreneurship in Education	T	2		1	0	2	3	15	35	50	3(T)+3(P)
Dissertation/Project work	M24-EDU-411	Dissertation Work/ Project Work	D	12		0	0	0	12	0	300	300	

Table-1

Course composition- Theory/ Theory +Tutorial			
Course Credit	Internal Assessment marks	End term exam marks	Total marks
2	15	35	50
4	30	70	100

Table-2: Course composition- Theory + Practical

Course Credit	Theory		Practical		Total marks
	Internal Assessment marks	End term exam marks	Internal Assessment marks	End term exam marks	
1+1	10	20	5	15	50
2+0	15	35	-	-	50
3+1	20	50	10	20	100
4+0	30	70	-	-	100
0+4	NA	NA	30	70	100

Chairperson
Department
K.U. Kuruksh

215

21.6.24

Table- 3

Total Internal Assessment Marks (Theory)	Class Participation	Seminar/Presentation/Assignment/Quiz/class test, etc.	Mid-Term Exam
10	4	0	6
15	4	4	7
20	5	5	10
30	5	10	15

Table -4

Total Internal Assessment Marks (Practicum)	Class Participation	Seminar/Demonstration/Viva-Voce/Lab record, etc.	Mid-Term Exam
5	0	5	0
10	5	5	0
30	5	10	15

h
21.6.24

h

Chairperson
Department of Education
K.U. Kurukshetra

Kurukshetra University, Kurukshetra

(Established by the State Legislature Act-XII of 1956)

("A++" Grade, NAAC Accredited)



Syllabus of the Programme

for

Post Graduate Programme

M.A. Education

as per NEP 2020

Curriculum and Credit Framework for Postgraduate Programme

With Multiple Entry-Exit, Internship and CBCS-LOCF

With effect from the session 2024-25 (in phased manner)

DEPARTMENT OF Education

FACULTY OF Education

KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119

HARYANA, INDIA

SYLLABUS

Session: 2024-25

Part A - Introduction

Part A - Introduction			
Name of Programme	M.A. EDUCATION		
Semester	I		
Name of the Course	PHILOSOPHICAL FOUNDATIONS OF EDUCATION		
Course Code	M24-EDU-101		
Course Type	CC-1		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: define and analyse the concept of Education & Philosophy and explain the relationship between them. CLO 2: elaborate the contribution of Indian Schools of Philosophy and Indian Philosophers in Education. CLO 3: explain the role of Western Schools of Philosophy and their Implications in the field of Education. CLO 4: describe the concept of Knowledge and their relevance to the field		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	Education & Philosophy Concept, Definition and Nature Functions of Educational Philosophy Relationship between Philosophy and Education Philosophical Analysis of Basic Concepts of Education Teaching, Instruction, Training and Indoctrination Types & Agencies of Education	15
II	Indian Schools of Philosophy (with special reference to Concept, Reality & Values and their Educational Implications) Samkhya Vedanta	

Chairperson
Department of Education
K.U. Kurukshetra

218

	Buddhism Jainism Contribution of Indian Philosophers to Education Swami Vivekananda Rabindranath Tagore Mahatma Gandhi Sri Aurobindo	15
III	Western School of Philosophy (with special reference to the Concepts of Metaphysics, Epistemology, and Axiology; their Educational Implications for Aims, Contents, Methods of Teaching & Evaluation and other aspects of Education) Idealism Naturalism Pragmatism Modern Western Philosophies (with special reference to the Concepts of Metaphysics, Epistemology, and Axiology; their Educational Implications for Aims, Contents, Methods of Teaching & Evaluation and other aspects of Education)Realism Realism Existentialism Marxism	15
IV	Social Philosophy of Education Freedom and Discipline Equality & Equity Democracy & Responsibility Unveiling the Essence of Knowledge Nature of Knowledge Types & Sources of Knowledge Methods of acquiring Knowledge	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS: Abdi, A. A. (2012). Decolonizing Philosophies of Education: An introduction. In <i>Decolonizing philosophies of education</i> (pp. 1-13). Brill. Carr, D., Bailey, R., McCarthy, C., & Barrow, R. (2010). The philosophy of education and educational		

theory. *The SAGE handbook of philosophy of education*, 37-53.

Chambliss, J. J. (2009). Philosophy of education today. *Educational Theory*, 59(2), 233-251.

Hansen, D. T. (Ed.). (2019). *Ethical visions of education: Philosophies in practice*. Teachers College Press.

Mead, G. H., Biesta, G. J., & Trohler, D. (2015). *Philosophy of education*. Routledge.

Noddings, N. (2018). *Philosophy of education*. Routledge.

Peters, M. A. (Ed.). (2017). *Encyclopedia of educational philosophy and theory*. New York: Springer.

Rocha, S. D. (2014). *A primer for philosophy and education*. Wipf and Stock Publishers.

Siegel, H., Phillips, D. C., & Callan, E. (2008). *Philosophy of education*.

Wilson, J. (2010). *Preface to the philosophy of education (International Library of the Philosophy of Education Volume 24)*. Routledge.


Chairperson
Department of Education
K.U. Kurukshetra

Session: 2024-25

Part A - Introduction

Name of Programme	M.A. EDUCATION		
Semester	I		
Name of the Course	SOCIOLOGICAL FOUNDATIONS OF EDUCATION		
Course Code	M24-EDU-102		
Course Type	CC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: explain the relationship of Sociology and Education and will also be able to describe the relevance of Social Principles in the Education.</p> <p>CLO 2: elaborate the concepts and educational implications of Socialization, Social Stratification and Social Mobility.</p> <p>CLO 3: state the meaning and concept of a Social Change and will also be able to justify the role of various Social Theories in Social Change.</p> <p>CLO 4: enlist & describe various Social Determinants of Education as well as will be able to elaborate various forms of Social Interactions.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	<p>Educational Sociology</p> <p>Concept and Nature</p> <p>Relationship of Sociology and Education</p> <p>Social Principles in Education</p> <p>Concept of Equity and Equality</p> <p>Application of Social Principles to the Education of Socially and Economically Disadvantaged Sections of the Society with special reference to Scheduled Castes, and Scheduled Tribe, Women and Rural</p>	15

Chairperson

Department of Education
K.U. Kurukshetra

Page 5

II	Concept and Agencies of Socialization Meaning, Concept and Agencies of Socialization: Family, School, Society and Community Role of Education in Socialization Social Stratification and Mobility Meaning, Characteristics, Types and Educational Implications of Social Stratification Meaning, Characteristics, Types and Educational Implications of Social Mobility	15
III	Education and Social Change Social Change: Meaning, Concept, Forms and Nature Determinants of Social Change and relationship of Education and Social Change with special reference to India Sociological Theories of Social Change Marxian (Conflict) Theory of Social Change Evolutionary Theories - Emile Durkheim and Talcott Parsons (Neo-Evolutionary Theory) Integral Humanism (based on 'Swadeshi') Realism Existentialism Marxism	15
IV	Social Determinants of Education Culture: Concept, Types and Influence on Education Impact of Democracy and Politics on Education Social Interactions Meaning and Concept of Social Interaction Forms of Social Interaction (Co-operation, Competition, Conflict, Accommodation and Assimilation)	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
Boronski, T. & Hassan, N.(2015). Sociology of Education, Los Angeles: Sage Publication.		
Francis, A. & Margan, J. (2002).Sociological Thought. New Delhi: Mc. Millan India Ltd.		
Gore, M.S. (1984) Education and Modernization in India. Rawat Publishers, Jaipur		

222

- Grusky, D. B. (2014). Social Stratification: Class, Race, and Gender in Sociological Perspective (4th ed.). Boulder: Westview Press. ISBN 978-0813346717
- Hallinan, M.T. (2006). Handbook of the Sociology of Education, New York: Springer Publication.
- Hanighurst, Robert et al. (1995) Society and Education, Allyn and Bacon, Boston
- Jayapalan N. (2001). Sociological Theories. New Delhi: Atlantic Publishers and Distributors.
- Kamat, A.R. (1985) Education and Social Change in India. Bombay: Samaiya Publishing Co (Chapter1, Pg 5-10)
- Lisa, M. (2006). The Practical Skeptic: Core concepts in Sociology. 3rd Ed. New York, NY: Mc. Graw Hill.
- M.H.R.D. (1990) Towards an Enlightened and Human Society. Department of Education, New Delhi
- Maubnhein K. ET. Al. (1962). An Introduction to sociology of Education Rutledge and Kegan Paul, London
- Pandey, K.P. (1983) Perspective in Social Foundations of Education, Amitash Prakashan, Gaziabad
- Saxena, S. ((2001) Philosophical and Sociological Foundations of Education. Meerut: Surya publications.
- Schneider, B. (2018). Handbook of the Sociology of Education in the 21st Century, Springer International Publishing.
- Singh, B.N. (2005) Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
- Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.


Chairperson
Department of Education
K.U. Kurukshetra


Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. EDUCATION		
Semester	I		
Name of the Course	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION		
Course Code	M24-EDU-103		
Course Type	CC-3		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: elaborate the methods of Educational Psychology and also explain the process of Growth and Development during Adolescence.</p> <p>CLO 2: describe the concept, determinants & educational implications of 'Individual Differences' and 'Personality'.</p> <p>CLO 3: discuss the meaning, theories & educational implications of 'Intelligence' and 'Learning'.</p> <p>CLO 4: explain the concept & theories 'Motivation' and characteristics & development of 'Creativity' among students.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Meaning and Methods of Educational Psychology Relationship of Education and Psychology Scope of Educational Psychology Methods of Educational Psychology Experimental Clinical Differential		15
	Growth and Development during Adolescence (including Physical, Social, Emotional & Mental Development)		

Chairperson
Department of Education
K. U. Kurukshetra

II	Individual Differences Concept and Areas Determinants: Role of Heredity and Environment in developing Individual Differences Implications of Individual Differences for organizing Educational Programmes Personality Meaning and Determinants Type and Trait Theories Assessment of Personality by Subjective and Projective Techniques	15
III	Intelligence Definition and Nature of Intelligence Theories of Intelligence Two Factor Theory (Spearman) Multi Factor Theory (Thorndike) Group Factor Theory (Thurstone) Model of Intelligence (Guilford) Measurement of Intelligence (two verbal and two non-verbal tests) Learning Meaning & Nature Theories of Learning and their Educational Implications Pavlov's Classical Conditioning Theory Skinner's Operant Conditioning Theory Learning by Insight Theory	15
IV	Motivation in Classroom Concept of Motivation Theories of Motivation Murray's Need Theory of Motivation Psycho-Analytical Theory of Motivation Maslow's Theory of Hierarchy of Needs Factors affecting Motivation in the Classroom Understanding Creativity Concept & Characteristics Development of Creativity among Students Importance of Creativity in Education	15
Total Contact Hours		60

Chairperson
Department of Edu.
K.U. Kurukshetra

Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
Abramson, Paul, R. (1980). Personality, New York: Holt Rinehart and Winston			
Allport, G.W. (1954), Personality, New York, Holt, 1954			
Allport, G.W. (1961): 'Pattern and Growth in Personality', New York: Rinehart and Winston			
Andrews, T.W. (Ed.): (1961), Methods in psychology', New York: John Wiley and Sons, Inc.			
Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growth and Development, New York, Holt, Rinehart and Winston			
Baur, A., Newman, S.M West R., & Mc. Manus C., (1997)Cambridge Handbook of Psychology, health & Medicine, University Press			
Douglass, O.B. Holl and B.P. (1948): Foundations of Educational Psychology, New York: The Mac. Millan Co.			
Gagne, R.M. (1977): The Conductions of Learning, New York, Chicago, Holt, Rinehart and Winston			
Gates A .T ET. Al. (1963). Educational Psychology, New York: MacMillan			
Gaut, B. (2010). The philosophy of creativity. <i>Philosophy Compass</i> , 5(12), 1034-1046.			
Hattie, J., Hodis, F. A., & Kang, S. H. (2020). Theories of motivation: Integration and ways forward. <i>Contemporary Educational Psychology</i> , 61, 101865.			
Hilgard, E.R.: Theories of learning , New York: Appleton Century Crafts			
Kundu, C.L. & Tutoo, D.N. (1988). Educational Psychology, New Delhi Sterling Publishers Private Ltd.			
Kundu, C.L. (1984). Educational Psychology, Delhi: Sterling Publishers.			
Matthews, G., Deary, I. J., & Whiteman, M. C. (2003). <i>Personality Traits</i> . Cambridge University Press.			
Mischel, W. (2013). <i>Personality and Assessment</i> . Modern Life, BoS. (1974)Personality Theories, New York, Harper			
Pritchard, A. (2017). <i>Ways of Learning: Learning Theories for the Classroom</i> . Routledge.			
Shanker Udey, (1965). Development of Personality			
Steel, P., & König, C. J. (2006). Integrating Theories of Motivation. <i>Academy of Management Review</i> , 31(4), 889-913.			
Sternberg, R. J. (2006). The Nature of Creativity. <i>Creativity Research Journal</i> , 18(1), 87.			


 Chairperson
 Department of Education
 K.U. Kurukshetra

Sayed
Chairperson
Department of Education
K.U. Kurukshetra

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. EDUCATION		
Semester	I		
Name of the Course	EDUCATIONAL STUDIES		
Course Code	M24-EDU-104		
Course Type	CC-4		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1:elaborate the concept, need, agencies & scope of Education.</p> <p>CLO 2:explain the Structure & System of Education in India and also the need & importance of 'Distance Education' and 'Educational Bodies'.</p> <p>CLO 3:discuss the Constitutional Provisions, Acts and National Programmes / Schemes in India w.r.t. Education.</p> <p>CLO 4:reflect on the main National Issues and Concerns in Education.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Concept, Need and Agencies of Education Meaning, Nature & Concept (Narrow and Broader) of Education Agencies of Education Need and Importance of Education National and Global Perspective		15
	Scope of Education Education as Phenomenon		

Chairperson
Department of Education
K.U. Kurukshetra

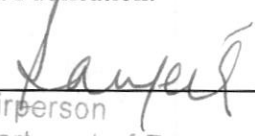
	Education as Practice Education as Field of Study	
II	Structure and System of Education in India Educational Structure at Central, State, District, Block and Village Level System of Education in India Higher Education Secondary Education Elementary Education Technical Education Need & Importance Distance Education and Educational Bodies Distance Education and Open Learning Systems in National & Global Perspective Need & Importance of Educational Bodies like UNESCO,UGC, NUEPA, NIOS, RCI, NCERT, NCTE, CBSE, SCERT(s) & DIET(s)	15
III	Constitutional Provisions and Acts w.r.t. Education Provisions w.r.t. Education in Constitution of India RTE Act, 2009 Persons with Disabilities Act, 1995 Rights of Persons with Disabilities Act, 2016 National Programmes/ Schemes in Education Mid-Day Meal Scheme SSA, RMSA & RUSA IEDSS & IEDC Samagra Shiksha Abhiyan Saakshar Bharat	15
IV	National Issues in Education Universalization of Elementary Education Globalization of Education Liberalization of Education National Concerns in Education Expansion of Secondary and Higher Education Issues related to equity, equality and quality of Education Education of the disadvantaged Quality issues in Teacher Education Programmes	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70

• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	

Part C-Learning Resources

Recommended Books/e-resources/LMS:

- Cole, M. (2011). Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class. NY: Routledge.
- Govinda, R. & Diwan, R. (2003). Community Participation and Empowerment in Primary Education. New Delhi: Sage Publication.
- Govinda, R. (2011). Who goes to School? : Exploring Exclusion in Indian Education. New Delhi: Oxford University Press.
- Govt. of India. (1948). University Education Commission. New Delhi: Govt. of India.
- Govt. of India. (1952). Secondary Education Commission. New Delhi: Govt. of India.
- Govt. of India. (1964). Indian Education Commission. New Delhi: Govt. of India.
- Govt. of India. (1986). National Policy of Education. New Delhi: Govt. of India.
- Govt. of India. (1992). Programme of Action. New Delhi: Govt. of India.
- Habib, S. I. (2010). Moulana Abdul Kalam Azad and the National Education System. New Delhi: NUEPA.
- Jandhyala, B. T. G. (2003). Education Society and Development: National and International Perspective. New Delhi: APH Publishing Corporation.
- Mehta, A. C. (2014). Elementary Education in India: Where do we Stand. New Delhi: NUEPA.
- MHRD. (2000). SSA. New Delhi: MHRD.
- MHRD. (2009). RAMSA. New Delhi: MHRD.
- MHRD. (2010). RTE Act. New Delhi: MHRD.
- MHRD. (2013). RUSA, National Higher Education Mission. New Delhi: MHRD.
- Narula, M. (2006). Quality in School Education: Secondary Education and Education Boards. New Delhi: Shipra Publication.
- NCERT. (2005). NCF. New Delhi: NCERT.
- NCTE. (2009). NCFTE. New Delhi: NCTE.
- NUEPA. (2004). Sabke Liye Shiksha: Vishwa Monitoring Report 2002. New Delhi: NUEPA.
- Pandit, K. (2003). Educational Sociology. New Delhi: ABD Publishers.
- Prakash, V. & Biswal, K. (2008). Perspective on Education and Development: Revisiting Education Commission and After. New Delhi: Shipra Publication.
- Rao, K. S. (2009). Educational Policies in India: Analysis and Review of Promise and Performance. New Delhi: NUEPA.
- Sharma, R. K. & Chouhan, S. S. (2006). Sociology of Education. New Delhi: Atlantic Publishing Corporation.
- Sood, N. (2003). Management of School Education in India. New Delhi: APH Publishing Corporation.
- Stella, A. & Sudhanshu, B. (2011). Quality Assurance of Transnational Higher Education, the Experience of Australia and India. New Delhi: NUEPA.
- Sujhata, K. & Rani, G. (2011). Development of Secondary Education in India: Access, Participation and Delivery Mechanism and Financing. New Delhi: Shipra Publication.
- Sujhata, K. & Rani, G. (2011). Management of Secondary Education in India. New Delhi: Shipra Publication.
- Yazail, J. (2003). Globalization and Challenges of Education. New Delhi: Shipra Publication.


Chairperson
Department of Education
K.U. Kurukshetra

Session: 2024-25			
Part A - Introduction			
Name of the Programme	M.A.EDUCATION		
Semester	I		
Name of the Course	Expository Writing and Self Development		
Course Code	M24-EDU-105		
Course Type	PC-1		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1:write Essay/ Article and present Seminar with PPT. CLO 2:participate in Panel/ Group Discussion and present Content Analysis/ Report on Events/ News. CLO 3:give analytical Report Card on Self-Development CLO 4:organize & report activities.		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	--	
Part B- Contents of the Course			
Practicals			Contact Hours
SUGGESTED ACTIVITIES			
Unit:1 Writing Essay/ Articles on any issue relating to Education Seminar Presentation with PPT (on any one Topic from the field of Education)			30
Unit:2 Student's Discussion (Panel/ Group Discussion) Content Analysis & Reporting any one Event/ News (from Electronic/ Print Media) related to field of Education.			30
Unit:3 Presenting an Analytical Report Card on Self Development – Personal Development Plan (PDP)			30
Unit:4 Activities may be organized (in small groups) in the following given Areas (any one); and students are required to prepare and submit a Report of the same: Gender Issues Inclusive Education Health & Physical Education Mental Hygiene Yoga & Well Being Socio-Environmental Issues Awareness against Drug Abuse Political Sensitization			30
			<div>Chairperson Department of Education K.U. Kurukshetra</div>


Chairperson
Department of Education
K.U. Kurukshetra

	Total Contact Hours		120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
Activity record & Viva-Voce		Activity record & Viva-Voce	
Part C-Learning Resources			
Recommended Books/e-resources/LMS: ---			

Layee
Chairperson
Department of Education
K.U. Kurukshetra

Session: 2024-25	
Name of the Programme	M.A.EDUCATION
Semester	I
Name of the Course	SEMINAR
Course Code	M24-EDU-106
Course Type: (CC/DEC/PC/Seminar/CHM/OEC/EEC)	Seminar
Level of the course	400-499
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: deliver seminar effectively on the topics relating to education.
Credits	Seminar
	2
Teaching Hours per week	2
Max. Marks	50
Internal Assessment Marks	0
End Term Exam Marks	50
Examination Time	1 hour
Instructions for Examiner: Evaluation of the seminar will be done by the internal examiner(s) on the parameters as decided by staff council of the department. There will be no external examination/viva-voc examination.	


 Chairperson
 Department of Education
 K.U. Kurukshetra

232




Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. EDUCATION		
Semester	II		
Name of the Course	CONTEMPORARY ISSUES IN INDIAN EDUCATION		
Course Code	M24-EDU-201		
Course Type	CC-5		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: the education system in Vedic, Buddhist, Medieval and British Period of India.</p> <p>CLO 2: the salient features & significance of various education commissions during pre and post independent period of India.</p> <p>CLO 3: about various national policies and issues related to universalization & vocationalization of Education and education for disadvantaged segments of the society.</p> <p>CLO 4: discuss the equity, equality and quality issues in education.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Education in India during Vedic period Buddhist period Medieval period Education in India during British period Maculay's minutes and Bentick resolution of 1835 Wood's Despatch of 1854 Lord Curzen's educational Policy, Growth of national consciousness	15	

II	Pre Independent Education Commissions in India Recommendations of Indian Education Commission 1882, its influence on the subsequent development of Education Essential features of Sadler commission report –1917 Terms of reference & recommendations of Wardha scheme of education-1937 Post Independent Education Commissions in India University Education Commission 1948-1949 Secondary Education commission 1952-5 Indian Education Commission 1964-66	15
III	Educational Policies National Policy of Education 1968 National policy of Education 1986 & Revised POA 1992 National Education Policy-2020 Issues Related to Universalization of Education and related issues such as retention / completion rates in elementary schools Vocationalization of Education- concept, challenges and recommendation Status of Education of Socially disadvantaged segments namely SC, ST, OBC, Women, PwDs and Minorities	15
IV	Education Related to Fundamental Rights and Duties : Article 14, 15, 16, 21(A), 30 and 51(A) Quality and excellence at all levels Social equity providing equality of Educational opportunities Issues Pertaining to Open learning and Distance Education system Education for Human values and life skills Emotional integration and international understanding in the context of globalization	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination

• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<p>Bush, T. (2009). Leadership development and school improvement: Contemporary issues in leadership development. Educational review, 61(4), 375-389.</p> <p>Gannon, S., & Somerville, M. (Eds.). (2014). Contemporary issues of equity in education. Cambridge Scholars Publishing.</p> <p>Govt. of India, report of the University Education Commission, (1949) Vol-I, Simla.</p> <p>Kauffman, J. M., Nelson, C. M., Simpson, R. L., & Ward, D. M. (2017). Contemporary issues. In Handbook of special education (pp. 16-28). Routledge.</p> <p>M.H.R.D, Report of the University Education Commission (1948), Ministry of Education, New Delhi, Govt. of India.</p> <p>M.H.R.D. Challenges of Education (1985). A policy perspective, Ministry of Education, New Delhi, Govt. of India.</p> <p>M.H.R.D. Report of the Secondary Education Commission (1952). Ministry of Education, New Delhi, Govt. of India.</p> <p>Niak J.P. (1963) The role of govt. of India, Ministry of Education.</p> <p>Nurullah S., Naik J.P. and Oad L.K. (1970). A student history of education in India, Mumbai: McMillan and Co.</p> <p>Shukla, P.D. (1969) Towards the New Pattern of Education in India, New Delhi Sterling Publishers</p> <p>Wellington, J. (2015). Educational research: Contemporary issues and practical approaches. Bloomsbury Publishing.</p>		

Layal
Chairperson
Department of Education
K.U. Kurukshetra

235

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. EDUCATION		
Semester	II		
Name of the Course	COMPARATIVE EDUCATION		
Course Code	M24-EDU-202		
Course Type	CC-6		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: describe the concept and brief history of comparative education.</p> <p>CLO 2: differentiate pre-primary and primary education system of UK,USA and India.</p> <p>CLO 3: compare the various aspects of secondary and higher education of UK,USA and India.</p> <p>CLO 4: give detailed account of educational administration as well as distance and open systems of learning in UK,USA and India.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Concept & Historical Perspective of Comparative Education Concept, Need and Scope Brief history of Comparative Education Factors affecting Education System of a Country Approaches to Comparative Education Philosophical Sociological Problem Approach	15	
II	Pre Primary Education in UK,USA and India Aims, Structure Pattern, Curriculum , Methods of Instruction &	 Chairperson Department of Education K.U. Kurukshetra	

	<p>Evaluation System in UK</p> <p>Aims, Structure Pattern, Curriculum , Methods of Instruction & Evaluation System in USA</p> <p>Aims, Structure Pattern, Curriculum , Methods of Instruction & Evaluation System in India</p> <p>Primary Education in UK,USA and India</p> <p>Aims, Structure Pattern, Curriculum , Methods of Instruction & Evaluation System in UK</p> <p>Aims, Structure Pattern, Curriculum , Methods of Instruction & Evaluation System in USA</p> <p>Aims, Structure Pattern, Curriculum , Methods of Instruction & Evaluation System in India.</p>	15
III	<p>Secondary Education in UK,USA and India</p> <p>Aims, Structure Pattern, Curriculum , Methods of Instruction & Evaluation System in UK</p> <p>Aims, Structure Pattern, Curriculum , Methods of Instruction & Evaluation System in USA</p> <p>Aims, Structure Pattern, Curriculum , Methods of Instruction & Evaluation System in India</p> <p>Higher Education in UK,USA and India</p> <p>Aims, Structure Pattern, Curriculum , Methods of Instruction & Evaluation System in UK</p> <p>Aims, Structure Pattern, Curriculum , Methods of Instruction & Evaluation System in USA</p> <p>Aims, Structure Pattern, Curriculum , Methods of Instruction & Evaluation System in India</p>	15
IV	<p>Comparison of Educational Administration</p> <p>Educational administration in UK</p> <p>Educational administration in USA</p> <p>Educational administration in India</p> <p>Comparison of Distance Education and Systems of Open Learning</p> <p>Distance Education and Systems of Open Learning</p> <p>Distance Education and Systems of Open Learning</p> <p>Distance Education and Systems of Open Learning</p>	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70

• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<p>Andrey, A. & Howard N. (1978). Developing curriculum: A practical Guide. London: George Allen and Unwin.</p> <p>Baradey, G.Z.F. (1964). Comparative methods in education. New Delhi: Oxford and IBH Publishing Co.</p> <p>Cramer, I.F. & Brown, G.S. (1965). Contemporary education: A comparative study of National System. New York: Harcourt Brace & Company.</p> <p>Denis, L. (1986). School curriculum planning. London: Hodder and Stoughton.</p> <p>Dent, H.C. (1981). Educational system of England. London: George Allen and Unwin.</p> <p>Educational Research, ISSN:2277-7881, Volume:10, ISSUE:1(5), www.ijmer.in</p> <p>Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and Row Publishers.</p> <p>Hans, N. (1961). Comparative education. London: Routledge and Kegan Paul</p> <p>Kakkar, K. (2010). A Comparative Analysis of Higher Education System of India with other Countries. The American Journal of social Psychiatry. pp 137- 152.</p> <p>Ministry Of Education (2022)., "Salient Features of NEP, 2020", https://pib.gov.in/pressReleaseiframepage.aspx?PRID=18447066</p> <p>Philips, D. (2012). The education systems of the United Kingdom. Wallingford: Symposium</p> <p>Policy 2020 In School Education", International Journal Of Multidisciplinary</p> <p>Sarkar, Sujana, Sarkar & Laxmi. (2021). Visions Of National Education</p> <p>UGC, (2019). Govt. of India, Report of the HIGHER EDUCATION IN INDIA Issues Related to Expansion, Inclusiveness, Quality and Finance, University Grants Commission, New Delhi.</p>		

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. EDUCATION		
Semester	II		
Name of the Course	TEACHER EDUCATION		
Course Code	M24-EDU-203		
Course Type	CC-7		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1: understand the meaning ,concept, historical development and aims & objectives of teacher education.</p> <p>CLO 2: understand the various aspects of Pre-service and In-service Teacher Education.</p> <p>CLO 3: use of various instructional strategies in teacher education and importance of students practice teaching.</p> <p>CLO 4: familiarize with various strategies of professional growth of teachers and various areas of research in teacher education.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Conceptual Framework of Teacher Education Meaning and concept of teacher education Historical Development of teacher education Recommendations of various commissions on Teacher Education with special emphasis on Kothari Commission NPE1986 & Revised POA 1992 NEP2020 Aims and Objectives of Teacher Education at Elementary Level Secondary Level		15

	College Level	
II	Pre-service Teacher Education Concept, Need and Importance Various agencies for Pre-service Teacher Education Current Problems of Pre-service Teacher Education in practicing schools In-Service Teacher Education Concept, Need and Importance Various agencies for Pre-service Teacher Education Faculty improvement programs: Orientation program and Refresher course	15
III	Instructional Methods in Teacher Education Lecture Method Discussion Method Brain storming and Simulation Methods Student Teaching/Practice-Teaching Objectives Approaches to practice teaching Principles of evaluation in practice teaching	15
IV	Measures for Professional Growth of Teachers Workshops Short term courses / FDP Conference Areas of Research in Teacher Education with Special Emphasis on Teacher effectiveness Preparing teachers for learners with diverse needs Modification of teacher behavior	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
Cochran-Smith, M. (2004). The problem of teacher education. <i>Journal of teacher education</i> , 55(4), 295- 299		
Darling-Hammond, L. (2010). Teacher education and the American future. <i>Journal of teacher education</i> , 61(1-2), 35-47.		
Darling-Hammond, L., Hammerness, K., Grossman, P., Rust, F., & Shulman, L. (2005). The design of		

teacher education programs. *Preparing teachers for a changing world: What teachers should learn and be able to do, I*, 390-441.

Dunkin, J. Michal (1987), *The International Encyclopedia of Teaching and Teacher Education*, Pergamon Press.

Husen, Torstenn & Postlethwaite (Eds.) (1994), *The International Encyclopedia of Education* Pergamon Press, New York, Vol- 1-12.

Korthagen, F. A. (2010). How teacher education can make a difference. *Journal of education for teaching*, 36(4), 407-423.

Millman, J. (1988), *Handbook of teacher education*, Boverly Hills: Sage Publishing House.

Mitzel, H.E. (1982), *Encyclopedia of Educational Research* (5th Ed.) New York: Free Press.

Nayar, D.P. (1989), *Towards a national system of Education*, New Delhi: Mittal Publishing.

Ryan, Kelvin (1975), *Teacher Education*, NSSE: University of Chicago Press.

Sarason, S. B. , Davidson, K. & Blatt, B. (1962), *The preparation of Teachers: An Unstudied problem in Education*, New York: John Wiley.

Stones & Morris. (1973), *Teaching-Practice: Problems and Prospects*, Methuen & Co., London, 1973..


Chairperson
Department of Education
K.U. Kurukshetra

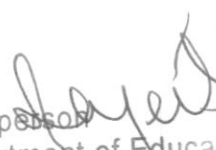
Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. EDUCATION		
Semester	II		
Name of the Course	CURRICULUM STUDIES		
Course Code	M24-EDU-204		
Course Type	CC-8		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: explain determinants & scope of curriculum w.r.t development of child. CLO 2: elaborate the types, approaches & trends in curriculum development. CLO 3: discuss Basic Curricular Skills and describe Preparation for Curriculum Transaction. CLO 4: give an account of Curriculum Evaluation and role of different organizations & teachers in curriculum designing & evaluation.		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Perspective of Curriculum Concept of 'Curriculum' (in narrow and broader sense) Difference between 'Curriculum' and 'Syllabus' Need and Importance of Curriculum Scope of Curriculum Process of Curriculum Development Bases of Curriculum Determinants of Curriculum Development Principles of Curriculum Development Factors affecting Curriculum Development including Impact of Media, Technology and Contemporary Issues Role of Curriculum in Development of Child Cognitive development	15	

	Social Reconstruction Self-Actualization Academic Rationalization	
II	Types and Approaches in Curriculum Types of Curriculum: Knowledge based Curriculum, Activity based Curriculum, Skill based Curriculum and Experienced based Curriculum Approaches in Curriculum Development: Developmental Approach, Interdisciplinary Approach, Functional Approach and Eclectic Approach Curricular Trends in Curriculum Development Lifelong Learning Futuristic Education Collaborative Curriculum Core Curriculum Collateral Curriculum	15
III	Curriculum Planning and Development Assessment of Need with respect to Individual & Environment Situational Analysis Models of Curriculum Development & Planning Selection of Content & Method Preparation for Curriculum Transaction Basic Curricular Skills Curricular Skills related to Cognitive Domain Curricular Skills related to Conative Domain Curricular Skills related to Affective Domain Concept of School Readiness Classroom Planning Selection of Specific Teaching Strategies for Curriculum Transaction with respect to various aspects of Evaluation	15
IV	Curriculum Evaluation Formative and Summative Evaluation Curriculum Evaluation in terms of Learning Outcomes Methods of Curriculum Evaluation Models of Curriculum Evaluation Role of Teacher in Curriculum Evaluation Role of Organisations & Recent Developments Role of Organisations in Curriculum Development: NCERT, SCERTs, UGC & NCTE Recent Developments NCF, 2005 NCFTE, 2009 NCFSE, 2023 Research Trends in Curriculum Development	15

Chairperson
Department of Education

K. U. Kurukshetra

		Total Contact Hours		60
Suggested Evaluation Methods				
Internal Assessment: 30			End Term Examination: 70	
➤ Theory	30	➤ Theory:	70	
• Class Participation:	5	Written Examination		
• Seminar/presentation/assignment/quiz/class test etc.:	10			
• Mid-Term Exam:	15			
Part C-Learning Resources				
Recommended Books/e-resources/LMS:				
Bobbitt, F. (1918). The Curriculum. Boston: Houghton Mifflin Co.				
Denis, L. (1986). Social Curriculum Planning. Sydney: Hodder & Stoughton, London.				
Edward, A. K. (1960). The Secondary School Curriculum. New York: Harper and Row Publishers.				
Gakhar, S. C. (2008). Curriculum Development. Panipat: N. M. Publishers.				
Goodland, J. (1979). Curriculum Enquiry – The Study of Curriculum Practices. New York: McGraw Hill.				
Hamilton, D. (1976). Curriculum Evaluation. London: Open Books Publishing Limited.				
Hass, G. (1991). Curriculum Planning: A New Approach. Boston: Allyn Bacon.				
Hooer, R. (1971). Curriculum: Context, Design and Development. New York: Longmans.				
Lewy, A. (1977). Handbook of Curriculum Evaluation. New York: Longman, Inc.				
Lewy, A. (1977). Studying Curriculum. Buckingham: Open University Press.				
Oliver, A. (1977). Curriculum Improvement – A Guide to Problems, Principles and Processes. New York: Harper and Row.				
Payne, D. A. (1973). Curriculum Evaluation: Commentaries on Purpose, Process and Product. Boston: D. C. Heath.				
Pratt, D. (1980). Curriculum Design and Development. New York: Harcourt, Brace and Jovanovich.				
Saylor, J. G. & Alexander, W. M. (1960). Curriculum Planning. New York: Holt, Rinehart and Winston.				
Socket, H. (1976). Designing the Curriculum. London: Open Books Publishing Ltd.				
Taba, H. (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace and World Inc.				
Tanner, D. & Tanner, L. (1980). Curriculum Development: Theory into Practice. Chicago: University of Chicago Press.				
Tyler, R. S. (1976). Curriculum Principles and Foundations. London: Harper and Row Publishers.				


Chairperson
Department of Education
K. H. Kurukshetra

Chairperson
Department of Education
K.U. Kurukshetra

Session: 2024-25			
Part A - Introduction			
Name of the Programme	M.A.EDUCATION		
Semester	II		
Name of the Course	UNDERSTANDING TEACHING & ACQUIRING PEDAGOGICAL COMPETENCIES		
Course Code	M24-EDU-205		
Course Type	PC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: explain the concept of Teaching & Pedagogical Skills CLO 2: acquire Pedagogical Skills CLO 3: exhibit Pedagogical Skills through Discussion Lessons & Micro-Teaching Sessions CLO 4: deliver lessons effectively in offline & online mode		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	--	
Part B- Contents of the Course			
Practicals			Contact Hours
SUGGESTED ACTIVITIES			
Unit1:	Understanding Teaching, Pedagogical Skills and the Modern Trends in Pedagogical Skills (Students are required to give a detailed account in writing)		30
Unit2:	Acquire and Exhibit (through at least 5 sessions) the Pedagogical Skills (by working in small group and reporting sessions of skills exhibition)		30
Unit:3	Delivering lessons effectively		30
Unit:4	Delivering lessons using modern skills, tools & online platforms		30
Total Contact Hours			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
Activity record & Viva-Voce		Activity record & Viva-Voce	
Part C-Learning Resources			
Recommended Books/e-resources/LMS: ---			

Chairperson
Department of Education
K.U. Kurukshetra

245

✓

✓

Session: 2024-25			
Part A - Introduction			
Name of the Programme	Common to all PG Programmes		
Semester	2 nd		
Name of the Course	Constitutional, Human and Moral Values, and IPR		
Course Code	M24-CHM-201		
CourseType	CHM		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO-1: Learn the different Constitutional Values, Fundamental rights and duties enshrined in the India Constitution.</p> <p>CLO-2: Understand humanism, human virtues and values, and idea of International peace.</p> <p>CLO-3: Grasp the basic concepts of Moral Values and Professional Conduct which are required to become a part of the civil society and for developing professionalism.</p> <p>CLO-4: Understand concepts of Intellectual Property Rights, Copyright, Patent, Trademark etc., and about threats of Plagiarism.</p>		
Credits	Theory	Credits	Theory
	2	0	2
Teaching Hours per week	2	0	2
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Constitutional Values: Historical Perspective of Indian Constitution; Basic Values enshrined in the Preamble of the Indian Constitution; Concept of Constitutional Morality; Patriotic Values and Ingredients Nation Building; Fundamental Rights and Duties ; Directive Principles of the State Policy.		08

II	Humanistic Values: Humanism, Human Virtues and Civic Sense; Social Responsibilities of Human Beings; Ethical ways to deal with human aspirations; Harmony with society and nature; Idea of International Peace and Brotherhood (VasudhaivKutumbkam).	07
III	Moral Values and Professional Conduct Understanding Morality and Moral Values; Moral Education and Character Building; Ethics of Relations: Personal, Social and Professional; Introduction to Gender Sensitization; Affirmative approach towards Weaker Sections (SCs, STs, OBCs, EWS& DAs); Ethical Conduct in Higher Education Institutions; Professional Ethics.	08
IV	Intellectual Property Rights: Meaning, Origins and Nature of Intellectual Property Rights (IPRs);Different Kinds of IPRs – Copyright, Patent, Trademark, Trade Secret/Design, Design, Traditional Knowledge; Infringement and Offences of IPRs – Remedies and Penalties; Basics of Plagiarism policy of UGC.	07
Note: Scope of the syllabus shall be restricted to generic and introductory level of mentioned topics.		
Total Contact Hours		30
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
Ahuja, V K. (2017). <i>Law relating to Intellectual Property Rights</i> , India, IN: Lexis Nexis.		
Bajpai, B. L., <i>Indian Ethos and Modern Management</i> , New Royal Book Co., Lucknow, 2004.		
Basu, D.D., <i>Introduction to the Constitution of India</i> (Students Edition) Prentice Hall of India Pvt. Ltd., New Delhi, 20th ed., 2008.		
Dhar, P.L. & R.R. Gaur, <i>Science and Humanism</i> , Commonwealth Publishers, New Delhi, 1990.		
George, Sussan, <i>How the Other Half Dies</i> , Penguin Press, 1976.		
Govindarajan, M., S. Natarajan, V.S. Sendilkumar (eds.), <i>Engineering Ethics (Including Human Values)</i> , Prentice Hall of India Private Ltd, New Delhi, 2004.		
Harries, Charles E., Michael S. Pritchard & Michael J. Robins, <i>Engineering Ethics</i> , Thompson Asia New Delhi, 2003.		
Illich, Ivan, <i>Energy & Equity</i> , Trinity Press, Worcester, 1974.		
Meadows, Donella H., Dennis L. Meadows, Jorgen Randers & William W. Behrens, <i>Limits to Growth. Club of Rome's Report</i> , Universe Books, 1972.		
Myneni, S.R, <i>Law of Intellectual Property</i> , Asian Law House.		
Narayanan, P, <i>IPRs</i> .		
Neeraj, P., &Khusdeep, D. (2014). <i>Intellectual Property Rights</i> , India, IN: PHI learning Private Limited.		
Nithyananda, K V. (2019). <i>Intellectual Property Rights: Protectionand Management</i> . India, IN: Chair...		

Cengage Learning India Private Limited.

Palekar, Subhas, *How to practice Natural Farming*, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati, 2000.

Phaneesh, K.R., *Constitution of India and Professional Ethics*, New Delhi.

Pylee, M.V., *An Introduction to Constitution of India*, Vikas Publishing, New Delhi, 2002.

Raman, B.S., *Constitution of India*, New Delhi, 2002.

Reddy, B., *Intellectual Property Rights and the Law*, Gogia Law Agency.

Reddy, N.H., Santosh Ajmera, *Ethics, Integrity and Aptitude*, McGraw Hill, New Delhi.

Sharma, Brij Kishore, *Introduction to the Constitution of India*, New Delhi,

Schumacher, E.F., *Small is Beautiful: A Study of Economics as if People Mattered*, Blond & Briggs, Britain, 1973.

Singles, Shubham et. al., *Constitution of India and Professional Ethics*, Cengage Learning India Pvt. Ltd., Latest Edition, New Delhi, 2018.

Tripathy, A.N., *Human Values*, New Age International Publishers, New Delhi, 2003.

Wadehra, B.L., *Law relating to Intellectual Property*, Universal Law Publishing Co.

Relevant Websites, Movies and Documentaries:

Value Education Websites, <http://uhv.ac.in>, <http://www.uptu.ac.in>.

Story of Stuff, <http://www.storyofstuff.com>

Cell for IPR Promotion and Management: <http://cipam.gov.in/>.

World Intellectual Property Organization: <https://www.wipo.int/about-ip/en/>

Office of the Controller General of Patents, Designs & Trademarks: <http://www.ipindia.nic.in/>

Al Gore, *An Inconvenient Truth*, Paramount Classics, USA.

Charlie Chaplin, *Modern Times*, United Artists, USA.

Modern Technology – The Untold Story, IIT, Delhi.

A. Gandhi, *Right Here Right Now*, Cyclewala Productions.

Layed
Chairperson
Department of Education
K.U. Kurukshetra

SEMESTER-III

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. Education		
Semester	Sem-III		
Name of the Course	RESEARCH IN EDUCATION & METHODS OF DATA ANALYSIS		
Course Code	M24-EDU-301		
Course Type	CC-9		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: explain in detail the Nature, Scope & Steps of Educational Research including Research Tools & Sampling. CLO 2: describe the Major Approaches to Research in Education and also the Validity of Research Findings. CLO 3: arrange Data systematically and use Parametric and Non-Parametric Test in Educational Research. CLO 4: compute Correlation, Regression & Prediction in Educational Researches.		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Nature and Scope of Educational Research Methods of Acquiring Scientific Knowledge: Tradition, Experience, Reasoning – Inductive and Deductive, Scientific Enquiry and Theory Development Meaning, Nature, Limitations, Need and Purpose of Educational Research Fundamental, Applied and Action Research Quantitative and Qualitative Research Some Emerging Trends in Educational Research Criteria and Sources for Identifying the Problem Delineating and Operationalizing Variables Review of Related Literature: Importance and Various Sources including Internet Developing Hypothesis in Various Types of Research	15	

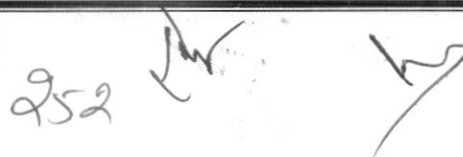
249

	Research Tools & Sampling in Educational Research Types of Data: Quantitative and Qualitative Characteristics of a Good Research Tool Questionnaire, Interview Schedule & Observation as Research Tool in Education Application of Projective and Sociometric techniques in Educational Research Concept of Population, Sample & Sampling Defining Population & Characteristics of a Good Sample Various Methods of Sampling: Probability and Non-Probability Sampling Errors: Concept and Methods of Reducing Sampling Errors	
II	Major Approaches & Research Design Descriptive Research Ex-Post Facto Research Historical Research Experimental Method Laboratory Experiments Field Studies Research Designs: Concept, Nature & Scope Validity & Limitations of Research Findings and Reporting Research Qualitative Researches: Ethnographic Research, Developmental Studies & Documentary Analysis Factors influencing Validity of Research Increasing Validity of Research Findings Developing a Research Proposal (Synopsis). Writing Research Report and Evaluation of Research Report	15
III	Nature of Educational Data Quantitative and qualitative, Scales of measurement, Descriptive and Inferential statistics Organization and graphical representation of data: frequency distribution, frequency polygon, histogram, ogive, smoothed frequency polygon. Measures of Central Tendency: Concept, characteristics, computation and uses of Mean, Median, Mode Measures of Dispersion Range Quartile Deviation Average Deviation & Standard Deviation Parametric Tests & Non Parametric Tests: Meaning and assumptions t-test ANOVA: One-Way Meaning and assumptions	15

	Chi-square tests Normal Probability Curve: Meaning, Significance, Characteristics and Applications	
IV	Correlations: Meaning, Characteristics, Assumptions, Computation and Uses of Product moment correlation Rank difference correlation Partial and Multiple Correlations: Meaning, assumptions, computation and uses Measures of Relative Position Percentile Quartile Z-Score Regression and Prediction Concept and assumptions Computation of linear regression equations Computation of standard error of measurement Type of Errors and Tests of Significance Type I Type II Difference between means, percentage & proportion and correlation	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS: Aggarwal, Y.P. (1998). The Science of Educational Research: A Source Book, Nirmal, Kurukshetra. Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi Edward, Allen L (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York Good, C.V. and Douglas, E. Scates. (1954), Methods in Social Research, Mc. Graw Hill, New York Kerlinger, F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi McMillan, James H. and Schumacher, S. (1989), research on Education: A Conceptual Introduction, Harper and Collins, New York Miller, D.C. & Salkind, N.J. (2002) Handbook of Research Design and Social Measurement, Sage Publications, London Mouly, A.J. (1963). The Science of Educational Research, Eurasia, New Delhi Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston		

- Ruane, Janet M (2004), *Essentials of Research Methods to Social Science Research*, Blackwell Publications Ltd.
- Travers, R.M.W. (1978). *An Introduction to Educational Research*, McMillan, New York
- Van Dalen D.B. (1962), *Understanding Educational Research* Mc. Graw Hill, New York
- Van Dalen, D.B. (1962), *Understanding Educational Research*, Mc. Graw Hill, New York
- Young, P.V. (1960), *Scientific Social Surveys and Research*, Prentice Hall, New Delhi
- Aggarwal, Y.P. (1998). *Statistical Methods*. Sterling Publishers.
- Best, J.W., & Kahn, J.V. (2003). *Research in Education New Delhi*. Prentice Hall.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th Ed.)*. Sage Publications.
- Edward, A. L. (1968). *Experimental Designs in psychological research (3rd Ed.)*. Holt, Rinehart & Winston.
- Ferguson, G.A. (1976). *Statistical Analysis in Psychology and Education*. McGraw Hill.
- Garrett, H.E. (1973). *Statistic in Psychology and Education*. Paragon International Publishers.
- Gelman, A., Hill, J., & Vehtari, A. (2020). *Regression and Other Stories*. Cambridge University Press. <https://doi.org/10.1017/9781139161879>
- Glass, G. V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology (3rd Ed.)*. Pearson College Div.
- Guilford, J.P. and Benjamin, F. (1973). *Fundamental Statistics in Psychology and Education*. McGraw Hill.
- Koul, L. (1988). *Methodology of Educational Research*. Vikas Publications.
- Kurtz, A.K., & Mayo, S.T. (1980). *Statistical Method in Education and Psychology*. Springer-Verlag.
- Mertler, C. A., Vannatta, R. A., & Lavenia, K. N. (2021). *Advanced and Multivariate Statistical Methods: Practical Application and Interpretation (7th Ed.)*. Routledge.
- Minimum, E.W., King B.M., & Bear, G. (1995). *Statistical Reasoning in Psychology & Education*. John Wiley & Sons.
- Neuman, W.L. (1977). *Social Research Methods: Qualitative and Quantitative Approaches*. Allyn and Bacon.
- Siegel, S. (1986). *Non-Parametric Statistics*. McGraw Hill.
- Van Dalen, D. B. (1962). *Understanding Educational Research*. McGraw Hill.
- Westfall, P. H., & Henning, K. S. (2013). *Understanding advanced statistical methods*. CRC Press.


Chairperson
Department of Education
K.U. Kurukshetra

252 

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. Education		
Semester	Sem-III		
Name of the Course	PERSPECTIVES & FOUNDATIONS OF EDUCATION		
Course Code	M24-EDU-302		
Course Type	CC-10		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: explain the major patterns, functions and schools of philosophy. CLO 2: elaborate the relationship of society and education and discuss factors affecting this relationship. CLO 3: describe the psychological traits in relation to learning. CLO 4: reflect on the general issues, policies & Acts relating to Education.		
Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Functions and Major Problems of Philosophy Speculative Functions, Analytical Functions & Prescriptive Functions Ontological Problems, Epistemological & Axiological Problems Major Schools of Philosophy With special reference to the concepts, knowledge, reality and value Educational Implications of Major Schools of Philosophy for aims, contents, teaching methods & methods of evaluation Educational Philosophy of Prominent Western and Indian Thinkers	15	
II	Society & Education Concept and nature of Educational Sociology Relationship of 'Society' and 'Education' Social Organization: Concepts, Characteristics and Implications for Education Social Factors & Theories	15	

	<p>Social Stratification: Meaning, Concept and its Educational Implication</p> <p>Social Mobility: Meaning, Types, Constraints in Mobility and its Educational Implications</p> <p>Education and Social change</p> <p>Socio-Economic Factors and their impact on Education</p> <p>Social Theories: Functionalist Emile Dur Kheim, Talcott Parsons, Marxism & Integral Humaism</p>	
III	<p>Basics of Educational Psychology</p> <p>Concept, Nature & Methods of Educational Psychology (Experimental Method, Differential Method, Clinical Method, Psychoanalysis Method)</p> <p>Contribution of Schools of Psychology to Education: Hormic School, Psychoanalysis school, Behaviours School and Gestalt school</p> <p>Individual Differences: Concept, Areas, Causes & Educational Implications</p> <p>Intelligence, Personality & Learning</p> <p>Intelligence: Concept & Theories (Guilford's, Gardner's)</p> <p>Learning: Concept, Factors & Theories (Skinner's Operant Conditioning, Theory of Insightful Learning, Gagne's Theory of Learning)</p> <p>Personality: Concept, Determinants & Theories (Type & Trait)</p>	15
IV	<p>Issues in Education</p> <p>Educational Administration in India at Central and State Level</p> <p>Education of disadvantaged (differently abled, Socially disadvantaged groups and woman)</p> <p>Technological interventions in teaching - learning: online teaching, MOOCs, SWAYAM, flipped classroom</p> <p>Act, Policies & Organizations in Education</p> <p>RPwD Act, (2016), NEP, 2020</p> <p>Role of organisation like NCERT, UGC, NCTE, SCERT</p> <p>Comparative & International system of Education with special reference to UK, USA & India</p> <p>Distance Education & Open Learning System: Need, Importance and Services</p>	15

Total Contact Hours 60

Suggested Evaluation Methods

Internal Assessment: 30		End Term Examination: 70	
➤ Theory	30	➤ Theory:	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Aggarwal, J. C. (2009). Essentials of Educational Psychology. Vikas publishing, New Delhi. Ausubel, D.P. (1967). The Psychology of Meaningful verbal Learning: An Introduction to School Learning, Grune and Stratton,

New York.

- Bereday G.Z.F. (1967). Comparative Methods in Education, New Delhi: Oxford and IBH Publishing Co.
- Bohner, G.Wanke, M. (2008). Attitudes and Attitude Change. Prentice Hall, New York.
- Brain, C. (2002). Advanced Psychology: Application, Issues and Perspective, Nelson Theories, U.K. Chatterjee, S.K. (2000). Advanced Educational Psychology. Arunabhasen Books & Allied (P) Ltd. Shelly, E. Tayler et.al. (2000). Social Psychology Prentice Hall, Ohi
- Broudy, H.S. (1977) Building a Philosophy of Education, New York: Kriager.
- Brubacher, J.S. ; Modern Philosophies of Education, Mc-Graw Hill Company, New York
- Brubacher, John S.(1969) Modern Philosophies of Education, New Delhi:Tata McGraw Hill.
- Chandra, S.S; Sharma, R.K (2004) Principles of Education, New Delhi: Atlantic Publishers and Distributors.
- Chaube, S.P. & Chaube, A. (2007). Comparative Education. Noida: Vikas Publishing House.
- Edmund J. King (1968). Comparative Studies and Educational Decisions. London: Mathuen Educational Ltd.
- Gore, M.S. Education and Modernization in India, Rawat Publication, Jaipur, 1984.
- Havighurst, Robert et al. Society and Education. Allyn and Bacon, Baston, 1995.
- Kamat, A.R. Education and Social Change In India. Samaiya Publishing co., Bombay, 1985.
- Kirk, S. A., & Gallagher, J.J. (2000). Education of Exceptional Children. Boston : Houghton Mifflin.
- Kukkarni, S.S. (1986), Introduction to Educational Technology, New Delhi: Oxford & IBH Publishing Company.
- Kumar, K.L. (1996), Educational Technology, New Delhi: New Age International Publishers.
- M.H.R.D. Towards an Enlightened and Human Society, Department f Education, New Delhi, 1990.
- Maunheim, K. et al. An Introduction to Sociology of Education Routledged and Kegan Paul , London, 1962.
- Mavi, N.S., (1984) Programmed Learning – an Empirical approach, Kurukshetra Vishal Publishers.
- Pandey, K.P. (1983) Dynamics of Teaching Behavior, Ghaziabad : Amitash Prakashan.
- Pandey, K.P. Perspectives in Social Foundations of Education. Amitash Prakashan, Ghaziabad, 1983.
- Singh, J.P. & Dash, M.K. (2005) , Disability Development in India, New Delhi: RCI.
- Taneja,V.R.(2002) Foundations of Education, Chandigarh: Mohindra Capital Publishers
- WHO (2001). ICF : International Classification of Functioning , Disability and Health. Geneva : WHO.

Chairperson
Department of Education
K.U. Kurukshetra

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. Education		
Semester	Sem-III		
Name of the Course	EDUCATIONAL MEASUREMENT AND EVALUATION		
Course Code	M24-EDU-303		
Course Type	DEC-1		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: acquaint the student with basic concepts of EME & taxonomy of educational objectives. CLO 2: understand the characteristics and types of tools construction. CLO 3: Discuss the various types of tools and tests used in measurement and evaluation. CLO 4: appraise the existing system of evaluation.		
Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Educational Measurement and Evaluation Concept, scope and need Levels of measurement Evaluation: functions and basic principles of evaluation Taxonomy of Educational Objectives Need and functions of instructional objectives Principles of instructional objectives Bloom's Taxonomy of educational objectives	15	
II	Scales of Measurement Nominal and Ordinal Scale Interval and Ratio Scale Research Utility of Level of	15	

	Measurement with specified research method	
	Test Construction Teacher made test & Standardized test Steps for preparing standardized test Norm referenced and Criterion Referenced test	
III	Characteristics of Good Measuring Tools/ Tests Reliability Validity Norms & Usability Concept and Measurement of Achievement tests Aptitude test Intelligence tests Attitude and Value tests Interest inventories	15
IV	Tools of Measurement & Evaluation Essay-type tests & Objective type tests Performance tests Use of computer in evaluation Appraisal of Existing Systems of Evaluation Grading system vs. marking system Semester system vs. annual system Continuous and comprehensive evaluation	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS: Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York Aggarwal, Y.P. (1998), Statistical Methods: Concepts , Applications and Computation, Sterling, New Delhi. Aiken, L.R. (1985), Psychological Testing and Assessment, Allyn and Bacon, Boston Anastasi, A (1982), Psychological Testing, Mac Millan, New York Cronbach, L.J. (1964), Essentials of psychological Testing, Harper and row, New York Ebel, R.L. and Frisbe, D.A. (1990) Essentials of Educational Measurement, prentice Hall, New Delhi edition Erlanson, David A. and McNamara, James (1999), Measurement and Evaluation, 1st Freeman, F.S(1965), Theory and Practice of Psychology Testing, Holt Rinehart & Winston, 19		



257

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. Education		
Semester	SEM-III		
Name of the Course	DISTANCE EDUCATION & OPEN LEARNING SYSTEMS		
Course Code	M24-EDU-304		
Course Type	DEC-1		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: explain the relevance and brief history of open and distance learning in India CLO 2: discuss the history, objectives and salient features of NIOS and IGNOU CLO 3: depict an open and distance learning institution as a system and will also be able to elaborate its management CLO 4: describe the steps involved in the systematic planning and development of media and web-based courseware		
Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Introduction to Distance and Open Education Open learning : definition, characteristics & principles Distance education: meaning, characteristics, assumptions and principles Need and relevance of Open and Distance learning History of Open and Distance Education International Scenario National Scenario Phases of evolution of distance education: First, second, third, fourth and fifth generation	15	
II	Understanding Open and Distance Learning in India: NIOS and IGNOU A brief history and objectives of NIOS and IGNOU Target Groups Salient Features Curriculum Transaction Strategies at NIOS and IGNOU	15	

	Self-Learning Materials (SLMs) Audio and Video Programmes Multimedia and ICT -based Inputs	
III	Open and Distance Learning (ODL) and Higher Education An ODL institution as a system Sub-systems of an ODL institution Types and nature of ODL institutions : The National Open University, State Open Universities and Distance Education Institutions/Directorates Management of ODL institutions Governance and Functionaries Sub-systems of ODL Regulatory mechanism	15
IV	Media support in Open and Distance learning Media Selection Approaches to Media use in ODL Institutions Planning and development for Multiple Media Courseware Computer and Web Based Courseware Nature of Online Learning and Teaching Online course development process Modified role of teacher in online learning and Learning Management Systems (LMS)	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS: Bozkurt, A. (2019). From distance education to open and distance learning: A holistic evaluation of history, definitions, and theories. In <i>Handbook of Research on Learning in the Age of Transhumanism</i> (pp. 252-273). IGI Global. Daniel, J. (2002). Afterword: Open learning and/or distance education: which one for what purpose?. In <i>Higher education through open and distance learning</i> (pp. 292-298). Routledge. Dhanarajan, G. (1999). <i>Higher education through open and distance learning</i> (Vol. 1). K. Harry (Ed.). London: Routledge. Edwards, R. (1995). Different discourses, discourses of difference: Globalisation, distance education and open learning. <i>Distance Education</i> , 16(2), 241-255. Edwards, R. (1996). Troubled times? Personal identity, distance education and open learning. <i>Open Learning: The Journal of Open, Distance and e-Learning</i> , 11(1), 3-11. Guri-Rozenblit, S. (1991). Distance/open learning—Trends and developments as reflected in recent literature. <i>Studies in Higher Education</i> , 16(1), 83-90.		

- Kinyanjui, P. E. (1998). Distance education and open learning in Africa: What works or does not work.
- Lewis, R. (1986). What is open learning?. *Open Learning: The Journal of Open, Distance and e-Learning*, 1(2), 5-10.
- Lockwood, F. (Ed.). (2013). *Open and distance learning today*. Routledge.
- Maxwell, L. (1995). Integrating open learning and distance education. *Educational Technology*, 35(6), 43-48.
- Mehmood, T., Hussain Ch, A., & Saeed, A. (2016). Community Development through Open Learning and Distance Education. *Bulletin of Education and Research*, 38(1), 183-196.
- Perraton, H. (2010). Teacher education: The role of open and distance learning.
- Robinson, B., & Latchem, C. (Eds.). (2004). *Teacher Education Through Open and Distance Learning: World review of distance education and open learning Volume 3* (Vol. 3). Routledge.
- Sultana, S. A., & Kamal, M. A. (2002). Distance education and open learning in a developing country like Bangladesh: Philosophy and reality. In *2nd Pan-Commonwealth Conference Proceedings*.


Chairperson
Department of Education
K.U. Kurukshetra

960  

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. Education		
Semester	SEM-III		
Name of the Course	EDUCATIONAL TECHNOLOGY		
Course Code	M24-EDU-306		
Course Type	DEC-2		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: define concept, scope and approaches of Educational Technology CLO 2: understand Modalities, Stages, and Levels of Teaching and develop a programme Instructional/ learning material CLO 3: critically appraise the importance of Micro Teaching, Flander's Interaction Analysis and communication process CLO 4: design instructional strategies, evaluation tools and application of Educational Technology in Distance Education		
Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Concept and scope of Educational Technology Concept of Educational Technology Scope of Educational Technology Components of Educational Technology Approaches of Educational Technology Multi-Media Approach in Educational Technology-Meaning, Uses and Limitation ICT in Education: Computer Assisted Instruction, computer based learning, internet and online learning Blended approach in Teaching learning, e-learning	15	

II	Modalities, Stages and Levels of Teaching Modalities of teaching – Teaching as different from indoctrination instructions, 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 Development of Programmed Instructional/Learning Material Origin, principles and characteristics Types : Linear, Branching and Mathetics Development of a Programmed Instructional /learning Material: Preparation, Writing, Try out and Evaluation	15
III	Modification of Teaching Behavior Micro teaching and simulation Flander's Interaction Analysis Communication process: Concept of communication, principles, Modes and Barriers to communication, class room communication (Interaction, Verbal and Non-Verbal) Models of Teaching and Designing Instructional System Concept , Different families of Teaching Models Designing Instruction System: Formulation of instructional objectives Task analysis	15
IV	Designing of Instructional Strategies Designing of Instructional Strategies: Lecture, discussion, team teaching, Seminar, tutorials and brain storming sessions Development of Evaluation Tools: Norms Referenced Tests and Criterion referenced test Application of Educational Technology in Distance Education Concept of Distance Education Students Support Services in Distance Education Evaluation process in Distance Education	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS: Cohen, D. K. (1987). Educational technology, policy, and practice. <i>Educational evaluation and policy analysis</i> , 9(2), 153-170. Delgado, A. J., Wardlow, L., McKnight, K., & O'Malley, K. (2015). Educational technology: A review of the		

integration, resources, and effectiveness of technology in K-12 classrooms. *Journal of Information Technology Education: Research*, 14.

Huang, R. (2019). *Educational technology a primer for the 21st century*. Springer Nature Singapore Pte Ltd..

Issroff, K., & Scanlon, E. (2002). Educational technology: The influence of theory. *Journal of Interactive Media in education*, 6.

Januszewski, A., & Molenda, M. (Eds.). (2013). *Educational technology: A definition with commentary*. Routledge.

Kumar, K. L. (1996). *Educational technology*. New Age International.

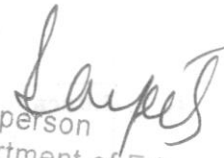
Lazar, S. (2015). The importance of educational technology in teaching. *International Journal of Cognitive Research in Science, Engineering and Education*, 3(1), 111-114.

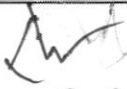

Luppini, R. (2005). A systems definition of educational technology in society. *Journal of Educational Technology & Society*, 8(3), 103-109.

Mangal, S. K., & Mangal, U. (2019). *Essentials of educational technology*. PHI Learning Pvt. Ltd..

Mishra, P., Koehler, M. J., & Kereluik, K. (2009). Looking back to the future of educational technology. *TechTrends*, 53(5), 49.

Sampath, K. (1981). *Introduction to educational technology*. Sterling Publishers Pvt. Ltd


Chairperson
Department of Education
K.U. Kurukshetra


263 

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. Education		
Semester	SEM-III		
Name of the Course	MANAGEMENT AND ADMINISTRATION OF EDUCATION		
Course Code	M24-EDU-307		
Course Type	DEC-2		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: understand concept of Educational Administration and its different trends. CLO 2. know concepts of Quality and Accreditation in Education. CLO 3.define the concept of Educational Planning and Leadership. CLO 4. explain the concept of Educational Supervision and Inspection		
Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Educational Administration: Concept and Scope Meaning, nature, need and scope Relationship among management, administration, supervision and planning Factors affecting Educational Administration Development of Modern Concept of Educational Administration from 1900 to Present Day Taylorism Administration as a Process Human Relations Approach to Administration	15	
II	Educational Planning Concept, need and types	15	

	Principles of educational planning Approaches to educational planning Administrative Structure of Educational Planning At Central Level At State Level At District and Block Level	
III	Leadership Meaning and need Theories of Leadership: Contingency theory and Trait Theory Styles of Leadership: Autocratic, Democratic and Laissez- Faire styles Educational Supervision Meaning, nature and types of Educational Supervision Principles of Supervision Qualities of Supervisor	15
IV	Inspection: Concept and Importance Meaning, Need and functions Difference in Supervision and Inspection Problems of Supervision and Inspection Specific Trends in Educational Administration Decision making Organizational compliance PERT and Management by objectives (MBO)	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS: Bahadur, R. P., & Aggarwal, V. (2004). Educational Administration, Supervision, Planning and Financing. Merrut, India: R.Lall Book Depot. Harding, H. (1987). Management Appreciation. London, England: Pitman Publishing. Ravishankar, S., Mishra, R. K., & Sharma, M. L. (1988). Human Resource Development. Bombay, India: Dhruv& Deep. Shukla, P. D. (1983). Administration of Education in India. New Delhi, India: Vikas Publication. Sinha, P. S. N. (Ed.). (2002). Management and Administration in Govt. New Delhi, India: Commonwealth Publishers. Spears, H. (1955). Improving the Supervision of Instruction. New York, NY: Prentice Hall. Unruh, A., & Turner, E. (1970). Supervision for Change and Innovation. New York, NY. Wiles, . (1955). Supervision for Better Schools. New York, NY: Prentice Hall		

Chairperson
Department of Education
K. H. Karukshetra

Session: 2024-25			
Part A - Introduction			
Name of the Programme	M.A. Education		
Semester	SEM-III		
Name of the Course	ACADEMIC WRITING: RESEARCH ARTICLE/ PAPER, SYNOPSIS, REPORT, ABSTRACT, REVIEW, BIBLIOGRAPHY ETC.		
Course Code	M24-EDU-309		
Course Type	PC-3		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: write Research Articles for reputed Journals. CLO 2: develop Research Synopsis/ Proposal & Research Report. CLO 3: edit Bibliography for Research Works. CLO 4: Compile Abstracts, Reviews of Research Works & Books		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0		
Part B- Contents of the Course			
Practicals			Contact Hours
	Unit:1 Writing 02 Research Article for Journal on any issues relating to Education		30
	Unit2: Developing Research Synopsis/ Proposal & Research Report		30
	Unit3: Editing Bibliography for Research Works		30
	Unit4: Compiling Abstracts, Reviews of Research Works & Books		30
	Total Contact Hours		120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
Activity record & Viva-Voce		Activity record & Viva-Voce	
Part C-Learning Resources			
Recommended Books/e-resources/LMS:--			

Chairperson
Department of Education
K.U. Kurukshetra

266

Session: 2024-25			
Part A - Introduction			
Name of the Programme	M.A. Education		
Semester	SEM-III		
Name of the Course	OVERVIEW OF DIVERSITY AND SPECIAL EDUCATION		
Course Code	M24-EDU-310		
Course Type	OEC		
Level of the course (As per Annexure-I)	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: describe the meaning & characteristics of different disabilities CLO 2: understand the perspectives in the education of children with Special Needs (CSN). CLO 3: discuss the concerns related to the assessment of CSN CLO4: explain the issue related to teacher preparation and use of technological resources for CSN		
Credits	Theory	Practical	Total
	2	0	2
Teaching Hours per week	2	0	2
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	An Overview of Special Needs-Meaning, Identification and Characteristics of the following Visual Impairment Hearing Impairment Physical Disability Intellectual Challenges	7.5	
II	Perspectives on learner diversity with respect to Categorical treatment and labeling Environments and prevalence The Regular Education Initiatives	7.5	
III	Current decision-making practices	7.5	

Chairperson
Department of Education
K.U. Kurukshetra

	Assessment practices: who is assessed, what is assessed Assessment techniques and procedures; who performs assessment, relevance to intervention/remediation Issues in teaching views of causality and their relationship to treatment approaches; place and time of intervention	
IV	Teacher Preparation in Special Education Teaching competencies, Collaborative consultation Communication and Supportive Technology for Students with Special Needs	7.5
Total Contact Hours		30
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS: Ashman, F. Adrian & Elkins, J (1998). <i>Educating Children with Special Needs</i> (3 rd edition). Prentice Hall: New York. Ashman, F. Adrian., & Conway, N. F. Robert (1989). <i>Cognitive Strategies for Special education</i> . Routledge: London and New York. Berdine, W. H., & Blackhurst, A.K. (1985). <i>An Introduction to Special Education</i> , Boston: Harper Collins Fernandez, G. , Koenig, C., Mani, M.N. G., & Tesni, S. (1999). <i>See with the blind: Trends in education of the visually impaired</i> , Bangalore: CBM and Books for Change Gearheart, B.R., Ruiter, J.A., & Sileo, T.W. (1988). <i>Teaching Mildly and Moderately Handicapped Students</i> . New Delhi: Prentice Hall of India. Gearheart, R. Bill; Weishahn, W. Mel; Gearheart, J. Carol (1992). <i>The Exceptional Students in the Regular Classroom</i> (5 th edition). Macmillan Publishing Co. New York. Giuliani, G. & Pierangelo, R.. (2006). <i>The Big Book of Special Education resources</i> , CA:Corwin Press Education, Boston: Allyn & Bacon Kirk, S. A., & Gallagher, J.J. (2000). <i>Education of Exceptional Children</i> . Boston: Houghton Mifflin Kundu, C.L., Singh, J. P., & Ahluwalia, H.P.S. (2005). <i>Accredited institutions of Rehabilitation Council of India</i> . New Delhi: RCI. Loreman, T., Deppler, J., & Harvey, D. (2005). <i>Inclusive Education: A Practical Guide to Supporting Diversity in the classroom</i> , NY: Routeledge Falmer. Olson, Judy and Platt, Jennifer (1992). <i>Teaching children and Adolescents with Special Needs</i> . Macmillan Publishing Co. New York. Rao, I., Prahlada Rao, S., & Pramod, V. (2010). <i>Moving away from Labels</i> , Bangalore: CBR network (South Asia) Singh, J. P., & Dash, M. K. (2005). <i>Disability Development in India</i> , New Delhi: RCI.		

268

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. Education		
Semester	Sem- IV		
Name of the Course	APPLICATION OF ICT IN EDUCATION		
Course Code	M24-EDU-401		
Course Type	CC-11		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1. Understanding the concept of ICT CLO 2. Appreciate the multiple uses of ICT. CLO 3. Apply the interactive tools of ICT in the classroom. CLO 4. Critically analyze the challenges and security issues in the usage of ICT.		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Understanding ICT in Education Concept, Need and Importance of ICT in Education Scope of ICT in Education and Special Education Paradigm shift Education due to ICT		15
	ICT Integration in Education ICT Tools and their Integration in Education Assistive Tools for Diverse Learners Opportunities and Challenges in using ICT in Education		
II	Developing Critical Understanding of ICT in Education Challenges of ICT in education: Access, equity and quality ICT Integration in Institution and Teacher Education (Integrated Vs Outsourced approach) Basic Considerations in Adapting ICT (Accessibility, Affordability and Availability)		15
	Developing E-Resources Concept and Types of Open Educational Resources		

	Searching and Identification of OERs Process of Developing OERs	
III	ICT for Educational Management ICT for Planning Activities (Scheduling and Organizing) ICT for Documentation (Creation, Storing, Retrieval and Sharing) ICT for Assessment (Innovative Strategies) ICT for Professional Development and Educational Research MOOC, SWAYAM and Webinars Learning through Internet (Online Tutorials, Digital Libraries, Archives and E-Books) Use of ICT Tools in various Research Processes (Locating Literature; Data Collection, Data Analysis etc.).	15
IV	Computer Aided Learning Social Media Creation of Blogs and Tele-Conferencing Distance Learning and ICT Issues in ICT Social, Ethical and Legal Issues Security Threats and Measures Cyber Privacy and Cyber Laws	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
SUGGESTED READINGS		
Dutta, B., & Gupta, P. (2018). *Professional Development of Teachers through ICT*. APH Publishing Corporation.		
Ghosh, S. (2016). *ICT in Education and Educational Research*. PHI Learning Pvt. Ltd.		
Goyal, M. (2017). *ICT and Education: Pedagogy, Instruction and Learning Process*. APH Publishing Corporation.		
Gupta, R., & Rai, A. (2017). *ICT and Education: Teleconferencing and Distance Learning*. APH Publishing Corporation.		
Jena, P. L., & Garg, D. (2015). *Challenges of ICT in Education: Teachers' Perspective*. PHI Learning Pvt. Ltd.		
Khan, M. S., & Soni, J. (2019). *Open Educational Resources: Adoption and Implementation Issues*. IGI Global.		

Kumar, S., & Kumar, S. (2018). *ICT Tools for Teaching-Learning Process*. APH Publishing Corporation.

Mahal, R. (2016). *ICT in Educational Management*. Discovery Publishing House.

Mishra, S., & Sharma, S. (2019). *ICT in Education: Emerging Trends and Challenges*. New Age International.

Mohanty, A., & Mishra, B. (2017). *Cyber Security and Privacy*. PHI Learning Pvt. Ltd.

Narang, V., & Singh, A. (2018). *Cyber Ethics and Cyber Law*. Pearson Education India.

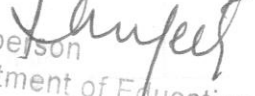
Sharma, R. C. (2018). *ICT in Education*. PHI Learning Pvt. Ltd.

Singh, A. (2019). *Social Media and Education*. APH Publishing Corporation.

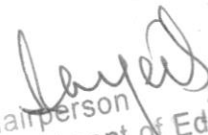
Singh, H. (2016). *Integrating ICT in Education: A Practical Manual for Schools*. Viva Books Pvt. Ltd.

Singh, M., & Gupta, R. (2018). *Developing Educational E-Resources: A User's Guide*. PHI Learning Pvt. Ltd.

Singh, Y., & Bhattacharjee, A. (2017). *ICT in Educational Management and Administration*. APH Publishing Corporation.


Chairperson
Department of Education
K.U. Kurukshetra

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. Education		
Semester	Sem- IV		
Name of the Course	EDUCATIONAL AND VOCATIONAL GUIDANCE		
Course Code	M24-EDU-402		
Course Type	CC-12		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1. explain the Concept, Need & Types of Guidance and also explain the Steps & Strategies for Effective Organization of Guidance Services at School Level.</p> <p>CLO 2. elaborate Guidance to Group & Exceptional Children and Types of Counselling.</p> <p>CLO 3. describe the concepts & various aspects relating to 'Occupational Information', 'Job Analysis' and 'Job Satisfaction'.</p> <p>CLO 4. give an account of 'Placement & Follow-Up Service' and also the various Techniques used for information/ data collection for study of the individual.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Concept of Guidance Meaning of Guidance Need and Importance Types of Guidance Educational Guidance Vocational Guidance Personal Guidance Organization of Guidance Services in Schools Principles of Guidance Services Steps & Strategies for Effective Organization of		15


 Chairperson
 Department of Education
 K.U. Kurukshetra

	Guidance Services at School Level	
II	Guidance to Group & Exceptional Children Meaning & Advantages of Group Guidance Principles and Kinds of Group Guidance Guidance to Exceptional Children Physically Handicapped Children Gifted Children Children with Behavioral Problems Types of Counseling Directive Counseling – Concept, Advantages and Limitations Non-Directive Counseling - Concept, Advantages and Limitations Elective Counseling – Concept, Advantages and Limitations	15
III	Occupational Information Meaning and Need Methods of imparting Occupational Information Sources of Occupational Information in India Job Analysis & Job Satisfaction Meaning, Types & Purposes of Job Analysis Meaning & Factors affecting Job Satisfaction	15
IV	Placement & Follow-Up Service Meaning, Functions & Principles of Placement Service Meaning, Characteristics & Purposes of Follow-Up Service Information & Data Collection Techniques for Study of the Individual Standardized and Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Commutative Record Card	15
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS: Bernard, H. W., & Daniel, F. W. (1977). <i>Principles of Guidance (2nd Ed.)</i> . Thomas Y. Crowell Company. Jones, J. A. (1970). <i>Principles of Guidance</i> . McGraw Hill. Miller, F. W. (1961). <i>Guidance Principles and Services</i> . Ohio Merrill. Pandey, K. P. (2000). <i>Educational and Vocational Guidance in India</i> . VishwaVidyalaya Prakashan Chowk. Robinson, F. P. (1950). <i>Principles and Procedures in student counseling</i> . Harper & Brother Strang, R. (1949). <i>Counseling Technics in colleges and Secondary Schools</i> . Harpar Super, D. E. (1949). <i>Apprising Vocational Fitness</i> . Harper and Brother Taxler, A. E. (1964). <i>Techniques of Guidance</i> . McGraw Hill Tolbert, E. L. (1967). <i>Introduction of Counseling</i> . McGraw Hill.		

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. Education		
Semester	Sem- IV		
Name of the Course	MENTAL HYGIENE AND EDUCATION		
Course Code	M24-EDU-403		
Course Type	DEC-3		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1. explain the concepts, aspects and goals of Mental Health & Mental Hygiene and also elaborate role of Home & Community in Mental Health.</p> <p>CLO 2. describe the Concepts of 'Conflicts', 'Adjustment' & 'Adjustment Mechanisms' and also elaborate relationship between Human Needs and Mental Health.</p> <p>CLO 3. justify relationships of School, Teacher & Curriculum with Mental Health and also state various Diagnostic & Remedial Techniques w.r.t. Mental Health & Mental Hygiene.</p> <p>CLO 4. Critically analyse positive and negative role of religion on Mental Health and also present a picture of role of Yoga in Modern Life.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Mental Health and Mental Hygiene Concepts of Mental Health, Wholesome and Abnormal Personality Aspects, Goals of Mental Health Principles of Mental Hygiene Home, Community and Mental Health Home, Community & Mental Health Qualities of Healthy Home Environment Child Rearing Practices and Personality Development	15	

II	Adjustment and Conflict Concept and Process of Adjustment Adjustment Mechanism – Subtraction, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, regression, Fixation Conflict: Concept and Types of Conflicts Relationship between Human Needs and Mental Health Nature of Needs: Organic Socio-Psychological and Educational Needs Understanding the Significance of addressing Human Needs for Mental Well-Being Special Needs of Indian Adolescents	15
III	School and Mental Health Teacher and Mental Health Personality Problems in Classroom Place of Mental Hygiene in School Curriculum Principles of Curriculum Construction from Mental Hygiene Perspective Diagnostic and Remedial Techniques Case Study, Interview, Psycho Analysis, Individual and Group Psycho Therapies and their Usefulness Psychotherapies: Counseling Therapy and its Types Play Therapy, Rational Emotive Psychotherapy, Behaviour Therapy	15
IV	Religion and Mental health Secular Perspectives on Mental Health and Well-Being Relationship between Religion and Mental Health Positive and Negative Role of Religion on Mental Health Yoga for Mental Health Concept of Yoga in Ancient India Yoga as the Scientific Method for the Development of Personality Yoga as the System for Preserving the Mental Health & Accepting Yoga in the Modern life	15
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		

Recommended Books/e-resources/LMS:

- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). American Psychiatric Publishing.
- Burns, D. D. (1999). *The Feeling Good Handbook*. Plume.
- Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. Harper & Row.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Greenberger, D., & Padesky, C. A. (1995). *Mind Over Mood: Change How You Feel by Changing the Way You Think*. Guilford Press.
- Grohol, J. M. (2013). *The Insider's Guide to Mental Health Resources Online*. Guilford Press.
- Jamison, K. R. (1996). *An Unquiet Mind: A Memoir of Moods and Madness*. Vintage.
- Kabat-Zinn, J. (1990). *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. Delta.
- Kessler, R. C., & Wang, P. S. (2008). *The Epidemiology of Mental Disorders*. Cambridge University Press.
- Linehan, M. M. (1993). *Cognitive-Behavioral Treatment of Borderline Personality Disorder*. Guilford Press.
- Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. Atria Books.
- White, M., & Epston, D. (1990). *Narrative Means to Therapeutic Ends*. W.W. Norton & Company.


Chairperson
Department of Education
K.U. Kurukshetra

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. Education		
Semester	Sem- IV		
Name of the Course	ECONOMICS OF EDUCATION AND PLANNING		
Course Code	M24-EDU-404		
Course Type	DEC-3		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1.write the concept & scope of 'Economics of Education' and critically analyse – 'Education as Consumption or Investment'.</p> <p>CLO 2. discuss the Problems arising in the Application of the Concept of 'Cost in Education' & 'Cost Benefit Analysis'.</p> <p>CLO 3.explain the relationship of Education & Economic Development and also reflect on concept & approach to Human Capital Theory.</p> <p>CLO 4. elaborate the scope & rationale of 'Manpower Forecasting' and also the dynamics of 'Educated Unemployment'.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Economics of Education Meaning & Concept Aims & Scope Need & Significance Education as Consumption or Investment Education as Consumption Education as Investment Critical Anaysis - Education as Investment or Consumption		15
II	Cost of Education Components of Education Cost		15

	<p>Methods of Determining Cost Problems arising in the Application of the Concept of Cost in Education</p> <p>Benefits of Education Concept of Cost Benefit Analysis Concept of Private and Social Relevance Rate of Return Analysis and its Limitations Limitations of Cost Benefit Analysis</p>	
III	<p>Education and Economic Development Concept of Growth and Development Education and Economic Development Factors affecting contribution to Economic Growth Development Growth producing Capacities, Difficulties involvement in Calculation of Contributions of Education to Economic Growth</p> <p>Human Capital: Concept & Approach Meaning & Concept Education as Industry Issues of Economics of Education Residual Approach Criticism against Human Capital Theory</p>	15
IV	<p>Manpower Requirement Meaning & Scope Manpower Forecasting Difference in Forecasting and Projection Rationale of Manpower Forecasting Limitations of Forecasting Approaches of Forecasting</p> <p>Educated Unemployment Causes & Problems Effects of Unemployment on Economy and their Remedies Linking of Education with Job Apprehension Self-Employment</p>	15
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
Alex, V. Alexender (1983). <i>Human Capital Approach to Economic Development</i> . New Delhi: Metropolitan		

Book Co.

- Bertrand, Oliver (1992). *Planning Human Resources: Methods, Experiences and Practices*. New Delhi: Sterling Publishers.
- Blaug, M. (1972). *Economics of Education*. England: The English Language Book Society and Penguin Books.
- Coombs, Philip H. & Hallack, J. (1972). *Managing Educational Costs*. UNESCO: International Institute of Educational Planning.
- Hallack, J. (1969). *The Analysis of Educational Costs & Expenditure*. Paris: UNESCO.
- Harbison, F. & Myers, Charler (1970). *Education, Manpower and Economic Growth: Strategies of Human Resource Development*. Oxford & IBM Publishing, Co.
- Kneller, G. F. (1968). *Education and Economics Thought*. New York: John Wilet and Sons, INC.
- Nagpal, S. C. & Mital, A. C. (1993). *Economics of Education*, New Delhi Publication.
- Natarajan, S. (1990). *Introduction to Economics of Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Pandit, H. N. (1969). *Measurement of Cost Productivity and Efficiency of Education*. NCERT.
- Rao, V. K. R. V. (1965). *Education and Human Resource Development*. New Delhi: Allied Publishers.
- Raza, Moonis (1986). *Educational Planning: A long Term Perspective*. New Delhi: Concept Publishing Company.
- Singh, Baljit (1992). *Economics of Indian Education*. New Delhi: Meenakshi Prakashan.
- Sodhi, T. S. (1990). *Economics of Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Tilak, J. B. G. (1992). *Educational Planning at Grass Roots*. New Delhi: Ashish Publishing House.
- UNESCO (1968). *Readings in the Economics of Education*. Paris: UNESCO Publications.
- Vaizey, J. (1962). *Costs of Education*. London: Feber.

Laizey
Chairperson
Department of Education
K.U. Kurukshetra

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. Education		
Semester	Sem- IV		
Name of the Course	LIFE SKILLS EDUCATION		
Course Code	M24-EDU-406		
Course Type	DEC-4		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1. explain the concept, components & importance life skills including Core Life Skills laid down by WHO.</p> <p>CLO 2.elaborate the role of Life Skills in Self-Management & Social Interaction.</p> <p>CLO 3. reflect on various aspects of Communication Skills & Team Skills.</p> <p>CLO 4. describe Presentation Skills and explain in detail the ways of Managing Personal Finances.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Introduction to Life Skill Concept and Components of Life skills Objectives and Importance for Life Skill Training Role of Family, Society and Institution in Developing Life Skills Core Life Skills - The Ten Core Life Skills laid down by WHO Cognitive Skills: Concept and Types Non-Cognitive Skills: Concept and Types Strategies for Developing Cognitive and Non-Cognitive Skills	15	
II	Life Skills for Self-Management Self Esteem, Self- Awareness & Self- Control Emotional Quotient and Social Quotient Developing Positive Thinking and Assertiveness	15	

	Life Skills for Social Interaction Emotional Skills - Stress and Strain Conflict Resolution - Steps and Stages Universal Human Values	
III	Communication Skills Concept and Types of Effective Communication Barriers in Effective Communication Public Speaking Team Skills Effective Listening Brainstorming Social and Cultural Etiquette	15
IV	Presentation Skills Concept and Types Handling Questions, Opening and Closing Presentation Using Presentation Tools Managing Personal Finances Budgeting Saving and Investing Strategies for Managing Personal Finances	15
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS: Bloona, Richard, ed. Coping with Stress in a Changing World. New York: McGraw Hill College Division, 1999. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford & BH Publishing Co. Pvt. Ltd. New Delhi. Debra McGregor, (2007). Developing Thinking; Developing Learning - A guide to thinking skills in Education, Open University Press, New York, USA Eckenrode, John, ed. The Social Context of Coping. New York: Plenum Press, 1991. Kataria, Pooja, Conflict Resolution: conflict: forms, causes and methods of resolution, Deep & Deep publications Pvt. limited 2007 Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behavior, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Saravanakumar, A R Life Skill Education Through Lifelong Learning, Lulu Publication SCERT. Life Skills Education-Guidebook for Teachers (SCERT) Sengararvelu, G. (2011). Education in Emerging Indian Society, Neel Kamal Publication Pvt Ltd. Shalini Verma Development of Life Skill-II, Vikas Publishing House UNESCO (1997). Adult Education the Hamburg Declaration, UNESCO, Paris. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.		

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. Education		
Semester	Sem- IV		
Name of the Course	INCLUSIVE AND SPECIAL EDUCATION		
Course Code	M24-EDU-407		
Course Type	DEC-4		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<p>CLO 1. acquaint the concepts and scope of inclusive and special education, exceptionality, guidance and counseling for exceptional children.</p> <p>CLO 2. elaborate different identification and intervention programmes for children with special needs.</p> <p>CLO 3. develop awareness and skills about different educational programmes for children with diverse needs.</p> <p>CLO 4. describe policies and programmes with reference to children with diverse needs.</p>		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Introduction of Inclusive and Special Education Historical perspective of special Education Concept and scope of Inclusive and Special Education Difference between Integrated and Inclusive Education Continuum of Inclusive and special education alternative programmes. Concept and context of Diversity and Special Education Types of Diversities Diversity as per NEP 2020 Needs and Problems of Children with Diverse Needs Guidance and Counseling for Children with Diverse Needs	15	
II	Education of Children with Physical Impairments Concept and Characteristics	15	

	Etiology Educational Programmes Education of Children with Intellectual Deficits Concept and Classification Etiology and intervention Educational Programmes for Children with Intellectual Deficit	
III	Education of Children with Visual Impairment Concept and Characteristics Etiology and Intervention Educational Programmes Education of Children with Hearing Impairment Definition, Characteristics and Types Identification and Etiology Education and Intervention Programmes	15
IV	Education of Gifted & Creative Children Definition, Characteristics and Problems Identification Education Programmes Provisions for Learners with Diverse Needs in National Policies and Programmes. The Persons with Disabilities Act (1995) National Trust Act (1999) National Policies for Persons with Disabilities (2006) The Rights for Persons with Disabilities Act (2016) National Education Policy, 2020	15
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		

Layal
Chairperson
Department of Education
K.U. Kurukshetra

Recommended Books/e-resources/LMS:

- Ashman, A. & Elkins, J. (2002). Educating Children with Special Needs. French Forest, NSW: Prentice Hall.
- Barlett, L.D. & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Bender, W.N. (1995). Learning Disability, London: Allyn & Bacon
- Berdine, W.H. & Blackhurst A.E. (1980). An Introduction to Special Education, Boston: Herpes Collins publishers
- Chaote J.S. (1991). Successful Mainstreaming. London: Allyn and Bacon.
- Daniels, H. (1999) Inclusive Education. London, Kogan.
- Dash, M. (2007). Education of Exceptional Children, New Delhi: Atlantic Publisher and distributors (PLtd.)
- Dunn, L. & Bay, D.M. (Education.) (1973). Exceptional Children in the Schools, New York: Holt, Rinehart Winston.
- Hallahan D.P & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, London: Allyn & Bacon
- Hewett, F.M. & Foreness S.R. (1994). Education of Exceptional Learners, London.
- Jorden T.E. (1977). The Exceptional Child, Ohio: Merrill
- Kirk S.A. & Gallagher J.J. (2002). Education of Exceptional Children, Boston: Houghton Mifflin Co.
- Magnifico, L.X. (1998). Education of the Exceptional Child, New York: Longmen.
- Shanker, U. (1978). Exceptional Children, Jalandhar: Steering Publications.
- Strange, Ruth. (2004). Exceptional Children & Youth, N.J.: Prentice Hall.
- Singh, N.N. & Beale. I. L. (1992). Learning Disabilities – Nature, Theory and Treatment, New York: Springer Verlag
- Smith, C.R. (1991). Learning Disabilities- The interaction of learner, Task and Setting, Massachusetts, London: Allyn & Bacon.

Signature
Chairperson
Department of Education
K.U. Kurukshetra

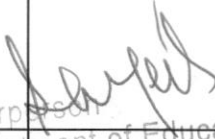
284

Signature

Signature

Session: 2024-25			
Part A - Introduction			
Name of the Programme	M.A. Education		
Semester	Sem- IV		
Name of the Course	Enhancing Research Potential		
Course Code	M24-EDU-409		
Course Type	PC-4		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1. write Research Papers for reputed Journals. CLO 2. develop Research Tool. CLO 3. write Book Review. CLO 4. compile & edit Abstracts & Reviews of Research Works & Books.		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0		
Part B- Contents of the Course			
Practicals			Contact Hours
	Unit1: Writing 02 Research Papers for Journal on any issues relating to Education		30
	Unit2: Developing Research Tool		30
	Unit3: Writing Book Review		30
	Unit4: Compiling & Editing Abstracts, Reviews of Research Works & Books		30
	Total Contact Hours		120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	Activity record & Viva-Voce	70
Activity record & Viva-Voce		Activity record & Viva-Voce	
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Chairperson
Department of Education
K.U. Kurukshetra

Session: 2024-25			
Part A - Introduction			
Name of the Programme	M.A. Education		
Semester	Sem- IV		
Name of the Course	ENTREPRENEURSHIP IN EDUCATION		
Course Code	M24-EDU-410		
Course Type	EEC		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1.describe in detail the concepts of ‘Entrepreneurship’ and ‘Entrepreneurial Mindset’. CLO 2.elaborate the Entrepreneurial Competencies & Effectiveness and also the role of Education. CLO 3. reflect on the relationship of Education and Entrepreneurship and also the need of integration of EE in Curriculum at Higher Education and Strategic Development Plans. CLO 4. appreciate the dynamic changes happening in the economy and discuss the National Schemes for Skill & Entrepreneurship Development w.r.t. Future Directions and Trends.		
Credits	Theory	Practical	Total
	1	1	2
Teaching Hours per week	1	2	3
Internal Assessment Marks	10	5	15
End Term Exam Marks	20	15	35
Max. Marks	30	20	50
Examination Time	3 hours	3 hours	
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Entrepreneurship: Concept & Influencing Factors Concept, Functions, Need Advantage and Limitations of Entrepreneurship Factors Influencing Entrepreneurship Theoretical Foundations & Process of Entrepreneurship Barriers in Entrepreneurship Entrepreneurship in Indian Scenario		 Chairperson Department of Education K.U. Kurukshetra
II	Entrepreneurs: Competencies & Effectiveness		

Mr 286

	Entrepreneurs' 'Born' or 'Made': Concept and Types of Entrepreneurs Entrepreneurial Competencies & Effectiveness Ethics in Entrepreneurship Education about, for and through Entrepreneurship	
III	Education and Entrepreneurship Relationship between Education and Entrepreneurship Meaning, Nature & Scope of Entrepreneurial Education (EE) Needs & Significance of Entrepreneurial Education Role of Education in Developing Entrepreneurial Mindset	7.5
IV	Integration of EE in Curriculum: Integration of EE in National Curriculum Integration of EE Policies in Strategic Development Plans Supporting EE in Higher Education Integrating EE in Curriculum: Issues & Challenges	7.5
Total Contact Hours		30
Practical		Contact Hours
		30

Suggested Evaluation Methods

Internal Assessment: 15		End Term Examination: 35	
➤ Theory	10	➤ Theory:	20
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	-		
• Mid-Term Exam:	6		
➤ Practicum	5	➤ Practicum	15
• Class Participation:	-	Activity record and Viva-Voce	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	5		
• Mid-Term Exam:	-		

Part C-Learning Resources

Recommended Books/e-resources/LMS:

- Bornstein, David & Davis, Susan (2010). Social Entrepreneurship: What Everyone Needs to Know, New York: Oxford University Press.
- Catherall, Richard & Richardson Mark (2017). Social entrepreneurship in Education, Manchester: British Council.
- Hisrich, Robert D., Peters, Michael P. and Shepherd, Dean A. (2018). Entrepreneurship, New York: McGraw Hill Education.
- Lackeus, Martin (2015). Entrepreneurship in Education, What, why, When & How, European Commission, LEED (Local Economic and Employment Development), Paris: OECD.
- Neck, Heidi M.; Greene, Patricia G.; Brush, Candida G. (2014). Teaching Entrepreneurship: A Practice-Based Approach, Cheltenham: Edward Elgar Publishing Ltd.

Raj Shankar (2012). Entrepreneurship Theory & Practice, Noida: McGraw Hill Education.

Charperson
Department of Education
K.G. Kurukshetra
Page 71