# 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

M.A. (Education)-NEP2020(S&S)/2024

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	Session: 2024-25	de.			
Par	rt A - Introduct	ion			
Name of Programme	M A EDUCA	TION			
Semester	I I				
Name of the Course	PHILOSOPHICAL FOUNDATIONS OF EDUCATION				
Course Code	M24-EDU-10	1			
Course Type	CC-1				
Level of the course	400-499				
Pre-requisite for the course (if any)	-				
After completing this course, the learner will be able to:	Philosophy and CLO 2: elabor Philosophy and CLO 3: explai and their Implic CLO 4: descr relevance to the	e and analyse the con explain the relationship rate the contribution Indian Philosophers in n the role of Western ations in the field of Ed ibe the concept of field	acept of Education & between them. of Indian Schools of Education. Schools of Philosophy ucation. Knowledge and their		
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		(a)		
Part B-	Contents of the	Course	L		

# SYLLABUS.

**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
Ι	Education & Philosophy	
	Concept, Definition and Nature	
	Functions of Educational Philosophy	
	Relationship between Philosophy and Education	
	Philosophical Analysis of Basic Concepts of Education	15
	Teaching, Instruction, Training and Indoctrination	15
	Types & Agencies of Education	10
	Concept, Chairpers	and the state
	Ladian Schools of Philosophy (with special reference to Concepts Departme	nt of Education
11	K.U. Kuru	kshetra
	Samkhya	2 - 22
	Vedanta	Page 2
	m m	
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100		Buddhism			a na ala s
		Jamish			
		Contribution of Indian Philosophers to Educat	ion		
		Swami Vivekananda			15
		Rabindranath Tagore			
		Mahatma Gandhi			
		Sri Aurobindo			
-	III	Western School of Philosophy (with special refe	erence t	to the Concepts of	
		Metaphysics, Epistemology, and Axiology; their	Educat	ional Implications	
		for Aims, Contents, Methods of Teaching & Eva	luation	and other aspects	
		of Education)			
		Naturalism			
		Pragmatism			
		Modern Western Philosophies (with special ref	erence	to the Concepts of	
		Metaphysics, Epistemology, and Axiology; their	Educat	tional Implications	
		for Aims, Contents, Methods of Teaching & Eva	luation	and other aspects	15
		of Education)Realism			
		Realism			
		Existentialism			
		Marxism			
	IV	Social Philosophy of Education			
		Freedom and Discipline			
		Equality & Equity			
3		Democracy & Responsibility			
		Unveiling the Essence of Knowledge			
		Nature of Knowledge			15
1		I ypes & Sources of Knowledge			15
		Methods of acquiring Knowledge			
				Total Contact Hours	60
		Suggested Evalua Internal Assessment: 30	tion M	ethods End Term Exa	amination: 7
	- Th	eory	30	> Theory:	70
•	Class	Participation:	5	Written Ex	amination
•	Semi	nar/presentation/assignment/quiz/class test etc .:	10		
•	Mid-	Term Exam:	15		
De		Part C-Learning	g Reso	urces	
Ab	di, A.	A. (2012). Decolonizing Philosophies of Education	n: An ir	ntroduction. In Decoloni	izing philoso
	edu	cation (pp. 1-13). Brill.		chi la	1 Kix
Car	т, D.,	Bailey, R., McCarthy, C., & Barrow, R. (2010). The	ne philo	osophy 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.

Chairpers Department of Education K.U. Kurukshetra

S	ession: 2024-25		
Part	A - Introductio	on	
Name of Programme	M.A. EDUCA	ΓΙΟΝ	
Semester	Ι		
Name of the Course	SOCIOLOGI	CAL FOUNDATIONS	OF EDUCATION
Course Code	M24-EDU-102	2	
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:	CLO 1: explain and will also 1 Principles in the CLO 2: elaborat Socialization, So CLO 3: state the will also be able in Social Chang CLO 4: enlist Education as we Social Interaction	the relationship of Soc be able to describe the Education. te the concepts and educ ocial Stratification and S e meaning and concept of to justify the role of v e. & describe various So ell as will be able to elabors.	ciology and Educatio e relevance of Socia ational implications of locial Mobility. of a Social Change an arious Social Theorie ocial Determinants of porate various forms of
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	
one compulsory question by taking course lear question (Question No. 1) will consist at least 4 to attempt 5 questions, selecting one question fro carry equal marks.	ning outcomes ( parts covering en om each unit and	(CLOs) into considerati tire syllabus. The exam the compulsory question	on. The compulsory inee will be required on. All questions will <b>Contact Hours</b>
I Educational Sociology			1 A.S. T
Concept and Nature Relationship of Sociology and Edu	cation		
Social Principles in Education Concept of Equity and Equality Application of Social Principle Economically Disadvantaged Secti	es to the Educations of the Societ	ation of Socially and y with special reference	15

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11       Concept and Agencies of Socialization: Family, School, Society and Community         Note 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 Stratification         Meaning, Characteristics, Types and Educational Implications of Social Implications of Social Change         Social Change: Meaning, Concept, Forms and Nature         Determinants of Social Change         Mobility         111         Education and Social Change         Social Change: Meaning, Concept, Forms and Nature         Determinants of Social Change         Evolutionary Theory Social Change         Evolutionary Theory 1         Integral Humanism (based on 'Swadeshi')         Realism         Marxism         1V         Social Interaction         Meaning and Concept of Social Interaction         Forms of Social Interaction         Meaning and Concept of Social Interaction         Forms of Social Interaction (Co-operation, Competition, Conflict, Accommodation and Assimilation         15         Suggested Evaluation Methods         Internal Assessment: 30         End Term Examination: 70	TT					<u> </u>
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 Stratification         Meaning, Characteristics, Types and Educational Implications of Social Mobility         III       Education and Social Change         Social Change: Meaning, Concept, Forms and Nature         Determinants 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       15         Marxian (Conflict) Theory of Social Interaction         IW       Social Determinants of Education         Culture: Concept, Types and Influence on Education         Impact of Democracy and Politics on Education         Impact of Democracy and Politics on Education         Suggested Evaluation Methods         Internal Assessment 30       End Term Examination: 70         Y       Total Contact Hours       60         Suggested Evaluation Methods       Internal Assessment 30       End Term Examination: 70         Y       Theory       15<	11	Concept and Agencies of Socialization			E.	
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       15         Mobility       Social Change: Meaning, Concept, Forms and Nature       15         Determinants of Social Change       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       Marxian (Conflict ) Theory of Social Change       15         Evolutionary Theories - Emile Durkheim and Talcott Parsons (Neo-Evolutionary Theories - Emile Durkheim and Talcott Parsons (Neo-Evolutionary Theory)       15         Nealism       15       Existentialism       15         Marxism       15       15       15         IV       Social Interaction of Education       15       15         Meaning and Concept of Social Interaction (Co-operation, Competition, Conflict, Accommodation and Assimilation       15       15         V       Social Interaction (Co-operation, Competition, Conflict, Accommodation and Assimilation       15       15         V       Total Contact Hours       60       50       16       15	-	Meaning, Concept and Agencies of Socializa	ation:	Family, School, Society		
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         III         Education and Social Change         Social Change: Meaning, Concept, Forms and Nature         Determinants 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         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         Is         Total Contact Hours         Meaning and Concept of Social Interaction         Forms of Social Interaction (Co-operation, Competition, Conflict, Accommodation and Assimilation         Is         Thetrent Lassesessment: 30         <		and Community				
Social Stratification and Mobility       Meaning, Characteristics, Types and Educational Implications of Social Stratification         Meaning, Characteristics, Types and Educational Implications of Social Stratification       Meaning, Characteristics, Types and Educational Implications of Social 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         Sociul Change: Marxian (Conflit) Theory of Social Change       Evolutionary Theory)         Integral Humanism (Based on 'Swadeshi')       Realism         Realism       15         Existentialism       15         Marxism       15         IV       Social Determinants of Education         Culture: Concept, Types and Influence on Education       Impact of Democracy and Politics on Education         Insert of Democracy and Politics on Education       15         Social Interactions       Meaning and Concept of Social Interaction         Forms of Social Interaction (Co-operation, Competition, Conflict, Accommodation and Assimilation       15         V       Suggested Evaluation Methods       15         Internal Assessment: 30       End Term Examination: 70         > Theory       30       Theory: 70         • Class		Role of Education in Socialization				
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Evolutionary Theories - Emile Durkheim and Talcott Parsons (Neo-Evolutionary Theory)       Integral Humanism (based on 'Swadeshi')         Realism       15         Existentialism       15         W       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       15         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       Image: Sage Publication.         • Fart C-Learning Resources       Fart 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 Exposition for Education       Further for Education of Education in India. Rawat Publishers, Jaipur Pertition of Education in India. Rawat Publishers, Jaipur Pertition of Education in India.		Marxian (Conflict) Theory of Social Change				
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Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.

Department of Education K.U. Kurukshetra

S	ession: 2024-25		-
Part	A - Introduction	on ' y	C
Name of Programme	M.A. EDUCA	TION	24. <sup>2</sup>
Semester	I	1	
Name of the Course	PSYCHOLOG	GICALFOUNDATION	NS OF EDUCATION
Course Code	M24-EDU-103		Tel marie del
Course Type	CC-3		and a stand and
Level of the course	400-499		
Pre-requisite for the course (if any)	-		21 an 11 CONSIGN
Course Learning Outcomes (CLO)	CLO 1: elaborat	te the methods of Educ	ational Psychology
After completing this course, the learner will be	and also explain	the process of Growth	n and Development
able to:	during Adolesce	ence.	
ing a staff	CLO 2: descr	ibe the concept, deter	minants & educational
	implications of	'Individual Difference	s' and 'Personality'.
	CLO 3: disc	uss the meaning, the	eories & educational
	implications of	'Intelligence' and 'Lea	arning'.
	CLO 4: expla	in the concept & theo	ries 'Motivation' and
	characteristics	& development of	'Creativity' among
	students.		
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
Ι	Meaning and Methods of Educational Psychology	
	Relationship of Education and Psychology	
	Scope of Educational Psychology	· · · · ·
	Methods of Educational Psychology	
	Experimental	
	Clinical	
	Differential	15
		Chainerally
	Growth and Development during Adolescence (including Physical,	Social.
	Emotional & Mental Development)	K U Kurukshetra

M.A. (Education)-NEP2020(S&S)/2024

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	15
	Type and Trait Theories	
	Assessment of Personality by Subjective and Projective Techniques	
	·	
III	T A IV	
111	Definition and Nature of Intelligence	
	Theories of Intelligence	
	Two Factor Theory (Spearman)	
	Multi Factor Theory (Thorndike)	
	Group Factor Theory (Thrustone)	
	Model of Intelligence (Guilford)	
	Measurement of Intelligence (two verbal and two non-verbal tests)	
	Learning	
	Meaning & Nature	15
	Theories of Learning and their Educational Implications	
	Pavlov's Classical Conditioning Theory	
	Skinner's Operant Conditioning Theory	
	Learning by Insight Theory	
		2 2 40 9 X
IV	Motivation in Classroom	
	Concept of Motivation	
	Incortes of Montation	
	Murray's Need Theory of Motivation	
	rsycho-Analytical Theory of Motivation	-
	Factors affecting Motivation in the Classroom	
	ractors affecting would allon in the Classroom	15
1.01		
	Understanding Creativity	1
	Concept & Characteristics	
	Development of Creativity among Students Ch	allerson
	Importance of Creativity in Education	partment h
	K.L	J. Kurukshi
	TURNER AND	
	Total Contact Hours	60

Suggested Evaluation Methods					
Internal Assessment: 30	End Term H	Examination: 70			
> Theory	30	> Theory:	70		
Class Participation:	5	Written Examination			
• Seminar/presentation/assignment/quiz/class test etc.:	10		2		
• Mid-Term Exam:	15				
Dant C Leanning	Deser	N0.05			

#### **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

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Department of Educatio K.U. Kurukshetra

	Session: 2024-25		
	Part A - Introduction	n	
Name of Programme	M.A. EDUCAT	ION	
Semester	Ι		
Name of the Course	EDUCATION	AL STUDIES	
Course Code	M24-EDU-104		
Course Type	CC-4		
Level of the course	400-499		
Pre-requisite for the course (if any)	-	10 42 I	
Course Learning Outcomes (CLO) After completing this course, the learner able to: Credits Teaching Hours per week Internal Assessment Marks End Term Exam Marks	CLO 1:elaborat Education. CLO 2:explain t and also the new 'Educational Bo CLO 3:discuss National Progra CLO 4:reflect o Education. Theory 4 4 30 70	the structure & Syste ed & importance of 'b odies'. the Constitutional mmes / Schemes in Ir on the main National Practical 0 0 0 0	I, agencies & scope o em of Education in Indi Distance Education' and Provisions, Acts and India w.r.t. Education. Issues and Concerns in Total 4 4 30 70
End Term Exam Marks	100	0	100
Examination Time	2 hours	0	100
Examination Time	Part B. Contents of the	Course	
Instructions for Paper- Setter: The exa one compulsory question by taking cou question (Question No. 1) will consist at to attempt 5 questions, selecting one que carry equal marks.	aminer will set 9 question urse learning outcomes (C least 4 parts covering ent stion from each unit and t	is asking two question CLOs) into considerative ire syllabus. The example the compulsory quest	ns from each unit and ation. The compulsory minee will be required ion. All questions will
Unit	Topics	Contractor that we want	Contact Hours
I Concept, Need and Agencies Meaning, Nature & Concep of Education Agencies of Education	of Education pt (Narrow and Broader)	2° yz ° ' z	

M.A. (Education)-NEP2020(S&S)/2024

Scope of Education

Education as Phenomenon

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Need and Importance of Education National and Global Perspective

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	Education as Practico		5
	Education as Field of St. 1		-
	Education as Field of Study		
		der Marter	
II	Structure and System of Education in India	and all	
	Educational Structure at Central, State, District, Block and Village Level	and a water	
	System of Education in India		
	Higher Education	1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920 ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920) ( 1920))))))))))))))))))))))))))))))))))))	
	Secondary Education	- 1897	
	Elementary Education	and the station of L	
	Technical Education	·· (* at 1	
	reclinical Education	Colored Levie	
		1. S. 1. S. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	
	Need & Importance Distance Education and Educational Bodies	15	
	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)		
n de le suis			
III	Constitutional Provisions and Acts w.r.t. Education		
	Provisions w.r.t. Education in Constitution of India		
	RTE Act, 2009	diffed.	
	Persons with Disabilities Act, 1995		
	Rights of Persons with Disabilities Act. 2016	Teach	
	National Programmos/ Schemes in Education	in the second second	
	Mid Day Meal Scheme		
	Mid-Day Mean Scheme	the second second	
	SSA, KMSA & KUSA		
	IEDSS & IEDC		
	Samagra Shiksha Abhiyan	15	
	Saakshar Bharat	<ul> <li>R0-00x-5-19100</li> </ul>	
		an Quin res relief	
IV	National Issues in Education	<u> </u>	
	Universalization of Elementary Education	1 =, Th. 4	
	Globalization of Education	in the second	
	Liberalization of Education		
		- 20	
	National Concerns in Education		
	Expansion of Secondary and Higher Education	15	
	Issues related to equity, equality and quality of Education		
	Education of the disadvantaged		
	Quality issues in Teacher Education Programmes		
	Quanty issues in reacher Education Programmes		
	Total Contest House	60	
	Suggested Evaluation Methods		
	Internal Assessment: 30 End Town Eve	mination 70	
> TL		Stabler	
	Sul > Theory: Ch	airpaso	HICE
/ 110		nortmont () L	1000

Class Participation:	5	Written Examination			
Seminar/presentation/assignment/quiz/class test etc.:	10				
• Mid-Term Exam:	15				
Part C-Learning	Reso	urces			
Recommended Books/e-resources/LMS:					
Cole, M. (2011). Education, Equality and Human Rights: Social Class. NY: Routledge.	Issue	es of Gender, Race, Sexuality, Disability and			
Govinda, R. & Diwan, R. (2003). Community Participation Delhi: Sage Publication.	on an	d Empowerment in Primary Education. New			
Govinda, R. (2011). Who goes to School? : Exploring Ex University Press.	clusi	on in Indian Education. New Delhi: Oxfor			
Govt. of India. (1948). University Education Commission. No.	ew D	elhi: Govt. of India.			
Govt. of India. (1952). Secondary Education Commission. No	ew D	elhi: Govt. of India.			
Govt. of India. (1964). Indian Education Commission. New I	Delhi:	Govt. of India.			
Govt. of India. (1986). National Policy of Education. New De	elhi: (	Govt. of India.			
Govt. of India. (1992). Programme of Action. New Delhi: Go	vt. of	f India.			
Habib, S. I. (2010). Moulana Abdul Kalam Azad and the Nat	ional	Education System. New Delhi: NUEPA.			
Jandhyala, B. T. G. (2003). Education Society and Develop Delhi: APH Publishing Corporation.	ment	: National and International Perspective. New			
Mehta, A. C. (2014). Elementary Education in India: Where	lo we	e 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 I Publication.	Educa	ation and Education Boards. New Delhi: Shipr			
NCERT. (2005). NCF. New Delhi: NCERT.					
NCTE. (2009). NCFTE. New Delhi: NCTE.					
NUEPA. (2004). Sabke Liye Shiksha: Vishawa Monitoring F	lepor	t 2002. New Delhi: NUEPA.			
Pandit, K. (2003). Educational Sociology. New Delhi: ABD	Publis	shers.			
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 an NUEPA.	nd Re	view of Promise and Performance. New Delh			
Sharma, R. K. & Chouhan, S. S. (2006). Sociology of Educat Sood, N. (2003). Management of School Education in India	ion. 1 New	New Delhi: Atlantic Publishing Corporation.			
Stella, A. & Sudhanshu, B. (2011). Quality Assurance of Australia and India. New Delhi: NUEPA.	Trans	snational Higher Education, the Experience			
Sujhata, K. & Rani, G. (2011). Development of Second Delivery Mechanism and Financing. New Delhi: Shipra	ary E Publ	Education in India: Access, Participation an ication.			
Sujhata, K. & Rani, G. (2011). Management of Secondary Ec Yazail, J. (2003). Globalization and Challenges of Education	lucati . New	ion in India. New Delhi: Shipra Publication. v Delhi: Shipra Publication.			

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A REAL PROPERTY AND A REAL	Name of the Programme M.A.EDUCATION			1.121.5
Semester	<u></u>	Ι		
Name of the Co	ırse	Expository Writi	ing and Self Developm	ient
Course Code		M24-EDU-105		1000
Course Type		PC-1		2572
Level of the cou	rse	400-499		<ul> <li>375 (35495)</li> </ul>
Pre-requisite for	the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:		CLO 1:write Essa CLO 2:participate Content Analysis/ CLO 3:give analy CLO 4:organize &	CLO 1:write Essay/ Article and present Seminar with PP CLO 2:participate in Panel/ Group Discussion and pr 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 Assessn	nent Marks	0	30	30
End Term Exam	Marks	0	70	70
Max. Marks		0	100	100
Examination Tir	ne	0		- 11 al 142 - 152
· · · · · · · · · · · · · · · · · · ·	Part B-	Contents of the C	Course	and a statements
	Practical	S		Contact Hours
Unit:1 Writin Semin Unit:2 Studen Conter Media	g Essay/ Articles on any issue re ar Presentation with PPT (on any t's Discussion (Panel/ Group Di at Analysis & Reporting any o ) related to field of Education.	elating to Education y one Topic from the scussion) ne Event/ News (f	n ne field of Education) from Electronic/ Print relopment – Personal	30 30 30

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		<b>Total Contact Hours</b>	120
	Suggested Evaluation M	lethods	Service V Desperate
Internal Assessme	ent: 30	End Term Exa	mination: 70
> Practicum	30	> Practicum	70
Activity record & Viva-Voce	-	Activity record	& Viva-Voce
	Part C-Learning Reso	urces	1.1.2.384.1
Recommended Books/e-resources/L	MS:		

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Session: 2024-25				
Name of the Programme	M.A.EDUCATION			
Semester	Ι			
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 ser	ninar will be done by the internal examiner(s) on the			
parameters as decided by staff council of the depa examination.	rtment. There will be no external examination/viva-voc			

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	S	ession: 2024-25		1 o 2
	Part	A - Introduction	1	
Name o	f Programme	M.A. EDUCAT	ION	
Semeste	er	II		
Name of	of the Course	CONTEMPOR	ARY ISSUES IN I	NDIAN EDUCATIO
Course	Code	M24-EDU-201		
Course	Туре	CC-5		
Level o	f the course	400-499		
Pre-req	uisite for the course (if any)			
Course	Learning Outcomes (CLO)	CLO 1: the educ	ation system in Vedi	ic, Buddhist,
After co	ompleting this course, the learner will be	Medieval and Bri	tish Period of India.	
able to:		CLO 2. the salie	nt features & signific	cance of various
		education commi	ssions during nre an	and post independent
		period of India.	ssions during pre un	la post independent
		CLO 3: about var	ious national policie	s and issues related
		to universalizatio	n & vocationalizatio	n of Education and
		education for disa	advantaged segments	s of the society.
		CLO 4: discuss th	ne equity, equality ar	id quality issues in
Castite		education.	Deseties	Tetal
Creans		Theory	Practical	10101
Taaahi	ng Hours nor wook	4	0	4
Intorno	Assessment Merks	20	0	20
End To	m Exam Marka	70	0	
End Te	fill Exam Iviarks	100	0	100
Evomin	larks	2 hours	0	100
Examin	Port P	Contonts of the	Course	
Inctured	rart D-	will get 0 question	course	and from each unit of
Instruct	nons for raper- setter: The examiner	ming outcomes (	's asking two question	ons from each unit a
me con	(Question No. 1) will consist at least 4	narts covering ent	ire syllabus. The exp	aminee will be requir
o attem	nt 5 questions, selecting one question from	om each unit and t	the compulsory ques	stion. All questions w
carry eq	ual marks.			1
Unit	Т	opics		Contact Hours
I	Education in India during			
	Vedic period			
	Buddhist period			
	Medieval period			
	Medieval period			1

Education in India during British period

Maculay's minutes and Bentick resolution of1835

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Wood's Despatch of1854

Lord Curzen's educational Policy, Growth of national consciousness

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II	Pre Independent Education Commissions in India	~
	Recommendations of Indian Education	÷ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~
	Commission 1882, its influence on the subsequent	
	development of Education	Danie of the
	Essential features of Sadler commission report -1917	
	Terms of reference & recommendations of Wardha scheme of education-1937	10
	Post Independent Education Commissions in India	15
	University Education Commission1948-1949	mark in 1927
	Secondary Education commission1952-5	kanîzen muştîn. Gubinî ave
	Indian Education Commission 1964-66	
III	Educational Policies	
	National Policy of Education 1968	
	National policy of Education 1986 & Revised POA 1992	
	National Education Policy-2020	
	Issues Related to	section of
	Universalization of Education and related issues such as retention /	
	completion rates in elementary schools	
	Vocationalization of Education- concept, challenges and	
	recommendation	15
	Status of Education of Socially disadvantaged segments namely SC, ST, OBC, Women, PwDs and Minorities	
an doard		1 careforder ber f
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	15
	Emotional integration and international understanding in the context globalization	t of
	Total Contact Ho	ours 60
	Suggested Evaluation Methods	
<b>N</b> 101	Internal Assessment: 30 End Term	Examination: 70
> Th	Participation:	70 Examination
• Clas	s Participation: 5 white	I Examination
		Chairperson W
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Seminar/presentation/assignment/quiz/class test etc.:	10
• Mid-Term Exam:	15
Part C-Learning	g Resources
Recommended Books/e-resources/LMS:	
Bush, T. (2009). Leadership development and school improv	vement: Contemporary issues in leadership
development. Educational review, 61(4), 375-389.	
Gannon, S., & Somerville, M. (Eds.). (2014). Contemporary	y issues of equity in education. Cambridge Scholars
Publishing.	
Govt. of India, report of the University Education Commssio	ion,(1949) Vol-I,Simla.
Kauffman, J. M., Nelson, C. M., Simpson, R. L., & Ward, D special education (pp. 16-28). Routledge.	D. M. (2017). Contemporary issues. In Handbook of
M.H.R.D, Report of the University Education Commission ( ofIndia.	(1948), Ministry of Education, New Delhi, Govt.
M.H.R.D. Challenges of Education (1985). A policy perspective India.	ctive, Ministry of Education, New Delhi, Govt. of
M.H.R.D. Report of the Secondary Education Commission ( India.	(1952). Ministry of Education, New Delhi, Govt. of
Niak J.P. (1963) The role of govt. of India, Ministry of Educ	cation.
Nurullah S., Naik J.P. and Oad L.K. (1970). A student histor	ory of education in India, Mumbai: McMillan and C
Shukla, P.D. (1969) Towards the New Pattern of Education	in India, New Delhi Sterling Publishers
Wellington, J. (2015). Educational research: Contemporary	issues and practical approaches. Bloomsbury
i uonshing.	

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S	ession: 2024-25		
Part	A - Introduction	1 4	and the second
Name of Programme	M.A. EDUCATI	ION	
Semester	П	the second s	A CONTRACTOR
Name of the Course	COMPARATIV	VE EDUCATION	1. A. 1
Course Code	M24-EDU-202		
Course Type	CC-6		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
After completing this course, the learner will be able to:	CLO 1: describe comparative educ CLO 2: different education system CLO 3: compare and higher educat CLO 4: give of administration as of learning in UK	the concept and bi ation. ntiate pre-primary of UK,USA and India the various aspects tion of UK,USA and detailed account o well as distance and ,USA and India.	and primary a. of secondary India. f educational open systems
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	s asking two questic	ons from each unit a
one compulsory question by taking course lear	ning outcomes (C	LOs) into considera	tion. The compulse
question (Question No. 1) will consist at least 4	parts covering enti	ire syllabus. The exa	minee will be requir
to attempt 5 questions, selecting one question fro	om each unit and t	he compulsory quest	tion. All questions w
1			

Unit	Topics	Contact Hours
Ι	<b>Concept &amp; Historical Perspective of Comparative Education</b>	
	Concept, Need and Scope	
	Brief history of Comparative Education	
	Factors affecting Education System of a Country	
	Approaches to Comparative Education	15
	Philosophical	15
	Sociological	
	Problem Approach	
II	Pre Primary Education in UK,USA and India	Champerson )
	Aims, Structure Pattern, Curriculum, Methods of Instruction &	Hepartment of Education
<u>M.A. (Ed</u>	ucation)-NEP2020(S&S)/2024	Page 20

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Con the local	Evaluation System in UK	
	Aims, Structure Pattern, Curriculum, Methods of Instruction & Evaluation System in USA	
	Aims, Structure Pattern, Curriculum, Methods of Instruction & Evaluation System in India	
2	Primary Education in UK,USA and India	15
- 15 v	Aims, Structure Pattern, Curriculum , Methods of Instruction & Evaluation System in UK	
	Aims, Structure Pattern, Curriculum, Methods of Instruction &	
9	Evaluation System in USA Aims, Structure Pattern, Curriculum , Methods of Instruction & Evaluation System in India.	
III	Secondary Education in UK,USA and India	and the state in the
	Aims, Structure Pattern, Curriculum , Methods of Instruction & Evaluation System in UK	al Bratini an ann An Bratini an Ailtean Anna An An
	Aims, Structure Pattern, Curriculum, Methods of Instruction & Evaluation System in USA	
ing and	Aims, Structure Pattern, Curriculum, Methods of Instruction & Evaluation System in India	
	Higher Education in UK,USA and India	a pa T'n r
	Aims, Structure Pattern, Curriculum, Methods of Instruction & Evaluation System in UK	15
	Aims, Structure Pattern, Curriculum , Methods of Instruction & Evaluation System in USA	
	Aims, Structure Pattern, Curriculum, Methods of Instruction & Evaluation System in India	
IV		
1 1 1	Comparison of Educational Administration	
	Educational administration in UK	
	Educational administration in USA	
	Educational administration in India	
	Comparison of Distance Education and Systems of Open Learning	
	Distance Education and Systems of Open Learning	15
	Distance Education and Systems of Open Learning	
	Distance Education and Systems of Open Learning	
	Total Contact Hours	60
1 L 8 3	Suggested Evaluation Methods	1
r My sw	Internal Assessment: 30 End Term/Exa	amination: 70
> The	eory 30 > Theory:	ngel
M.A. (Ed	ucation)-NEP2020(S&S)/2024 K.U. Kuruks	hetra Page 21
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Class Participation:	5	Written Examination
Seminar/presentation/assignment/quiz/class test etc.:	10	· · ·
• Mid-Term Exam:	15	
Part C-Learning	Resource	2S

#### **Recommended Books/e-resources/LMS:**

Andrey, A. & Howard N. (1978). Developing curriculum: A practical Guide. London: George Allen andUnwin. Baradey, G.Z.F. (1964). Comparative methods in education. New Delhi: Oxford and IBH PublishingCo. Cramer, I.F. & Brown, G.S. (1965). Contemporary education: A comparative study of National System. New

York: Harcourt Brace & Company.

Denis, L. (1986). School curriculum planning. London: Hodder adStoughton.

Dent, H.C. (1981). Educational system of England. London: George Allen and Unwon.

Educational Research, ISSN:2277-7881, Volume: 10, ISSUE: 1(5), www.ijmer.in

Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and RowPublishers.

Hans, N. (1961). Comparative education. London: Routledge and KeganPaul

Kakkar,K.(2010). A Comparative Analysis of Higher Education System of India with other Countries. The American Journal of social Psychiatry. pp 137-152.

Ministry Of Education(2022)., "Salient Features of NEP,

2020", https://pib.gov.in/pressReleaseiframepage.aspx?PRID=18447066

Philips, D. (2012). The education systems of the United Kingdom. Wallingford: Symposium

Policy2020 In School Education", International Journal Of Multidisciplinary

Sarkar, Sujan, Sarkar & Laxmi. (2021). Visions Of National Education

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.

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S	ession: 2024-25			
Bart	A - Introduction	n ,		
Name of Programme	M.A. EDUCAT	ION		
Semester	П	1 and		
Name of the Course	TEACHER ED	TEACHER EDUCATION		
Course Code	M24-EDU-203			
Course Type	CC-7			
Level of the course	400-499			
Pre-requisite for the course (if any)	-			
After completing this course, the learner will be able to:	development and CLO 2: understar service Teacher F CLO 3: use of va education and im CLO 4: familiariz growth of teacher education.	a the meaning , conce aims & objectives of ad the various aspects Education. rious instructional str portance of students ze with various strate rs and various areas o	ept, historical teacher education. of Pre-service and l ategies in teacher practice teaching. gies of professional f research in teache	
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	

**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
Ι	Conceptual Framework of Teacher Education	n ngatiti i di i
	Meaning and concept of teacher education	
	Historical Development of teacher education	
	Recommendations of various commissions on Teacher Education with	
	special emphasis on	
	Kothari Commission	15
	NPE1986 & Revised POA 1992	15
	NEP2020	1.56.21.562.7
	Aims and Objectives of Teacher Education at	en activitation file
	Elementary Level	0 8
	Secondary Level	pupers
	Chairpe	irson / C
M.A. (E	ducation)-NEP2020(S&S)/2024 K.U. Ku	rukshetra

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 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         III       Instructional Methods in Teacher Education       15         IIII       Instructional Methods in Teacher Education       15         IV       Measures for Professional Growth of Teachers       15         IV       Measures for Professional Growth of Teachers       15
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         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         IV       Measures for Professional Growth of Teachers         Workshops       Short term courses / FDP         Conference       15
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       0
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         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         11V         Measures for Professional Growth of Teachers         Workshops         Short term courses / FDP         Conference
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         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         11         V         Measures for Professional Growth of Teachers         Workshops         Short term courses / FDP         Conference
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       15         III       Instructional Methods in Teacher Education       15         III       Instructional Methods       Student Teaching/Practice-Teaching         Objectives       Approaches to practice teaching       15         IV       Measures for Professional Growth of Teachers       15         Vorkshops       Short term courses / FDP       15
III       Concept, Need and Importance       Various agencies for Pre-service Teacher Education       15         III       Instructional Methods in Teacher Education       15         III       Instructional Methods in Teacher Education       15         III       Instructional Methods       15         IV       Measures for Professional Growth of Teachers       15         IV       Measures for Professional Growth of Teachers       15
Various agencies for Pre-service Teacher Education       15         III       Instructional Methods in Teacher Education       15         III       Instructional Methods in Teacher Education       16         Discussion Method       Discussion Method       17         Brain storming and Simulation Methods       17       16         Objectives       Approaches to practice teaching       15         IV       Measures for Professional Growth of Teachers       15         Vorkshops       Short term courses / FDP       15
III       Instructional Methods in Teacher Education       15         III       Instructional Methods in Teacher Education       16         Discussion Method       Discussion Method       17         Brain storming and Simulation Methods       17       16         Objectives       0       16         Approaches to practice teaching       15       15         IV       Measures for Professional Growth of Teachers       15         Vorkshops       Short term courses / FDP       15
III       Instructional Methods in Teacher Education       15         III       Instructional Methods in Teacher Education       16         Discussion Method       Brain storming and Simulation Methods       16         Student Teaching/Practice-Teaching       0bjectives       17         Objectives       Approaches to practice teaching       15         IV       Measures for Professional Growth of Teachers       15         V       Measures for Professional Growth of Teachers       15         V       Conference       15
III       Instructional Methods in Teacher Education         Lecture Method       Discussion Method         Brain storming and Simulation Methods       Student Teaching/Practice-Teaching         Objectives       Objectives         Approaches to practice teaching       Principles of evaluation in practice teaching         IV       Measures for Professional Growth of Teachers         Workshops       Short term courses / FDP         Conference       15
Lecture Method       Discussion Method         Discussion Method       Brain storming and Simulation Methods         Student Teaching/Practice-Teaching       Objectives         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       15
Discussion Method         Brain storming and Simulation Methods         Student Teaching/Practice-Teaching         Objectives         Approaches to practice teaching         Principles of evaluation in practice teaching         IV         Measures for Professional Growth of Teachers         Workshops         Short term courses / FDP         Conference
Brain storming and Simulation Methods         Student Teaching/Practice-Teaching         Objectives         Approaches to practice teaching         Principles of evaluation in practice teaching         IV         Measures for Professional Growth of Teachers         Workshops         Short term courses / FDP         Conference
Student Teaching/Practice-Teaching       Objectives         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       Conference
Objectives         Approaches to practice teaching         Principles of evaluation in practice teaching         IV         Measures for Professional Growth of Teachers         Workshops         Short term courses / FDP         Conference
Approaches to practice teaching       15         IV       Measures for Professional Growth of Teachers         Workshops       Short term courses / FDP         Conference       15
Principles of evaluation in practice teaching       15         IV       Measures for Professional Growth of Teachers         Workshops       Short term courses / FDP         Conference       Conference
IV       Measures for Professional Growth of Teachers         Workshops         Short term courses / FDP         Conference
IV     Measures for Professional Growth of Teachers       Workshops       Short term courses / FDP       Conference
IV Measures for Professional Growth of Teachers Workshops Short term courses / FDP Conference
Short term courses / FDP Conference
Conference
Contenence
Areas of Research in Teacher Education with Special Emphasis on
Teacher effectiveness
Preparing teachers for learners with diverse needs
Modification of teacher behavior
Total Contact Hours 60
Internal Assessment: 30 End Term Examination: 7
➢ Theory     30   ➢ Theory:   70
Class Participation:     5 Written Examination
Seminar/presentation/assignment/quiz/class test etc.:
• Mid-Term Exam: 15
Part C-Learning Resources
Internal Assessment: 30       End Term Examina         ▶ Theory       30       ▶ Theory:       70         • Class Participation:       5       Written Examina         • Seminar/presentation/assignment/quiz/class test etc.:       10         • Mid-Term Exam:       15         Part C-Learning Resources         Recommended Books/e-resources/LMS:

teacher education programs. Preparing teachers for a changing world: What teachers should learn and be able to do, 1, 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 teachered ucation, Boverly Hills: Sage Publishing House.

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

Nayar, D.P. (1989), Towardsanational system of Education, New Delhi: Mittal Publishing.

Ryan,Kelvin(1975),TeacherEducation,NSSE:UniversityofChicagoPress.

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

Se	ession: 2024-25			
Part	A - Introductio	)n <sup>4</sup>	(m)	
Name of Programme	M.A. EDUCA	ΓΙΟΝ	and the second sec	
Semester	п			
Name of the Course	CURRICULU	M STUDIES		
Course Code	M24-EDU-204			
Course Type	CC-8		mart l	
Level of the course	400-499			
Pre-requisite for the course (if any)	-			
Course Learning Outcomes (CLO)	CLO 1: explain determinants & scope of curriculum w			
After completing this course, the learner will be	e development of child.			
able to:	CLO 2: elaborate the types, approaches & trends in curriculur			
8	development. CLO 3: discuss Basic Curricular Skills and des			
	Preparation for Curriculum Transaction.			
	CLO 4: give an	account of Curriculum	Evaluation and role of	
8	different organizations & teachers in curriculum designing 8			
	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	<b>Contact Hours</b>
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	15
	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	Lulli)
	Chairpen	BOLL CELLICOTION

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	Academic Rationalization	
11	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	15
	Collaborative Curriculum	10
	Core Curriculum	
	Collateral Curriculum	
III	Curriculum Planning and Development	
	Assessment of Need with respect to Individual & Environment	
	Situational Analysis	
	Models of Curriculum Development & Planning	
	Selection of Content & Method	
ê 11 I	Preparation for Curriculum Transaction	
	Basic Curricular Skills	
	Curricular Skills related to Cognitive Domain	
1.000	Curricular Skills related to Conative Domain	
	Curricular Skills related to Affective Domain	
	Concept of School Readiness	15
	Classroom Planning	
	Selection of Specific Teaching Strategies for Curriculum Transaction	
	with respect to various aspects of Evaluation	
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,	15
	UGC & NCTE	
	Recent Developments	
	NCF, 2005	
	NCFTE, 2009	
e - 182 - 2	NCFSE, 2023	
pS to ne	Research Trends in Curriculum Development	yes
- is issue	Departme	nt of Educa
	K.U. Kuru	kshetra

		Total Contact Hour	s 60
Suggested Evaluati	on M	ethods	
Internal Assessment: 30		End Term Ex	amination: 70
> Theory	30	> Theory:	70
Class Participation:	5	Written Ex	xamination
<ul> <li>Seminar/presentation/assignment/quiz/class test etc.:</li> </ul>	10		
Mid-Term Exam:	15		
Part C-Learning	Reso	urces	
<ul> <li>Part C-Learning</li> <li>tecommended Books/e-resources/LMS:</li> <li>bobbitt, F. (1918). The Curriculum. Boston: Houghton Miffill</li> <li>Denis, L. (1986). Social Curriculum Planning. Sydney: Hodd</li> <li>ddward, A. K. (1960). The Secondary School Curriculum. No</li> <li>bakhar, S. C. (2008). Curriculum Development. Panipat: N. I</li> <li>boodland, J. (1979). Curriculum Enquiry – The Study of Curtamilton, D. (1976). Curriculum Evaluation. London: Open</li> <li>Hass, G. (1991). Curriculum Planning: A New Approach. Bo</li> <li>Hooer, R. (1971). Curriculum Context, Design and Develop</li> <li>ewy, A. (1977). Handbook of Curriculum Evaluation. New</li> <li>ewy, A. (1977). Studying Curriculum. Buckingham: Open ID</li> <li>Diver, A. (1977). Curriculum Improvement – A Guide to</li> <li>Harper and Row.</li> <li>Payne, D. A. (1973). Curriculum Design and Development. New</li> <li>Saylor, J. G. &amp; Alexander, W. M. (1960). Curriculum Plannin</li> <li>Socket, H. (1976). Designing the Curriculum. London: Open</li> <li>Taha, H. (1962). Curriculum Development: Theory and Pract</li> <li>Canner, D. &amp; Tanner, L. (1980). Curriculum Development</li> <li>Chicago Press.</li> <li>Fyler, R. S. (1976). Curriculum Principles and Foundations. 1</li> </ul>	Reso lin Coler &S ew Yo M. Purriculu Book ston: ment. York Unive o Pro es on York Book tice. N nt: Londo	Arces tonghton, London. ork: Harper and Row Publishers. Im Practices. New York S Publishing Limited. Allyn Bacon. New York: Longmans. Longman, Inc. rsity Press. blems, Principles and Purpose, Process and Harcourt, Brace and Jo ew York: Holt, Rinehar s Publishing Ltd. New York: Harcourt Bra Theory into Practice. on: Harper and Row Pu	ublishers. x: McGraw Hill. Processes. New Yorl Product. Boston: D. C ovanvich. t and Winston. ace and World Inc. Chicago: University of blishers.

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	Part	A - Introducti	on		
Name of	the Programme	M.A.EDUCA	ΓΙΟΝ		
Semester		П			
Name of	the Course	UNDERSTANDING TEACHING & ACQUIRING			
		PEDAGOGIC	AL COMPETENCIES		
Course C	Code	M24-EDU-205	;		
Course T	ype	PC-2	ter and the second s		
Level of	the course	400-499			
Pre-requi	site for the course (if any)	-			
Course I	earning Outcomes (CLO)	CLO 1: expla	ain the concept of Teac	hing & Pec	
After con	pleting this course, the learner will be	Skills		C	
able to:		CLO 2: acquir	re Pedagogical Skills		
		CLO 3: ext	hibit Pedagogical Skills	through D	
		Lessons & Mie	cro-Teaching Sessions		
		CLO 4: delive	er lessons effectively in of	fline & onlin	
2161					
Credits		Theory	Practical	Total	
		0	4	4	
Teaching	g Hours per week	0	8	8	
Internal /	Assessment Marks	0	30	30	
End Terr	n Exam Marks	0	70	70	
Max. Ma	rks	0	100	100	
Examina	tion Time	0			
	Part B-	Contents of the	e Course		
	Practicals	5		Contact H	
	SUGGESTEI	<b>ACTIVITIES</b>			
	Unit1:				
	Understanding Teaching, Pedagogica	al Skills and t	30		
	Pedagogical Skills (Students are require	ed to give a deta			
	Unit2:				
	Acquire and Exhibit (through at least	5 sessions) the	30		
	working in small group and reporting s	essions of skills			
	Unit:3				
1	Delivering lessons effectively			30	
	Unit:4				
	Delivering lessons using modern skills,	tools & online	platforms	30	
			Total Contact Hours	120	
<u> </u>	Current.	d Evoluction N	Iotal Contact Hours	120	
	Internal Assessment: 20	U Evaluation N	Find Towns From	nination. 70	
> Dro	eticum	30	Drosticum	70	
Activ	ity record & Viva-Vace	50	Activity record	RAliva Voor	
Activi			Activity record a	x viva-voce	
	Part C-	Learning Reso	ources	A.	
Recomm	nended Books/e-resources/LMS:		Chairpe	ISON YA	
necomin			Denartm	lont of Fi	
Recomm			an a la del fil	ICIII OT LA.	
Reconn	75		K.U. Ku	Ukshetra	

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Se	ession: 2024-25	J	
Part	A - Introductio	on	4
Name of the Programme	Common to all	PG Programmes	
Semester	2 <sup>nd</sup>		
Name of the Course	Constitutional, Human and Moral Values, and IPR		
Course Code	M24-CHM-20	1	
CourseType	CHM		
Level of the course	400-499		
Pre-requisite for the course (ifany)		_	, ada
After completing this course, the learner will be able to:	Fundamental Constitution. CLO-2: Under values, and ide CLO-3: Grasp Professional C part of the professionalisr CLO-4:Unders Rights,Copyrig threats of Plag	rights and duties ens erstand humanism, f e of International peace o the basic conceptso Conduct which are re civil society an n. stand concepts of I ght, Patent, Tradem iarism.	shrined in the Ind human virtues a e. f Moral Values a equired to become ad for developi intellectual Prope aark etc., andabo
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
amination Time	3 hours		
Part B- 0	Contents of the	e Course	1
Instructions for Paper- Setter: The examin	er will set 9 q	uestions asking two q	uestions from eac
unit and one compulsory question by taking c	ourse learning	outcomes (CLOs) into	consideration. Th
compulsory question (Ouestion No. 1) will	consist at leas	st 4 parts covering e	ntire svllabus. Th
examinee will be required to attempt 5 que	estions, selecti	ng one auestion from	n each unitand th
compulsory question All questions will carry	equal marks	0 1	
Unit Tr	nics		Contact Hours
Constitutional Values:	Pros		Contact Hours
Historical Perspective of Indian Constitutional values: Historical Perspective of Indian Constitute Preamble of the Indian Constitute Morality; Patriotic Values and Ingree Rights and Duties; Directive Princip	nstitution; Basi stitution; Conc dients Nation I ples of the State	ic Values enshrined in cept of Constitutional Building; Fundamental e Policy. Ch	08 airporson
Morality; Patriotic Values and Ingre Rights and Duties ; Directive Princip M.A. (Education)-NEP2020(S&S)/2024 246	dients Nation I	Building; Fundamental e Policy. Ch	airperson partment of f U. Kuri¢áge3t

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II	Humanistic Values:			07
	Humanism, Human Virtues and Civic Sense;	07		
	Human Beings; Ethical ways to deal with hu	man	aspirations; Harmony	
	with society and nature; Idea of Internation	al Pe	ace and Brotherhood	
	(VasudhaivKutumbkam).			
111	Moral Values and Professional Conduct			
	Understanding Morality and Moral Value	s; N	foral Education and	08
	Character Building; Ethics of Relations	: Pe	ersonal, Social and	
	Professional; Introduction to Gender Sensitiza	tion;	Affirmative approach	
	towards Weaker Sections (SCs, STs, OBC	Cs, E	WS& DAs); Ethical	
117	Conduct in Higher Education Institutions; Pro-	fessio	onal Ethics.	
IV	Intellectual Property Rights:			
	Meaning, Origins and Nature of Intel	lectu	al Property Rights	07
	(IPRs);Different Kinds of IPRs – Copyright,	Pate	nt, Trademark, Trade	
	Secret/Dress, Design, Traditional Knowl	edge:	Infringement and	
	of UGC.			
	Note: Scope of the syllabus shall be restricted	ed to	generic and	
	introductory level of mentioned topics.			
	30			
	Suggested Evaluation	on M	ethods	
	Internal Assessment: 15		End Term Exa	amination: 35
> TI	neory	15	> Theory	35
• Clas	s Participation:	4	Written Ex	amination
• Sem	inar/presentation/assignment/quiz/class test etc .:	4		
• Mid-	-Term Exam:	7		×
	Part C-Learning	Reso	urces	
Recon	nmended Books/e-resources/LMS:			
Ahuja, `	V K. (2017). Law relating to Intellectual Proper	ty Rig	ghts, India, IN: Lexis N	Nexis.
Bajpai,	B. L., Indian Ethos and Modern Management, N	lew F	Royal Book Co., Luckr	now, 2004.
Basu, D	D.D., Introduction to the Constitution of India (S	tuden	ts Edition) Prentice H	all of India Pvt. Ltd.
New De	elhi, 20th ed., 2008.			
Dhar, P	.L. & R.R. Gaur, Science and Humanism, Comn	nonw	ealth Publishers, New	Delhi, 1990.
George,	Sussan, How the Other Half Dies, Penguin Pres	s, 19	76.	
Govind	arajan, M., S. Natarajan, V.S. Sendilkumar	(eds.)	), Engineering Ethics	s (Including Huma
Values)	, Prentice Hall of India Private Ltd, New Delhi,	2004.		
Harries,	, Charles E., Michael S. Pritchard & Michael J	. Ro	bins, Engineering Eth	ics, Thompson Asia
New De	elhi, 2003.	1074		
Illich, F	van, <i>Energy &amp; Equity</i> , Irinity Press, Worcester,	1974	·	
	No. Donella H., Dennis L. Meadows, Jorgen Rar	iders	& William W. Behrer	ns, Limits to Growth
Club of	<i>Kome s Keport</i> , Universe Books, 1972.			
viyneni	, S.K, Law of Intellectual Property, Asian Law Ho	use.		
Naraya	nan, P, IPRs.			

Neeraj, P., &Khusdeep, D. (2014). Intellectual Property Rights, India, IN: PHI learning Private Limited.

Nithyananda, K V. (2019). Intellectual Property Rights: Protectionand Management. India, IN.

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Cengage Learning India PrivateLimited.

Palekar, Subhas, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, 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., SantoshAjmera, 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.

Department of Aducatio Chairpers K.U. Kurukshetra

SEM	ESTER-III				
S	ession: 2024-25				
Part	A - Introductio	n			
Name of Programme	Name of Programme M.A. Education				
Semester	Sem-III				
Name of the Course	RESEARCH IN	EDUCATION & MET	HODS 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)	CLO 1: explain i	n detail the Nature, Sco	pe & Steps of		
After completing this course, the learner will be	l be Educational Research including Research Tools & Sampling.				
able to:	CLO 2: describe the Major Approaches to Research in				
	Education and al	so the Validity of Resea	arch Findings.		
	CLO 3: arrange	Data systematically and	l use Parametric and		
	Non-Parametric 7	Fest in Educational Res	earch.		
	CLO 4: compute	Correlation, Regression	n & Prediction in		
	Educational Rese	earches.			
Credits	Theory	Practical	Total		
	4	0	4		
Teaching Hours per week	4	0	4		
Internal Assessment Marks	30	+ <b>0</b>	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	<b>Contact Hours</b>
Ι	Nature and Scope of Educational Research	15
	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	
100 100	Developing Hypothesis in Various Types of Research Chaird	Alun T
	Departin	lient of Elia
M.A. (Ed	ducation)-NEP2020(S&S)/2024 K.U. Kul	rukshetra

	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 & Desearch Design	15
11	Descriptive Research	15
	Ex Post Facto Poscarch	
	Historical Passarah	
	Experimental Method	
	Laboratory Experiments	
	Eaboratory Experiments	
	Pield Studies	
	Research Designs. Concept, Nature & Scope	
	Validity & Limitations of Descende Findings and Departing Descende	
	Validity & Limitations of Research Findings and Reporting Research	
	Quantative Researches: Eunographic Research, Developmental Studies &	
	Documentary Analysis	
	Factors influencing validity of Research	
	Developing a Basserch Proposal (Samanaia)	
	Writing Research Report and Evaluation of Research Report	
	writing Research Report and Evaluation of Research Report	
III	Nature of Educational Data	15
	Quantitative and qualitative Scales of manurament Descriptive and	
	Inferential statistics	
	interential 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	
3		
	Parametric Tests & Non Parametric Tests:	7
	Meaning and assumptions	0
	t-test	JRURS.
	ANOVA: One-Way	aitperson
	Meaning and assumptions	epartmentiorEduc
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and a second	Chi-square tests				
	Normal Probability Curve: Meaning, Signif	icanc	e, Cha	racteristics and	
	Applications				
IV	Correlations: Meaning, Characteristics, Assu	mptio	ons, C	omputation and	15
	Uses of				
	Product moment correlation				
	Rank difference correlation				
	Partial and Multiple Correlations: Meaning, a	ssum	ptions,	computation and	
	Measures of Relative Position				
	Percentile				
	Quartile				1 e 1 e 1
	Z-Score				
					1
	Regression and Prediction				
	Concept and assumptions				
	Computation of linear regression equations				
	Computation of standard error of measurement	t			
	Type of Errors and Tests of Significance				
	Type I				
	Type II				
	Difference between means, percentage & prop	ortion	n and c	orrelation	
1. 			Tota	l Contact Hours	60
	Suggested Evaluat	ion M	lethods		
N 701	Internal Assessment: 30			End Term Ex	amination: 70
> The	eory	30	~	Theory:	70
• Class	Participation:	5		Written Ex	amination
• Semir	nar/presentation/assignment/quiz/class test etc.:	10			
• Mid-7	Ferm Exam:	15			
	Part C-Learning	Reso	urces		
Recomn	nended Books/e-resources/LMS:				
Aggarwa	al, Y.P. (1998). The Science of Educational Research	h: A	Source	Book, Nirmal, K	urukshetra.
Best, joh	in W. and Kahn James V (1995), Research in Educa	ation,	Prentic	e Hall, New Dell	hi
Burns, R	R.B. (1991), Introduction to Research in Education,	Prenti	ice Hal	l, New Delhi	
Edward, Yor	Allen L (1968), Experimental Designs in Psycho k	logica	al Rese	arch, Holt, Rinel	nart and Winston, New
Good, C	.V. and Douglas, E. Scates. (1954), Methods in Soc	ial Re	esearch	, Mc. Graw Hill,	New York
Kerlinge	er, F.N. (1973), Foundation of Behavioral Research	, Holt	t, Rinel	nart and Winston,	New York
Koul, Lo	okesh (1988), Methodology of Educational Research	h, Vik	as, Ne	w Delhi	
/IcMilla	in, James H. and Schumarcher, S. (1989), research	on E	ducation	on: A Conceptua	l Introduction, Harper
and	Collins, New York				÷
Ailler,	D.C. & Salkind, N.J. (2002) Handbook of R	esearc	ch Des	sign and Social	Measurement, Sage
Pub	lications, London				

Mouly, A.J. (1963). The Science of Educational Research, Eurasia, New Delhi

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Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston

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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. SterlingPublishers.

Best, J.W., & Kahn, J.V. (2003). Research in Education New Delhi. PrenticeHall.

Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5<sup>th</sup> Ed.). Sage Publications.

Edward, A. L. (1968). Experimental Designs in psychological research (3rd Ed.). Holt, Rinchart& Winston.

Ferguson, G.A. (1976). Statistical Analysis in Psychology and Education. McGrawHill.

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.<u>https://doi.org/10.1017/9781139161879</u>

Glass, G. V.,& Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology (3<sup>rd</sup> Ed.)*. Pearson College Div.

Guilford, J.P. and Benjamin, F. (1973). Fundamental Statistics in Psychologyand Education. McGraw Hill. Koul, L. (1988). Methodology of Educational Research. Vikas Publications.

Kurtz, A.K., & Mayo, S.T. (1980). Statistical Method in Educationand Psychology. Springer-Verlag.

Mertler, C. A., Vannatta, R. A., &Lavenia, K. N. (2021). Advanced and Multivariate Statistical Methods: Practical Application and Interpretation (7<sup>th</sup> Ed.). Routledge.

Minimum, E.W., King B.M., & Bear, G. (1995). *Statistical Reasoning in Psychology & Education*. John Willy & Sons.

Neuman, W.L. (1977). Social Research Methods: Qualitative and Quantative Approaches. Allyn and Bacon. Siegel, S. (1986). Non-Parametric Statistics. McGrawHill.

Van Dalen, D. B. (1962). Understanding Educational Research. McGraw Hill.

Westfall, P. H., & Henning, K. S. (2013). Understanding advanced statistical methods. CRC Press.

Chai Education Department df K.U. Kurukshetra

Se	ession: 2024-25	5		
Part	A - Introduction	on		
Name of Programme	M.A. Education			
Semester	Sem-III			
Name of the Course	PERSPECTIVE	S & FOUNDATIONS C	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)	CLO 1: explain the major patterns, functions and schools of			
After completing this course, the learner will be	philosophy.			
ale to:	CLO 2: elaborat	te the relationship of soc	iety and education and	
	discuss factors a	affecting this relationship	р.	
	CLO 3: describe	e the psychological traits	in relation to	
	learning.			
	CLO 4: reflect of	on the general issues, pol	icies & 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
Ι	Functions and Major Problems of Philosophy	15
	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	
II	Society & Education	15
	Concept and nature of Educational Sociology	
	Relationship of 'Society' and 'Education'	
	Social Organization: Concepts, Characteristics and Implications for	1
	Education	0
	Social Factors & Theories Chairs	Juney
108	Depart	erson /
M.A. (Ed	ucation)-NEP2020(S&S)/2024	Irukshe Bage 37 tion
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	Social Stratification: Meaning, Concept and its	s Edu	cational Implication		÷
	Social Mobility: Meaning, Types, Constraints	in Mo	obility and its		
	Educational Implications				
	Education and Social change				
	Socio-Economic Factors and their impact on E	duca	tion		
	Social Theories: Functionalist Emile Dur Khe	im, T	alcott Parsons,		
	Marxism & Integral Humaism				
Ш	Basics of Educational Psychology			15	
	Concept. Nature & Methods of Educational	l Psv	chology (Experimental	10	
	Method, Differential Method, Clinical Method	l. Psv	choanalysis Method)		
	Contribution of Schools of Psychology to	Educ	ation: Hormic School.		
	Psychoanalysis school, Behaviours School and	l Ges	talt school		
	Individual Differences: Concept, Areas,	Ca	uses & Educational		
	Implications				
	Intelligence, Personality & Learning				
	Intelligence: Concept & Theories (Guilford's,	Gard	ner's)		
	Learning: Concept, Factors & Theories (Skin	ner's	operant Conditioning,		
	Theory of Insightful Learning, Gagne's Theory	y of I	Learning)		
	Personality: Concept, Determinants & Theorie	es (Ty	/pe & Trait)		
13.7					
IV	Issues in Education	1	Ct. t. I	15	
	Educational Administration in India at Central	and	State Level		
	Education of disadvantaged (differently abled,	, 5001	any disadvantaged		
	Technological interventions in teaching learn	ina	online teaching		
	MOOCs SWAVAM flipped classroom	iiiig.	omme teaching,		
	Act. Policies & Organizations in Education				
	RPwD Act. (2016), NEP, 2020		2		
	Role of organisation like NCERT, UGC, NCT	E. SC	CERT		
	Comparative & International system of Educat	tion v	with special reference to		
	UK, USA & India		1		
	Distance Education & Open Learning System:	Nee	d, Importance and		
	Services				
	Suggested Evaluation	on M	Total Contact Hours	60	
	Internal Assessment: 30		End Term Exar	nination · 70	
> Th	POrv	30	> Theory:	70	
• Class	Participation:	5	Written Exa	mination	
• Semi	par/presentation/assignment/quiz/class test etc.:	10			
• Mid-'	ferm Exam:	15			
- min	Part C-Learning ]	Reso	urces		
Recomm Aggarwa	nended Books/e-resources/LMS: , J. C. (2009). Essentials of Educational Psychology	. Vik	as publishing, New Delhi	. Ausubel, D.P.	
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#### 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. Allyen 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.

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S	ession: 2024-25					
Part	A - Introduction	Y F	a the second			
Name of Programme	M.A. Education					
Semester	Sem-III	Sem-III				
Name of the Course	EDUCATIONAL	MEASUREMENT A	ND EVALUATION			
Course Code	M24-EDU-303					
Course Type	DEC-1		. Charles and			
Level of the course	500-599		164			
Pre-requisite for the course (if any)	-		Post in the A			
Course Learning Outcomes (CLO)	CLO 1: acquaint t	he student with basic	concepts of EME &			
After completing this course, the learner will be	taxonomy of educ	ational objectives.				
able to:	CLO 2: understan	d the characteristics an	nd types of tools			
	construction.					
	CLO 3: Discuss th	ne various types of too	ls and tests used in			
	measurement and evaluation.					
	CLO 4: appraise t	he 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		The Martineer			
Part B-	Contents of the C	Course	r sufficience of the			

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
Ι	Educational Measurement and Evaluation	15
	Concept, scope and need	
	Levels of measurement	
	Evaluation: functions and basic principles of evaluation	$\frac{n}{2} \sum_{i=0}^{n} e^{-i i i i}$
	Taxonomy of Educational Objectives	
	Need and functions of instructional objectives	
	Principles of instructional objectives	
	Bloom's Taxonomy of educational objectives	
II	Scales of Measurement	D 15
	Nominal and Ordinal Scale	\\ . X -
	Interval and Ratio Scale	Wall of
	Research Utility of Level of	hairperson
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	Measurement with specified research			
	method			
	Test Construction			
	Teacher made test & Standardized test			
	Steps for prepairing standardized test			
	Norm referenced and Criterion Referenced	test		
III	Characteristics of Good Measuring Tools/ Tests			15
	Reliability			
	Validity			
	Norms & Usability			
	<b>Concept and Measurement of</b>			
	Achievement tests			
	Aptitude test			
	Intelligence tests			
	Attitude and Value tests			
1999 - F	Interest inventories		1	
IV	Tools of Measurement & Evaluation			15
	Essay-type tests & Objective type tests	5		
	Performance tests			e prilez x i v
	Use of computer in evaluation			
	Appraisal of Existing Systems of Evaluation		x 4 1 1	
	Grading system vs. marking system			
	Continuous and communication evolution			a de la fil
	Continuous and comprehensive evaluation		Total Contact Hours	60
n dore	Suggested Evaluation	on Me	ethods	
ato di F	Internal Assessment: 30		End Term Exa	amination: 70
> Th	eory	30	> Theory:	70
• Class	Participation:	5	Written Ex	amination
• Semi	nar/presentation/assignment/quiz/class test etc .:	10		
• Mid-	Term Exam:	15		ad in p
Recom	mended Books/e-resources/LMS:	Kesot	urces	
Adams	, G.K. (1965), Measurement and Evaluation in I	sych	ology, Education and	Guidance, Holt
Rineha	rt & Winston, New York			
Aggar	wal, Y.P. (1998), Statistical Methods: Concepts	App	lications and Comput	tation, Sterling, 1
Delhi.				
Aiken,	L.R. (1985), Psychological Testing and Assessment	nent,	Allyn and Bacon, Bo	oston
Anasta	si, A (1982), Psychological Testing, Mac Millar	, Ne	w York	t.
Cronba	ach, L.J. (1964), Essentials of psychological Tes	ting,	Harper and row, New	York
Ebel, F	R.L. and Frisbe, D.A. (1990) Essentials of Educa	tiona	al Measurement, prent	ice Hall, New D
edition			1	1/4
Erlans	on, David A. and McNamara, James (1999), Me	asure	ement and Evaluation,	Ist
Freem	an, r.S(1965), Theory and Practice of Psycholog	gy Te	sung, Holt Kinehart &	winston, 19
			Chairp	ersonulas
			Denad	
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	Session: 2024-2	25	1000
Part	A - Introduction	n t	
Name of Programme	M.A. Education		
Semester	SEM-III	na si	
Name of the Course	DISTANCE EDU	JCATION & OPEN LEA	ARNING 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)	CLO 1: explai	n the relevance and brief	f history of open and
After completing this course, the learner will be	distance learnin	ng in India	/
able to:	CLO 2:discuss	the history, objectives a	nd salient features of
	NIOS and IGN	OU	
	CLO 3: depict	an open and distance lea	rning institution as a
	system and will	I also be able to elaborat	e its management
	CLO 4: descri	be the steps involved in t	he systematic
	planning and dev	elopment of media and v	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	<b>Contact Hours</b>
Ι	Introduction to Distance and Open Education	15
	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	
s	International Scenario	
	National Scenario	
	Phases of evolution of distance education: First, second, third, fourth	
	and fifth generation	
II	Understanding Open and Distance Learning in India: NIOS and IGNOU	15
	A brief history and objectives of NIOS and IGNOU	
	Target Groups	1
	Salient Features	
	Curriculum Transaction Strategies at NIOS and IGNOU	ANNS
	Chairp	rson

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Sec.	Self-Learning Materials (SLMs)	
	Audio and Video Programmes	
	Multimedia and ICT -based Inputs	
III	Open and Distance Learning (ODL) and Higher Education	15
	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	
IV	Media support in Open and Distance learning	15
8-m - n M	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)	
	Total Contact Hours	60

Suggested Evaluation	tion Me	thods		
Internal Assessment: 30		]	End Term E	xamination: 70
> Theory	30	> 1	Theory:	70
Class Participation:	5		Written H	Examination
Seminar/presentation/assignment/quiz/class test etc.:	10			
• Mid-Term Exam:	15			
Part C-Learning	Resou	rces		

#### 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 *Handbook of Research on Learning in the Age of Transhumanism* (pp. 252-273). IGI Global.

Daniel, J. (2002). Afterword: Open learning and/or distance education: which one for what purpose?. In *Higher education through open and distance learning* (pp. 292-298). Routledge.

Dhanarajan, G. (1999). *Higher education through open and distance learning* (Vol. 1). K. Harry (Ed.). London: Routledge.

Edwards, R. (1995). Different discourses, discourses of difference: Globalisation, distance education and open learning. *Distance Education*, *16*(2), 241-255.

Edwards, R. (1996). Troubled times? Personal identity, distance education and open learning. *Open Learning: The Journal of Open, Distance and e-Learning, 11*(1), 3-11.

Guri-Rozenblit, S. (1991). Distance/open learning—Trends and developments as reflected in recent literature. *Studies in Higher Education*, *16*(1), 83-90.

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Equipment of EduRage 43 K.U. Kurukshetra 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*.

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Session: 2024-25				
Part	A - Introduction	on		
Name of Programme	M.A. Education			
Semester	SEM-III			
Name of the Course	EDUCATIONA	L TECHNOLOGY		
Course Code	M24-EDU-306	19.0	*	
Course Type	DEC-2			
Level of the course	500-599			
Pre-requisite for the course (if any)	- 1			
Course Learning Outcomes (CLO)	CLO 1: define	e concept, scope and app	proaches of	
After completing this course, the learner will be	Educational T	echnology		
able to:	CLO 2: under	stand Modalities, Stages	s, and Levels of	
	Teaching and develop a programme Instructional/ learning			
	material			
	CLO 3: critically appraise the importance of Micro			
	Teaching, Fla	nder's Interaction Analy	sis and	
	communicatio	on process		
	CLO 4: desig	n instructional strategies	, evaluation tools and	
	application of	Educational Technolog	y 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.

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15
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11		1 the		
	Modalities, Stages and Levels of Teaching			
	Modalities of teaching – leaching as different from indoctrination			
	instructions, conditioning and training			
	Stages of teaching – Pre-active, Interactive and Post active			
	leaching at different levels – Memory, understanding and	15		
	reflective levels of organizing teaching and learning	15		
	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			
III	Modification of Teaching Behavior	ni teta t		
	Micro teaching and simulation			
	Flander's Interaction Analysis			
	Communication process: Concept of communication, principles,			
	Modes and Barriers to communication, class room	15		
	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			
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	15		
	Application of Educational Technology in Distance Education			
	Concept of Distance Education			
	Students Support Services in Distance Education			
	Evaluation process in Distance Education			
	Total Contact Hours	60		
	Suggested Evaluation Methods	2		
17	Internal Assessment: 30 End Term Exar	mination: 70		
> Th	eory 30 > Theory:	/U mination		
> Th • Class	eory     30     > Theory:       Participation:     5     Written Example	mination		
<ul> <li>The Class</li> <li>Semi</li> </ul>	eory     30     > Theory:       Participation:     5     Written Example       nar/presentation/assignment/quiz/class test etc.:     10	mination		
<ul> <li>The Class</li> <li>Semi</li> <li>Mid-</li> </ul>	eory     30     > Theory:       a Participation:     5     Written Examinar/presentation/assignment/quiz/class test etc.:       Term Exam:     15	mination		
<ul> <li>Th</li> <li>Class</li> <li>Semi</li> <li>Mid-</li> </ul>	eory     30     > Theory:       Participation:     5     Written Examination/assignment/quiz/class test etc.:       nar/presentation/assignment/quiz/class test etc.:     10       Term Exam:     15	mination		
<ul> <li>The Class</li> <li>Semi</li> <li>Mid-</li> <li>Recommoder</li> </ul>	eory     30     > Theory:       a Participation:     5     Written Examinar/presentation/assignment/quiz/class test etc.:       nar/presentation/assignment/quiz/class test etc.:     10       Term Exam:     15       Part C-Learning Resources       nended Books/e-resources/LMS:       D     K       (1087)     Educational technology, policy, and protion Educational technology, policy, and protional technology, policy, and policy,	nination		
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Department of

5	Session: 2024-25	;		
Part	A - Introductio	on	a harrista (	
Name of Programme	M.A. Education		1989121	
Semester	SEM-III			
Name of the Course	MANAGEMEN	T AND ADMINISTRA	TION OF	
Notes and the second	EDUCATION			
Course Code	M24-EDU-307			
Course Type	DEC-2			
Level of the course	500-599		and the second second	
Pre-requisite for the course (if any)	-		a secondaria di	
Course Learning Outcomes (CLO)	CLO 1: understa	and concept of Education	nal Administration and	
After completing this course, the learner will be	its different tren	ds.		
able to:	CLO 2. know concepts of Quality and Accreditation in			
	Education.			
	CLO 3.define th	ne concept of Educationa	al Planning and	
	Leadership.			
	CLO 4. explain	the concept of Education	nal 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	τ	

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**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	<b>Contact Hours</b>
Ι	Educational Administration: Concept and Scope	15
	Meaning, nature, need and scope	
	Relationship among management, administration, supervision and	
	planning	t
	Factors affecting Educational Administration	
		24
	Development of Modern Concept of Educational Administration from	
	1900 to Present Day	
	Taylorism	
	Administration as a Process	
	Human Relations Approach to Administration	B. A
		10.000
II	Educational Planning	Langerson (

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         Qualities of Supervisor         Qualities of Supervisor         Qualities of Supervision and Inspection         Problems of Supervision and Inspection         Problems of Supervision and Inspection         Problems of Supervision and Inspection         PERT and Management by objectives (MBO)         Class Participation:         Seminar/presentation/assignment/quiz/class test etc.:         10         • Class Participation:         Seminar/presentation/assignment/quiz/class test etc.:         115         Part C-Learning Resources         Recommended Books/e-resources/LMS:         Bahadur, R. P., & Aggarval, V. (2004). Educational Administration, Supervision, Planninand Financin         India: Current Exam:         Part C-Learning Resources         Recommended Books/e-resources/LMS:         Bahadur, R. P.,		Principles of educational planning				
Administrative Structure of Educational Planning         At Central Level         At State 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         Qualities of Supervision         Qualities of Supervision and Inspection         Problems of Supervision and Inspection         Problems of Supervision and Inspection         Problems of Supervision and Inspection         PERT and Management by objectives (MBO)         Educational Administration         Decision making         Organizational compliance         PERT and Management by objectives (MBO)         Educational Administration         Decision making         Organizational compliance         PERT and Management by objectives (MBO)         Educational Suggested Evaluation Methods         Internal Assessment: 30       End Term Examination: 70         • Class Participation:       5         Written Examination       51         Mid-Term		Approaches to educational planning				
At Central Level       At State Level         At State Level       At District and Block Level         III       Leadership         Meaning and need       Theories of Leadership: Autocratic, Democratic and Laissez-Faire styles         Educational Supervision       Meaning, nature and types of Educational Supervision         Optimizing of Supervision       Qualities of Supervision         Qualities of Supervision       Qualities of Supervision         JV       Inspection: Concept and Importance         Meaning, Need and functions       Difference in Supervision and Inspection         Problems of Supervision and Inspection       Problems of Supervision and Inspection         Potential Annagement by objectives (MBO)       End Term Examination: 7         > Theory       30       > Theory: 70         • Class Participation:       5       Written Examination: 7         • Theory       30       > Theory: 70         • Class Participation:       5       Written Examination         • Segminar/presentation/assignment/quiz/class test etc.:       10         • Midi-Term Exam:       15         Part C-Learning Resources       Recommended Books/e-resources/LMS:         Bahadur, R. P., & Aggarwal, V. (2004). Educational Administration, Supervision, Planninand Financin India: Rull Book Depot.         Harding, H. (1987). Ma		Administrative Structure of Educational Planni	nø			
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Performation       Decision making         Organizational compliance       PERT and Management by objectives (MBO)         Total Contact Hours         Of Suggested Evaluation Methods         Total Contact Hours         Of End Term Examination: 7         > 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, Planninand Financin         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, Ind         Dhrav& 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: Commonweat         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.<		Specific Trends in Educational Administration				
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Total Contact Hours       60         Total Contact Hours       60         Suggested Evaluation Methods         Internal Assessment: 30       End Term Examination: 7         > 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, Planninand Financin         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, Ind         Dhrav& Deep.         Shuka, 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: Commonweat         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. <td></td> <td>Organizational compliance</td> <td></td> <td></td> <td></td> <td></td>		Organizational compliance				
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<ul> <li>India: R.Lall Book Depot.</li> <li>Harding, H. (1987). Management Appreciation. London, England: Pitman Publishing.</li> <li>Ravishankar, S., Mishra, R. K., &amp; Sharma, M. L. (1988). Human Resource Development. Bombay, Ind Dhrav&amp; Deep.</li> <li>Shukla, P. D. (1983). Administration of Education in India. New Delhi, India: Vikas Publication.</li> <li>Sinha, P. S. N. (Ed.). (2002). Management and Administration in Govt. New Delhi, India: Commonwear Publishers.</li> <li>Spears, H. (1955). Improving the Supervision of Instruction. New York, NY: Prentice Hall.</li> <li>Unruh, A., &amp; Turner, E. (1970). Supervision for Change and Innovation. New York, NY.</li> <li>Wiles, . (1955). Supervision for Better Schools. New York, NY: Prentice Hall</li> </ul>	Bahadur,	R. P., & Aggarwal, V. (2004). Educational Adminis	tration	. Sup	ervision. Planning	and Financin
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	ession: 2024-25			
Part	A - Introduction	n		
Name of the Programme	M.A. Education			
Semester	SEM-III			
Name of the Course	ACADEMIC WF	RITING: RESEARCH A	ARTICLE/ PAPER,	
	SYNOPSIS, REPORT, ABSTRACT, REVIEW,			
	BIBLIOGRAPH	Y 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)	CLO 1: write Rese	earch Articles for repute	ed Journals.	
After completing this course, the learner will be	CLO 2: develop R	esearch Synopsis/ Prop	osal & Research	
able to:	Report.			
	CLO 3: edit Bibl	iography for Research V	Works.	
	CLO 4: Compile	Abstracts, Reviews of I	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	an ing to A	
Practical	8		Contact Hours	
Unit:1	~		20	
			30	
Writing 02 Research Article for Journal	on any issues rela	ating to Education	30	
Writing 02 Research Article for Journal	on any issues rela	ating to Education	30 30	
Writing 02 Research Article for Journal Unit2: Developing Research Synopsis/ Propos	on any issues rela	ating to Education	30 30	
Writing 02 Research Article for Journal Unit2: Developing Research Synopsis/ Propos	l on any issues rela al & Research Rep	ating to Education port	30 30 30	
Writing 02 Research Article for Journal Unit2: Developing Research Synopsis/ Propos Unit3: Editing Bibliography for Research Wor	l on any issues rela al & Research Rep	ating to Education port	30 30 30	
Writing 02 Research Article for Journal Unit2: Developing Research Synopsis/ Propos Unit3: Editing Bibliography for Research Work	l on any issues rela al & Research Rep ks	ating to Education	30 30 30 30	
Writing 02 Research Article for Journal Unit2: Developing Research Synopsis/ Propos Unit3: Editing Bibliography for Research Work Unit4:	l on any issues rela al & Research Rep ks	ating to Education port	30 30 30 30	
Writing 02 Research Article for Journal Unit2: Developing Research Synopsis/ Propos Unit3: Editing Bibliography for Research Work Unit4: Compiling Abstracts, Reviews of Resea	l on any issues rela al & Research Rep ks ırch Works & Book	ating to Education port	30 30 30 30	
Writing 02 Research Article for Journal Unit2: Developing Research Synopsis/ Propos Unit3: Editing Bibliography for Research Work Unit4: Compiling Abstracts, Reviews of Resea	l on any issues rela al & Research Rep ks rch Works & Book	ating to Education port s <b>Total Contact Hours</b>	30 30 30 30 120	
Writing 02 Research Article for Journal Unit2: Developing Research Synopsis/ Propos Unit3: Editing Bibliography for Research Worl Unit4: Compiling Abstracts, Reviews of Resea	l on any issues rela sal & Research Rep ks irch Works & Book	ating to Education port ss <b>Total Contact Hours</b>	30 30 30 30 120	
Writing 02 Research Article for Journal Unit2: Developing Research Synopsis/ Propos Unit3: Editing Bibliography for Research Work Unit4: Compiling Abstracts, Reviews of Resea	l on any issues rela al & Research Rep ks Irch Works & Book ed Evaluation Ma	ating to Education port (s <b>Total Contact Hours</b> e <b>thods</b>	30 30 30 30 30	
Writing 02 Research Article for Journal Unit2: Developing Research Synopsis/ Propos Unit3: Editing Bibliography for Research Work Unit4: Compiling Abstracts, Reviews of Research Suggester Internal Assessment: 30	l on any issues rela sal & Research Rep ks Irch Works & Book ed Evaluation Mo	ating to Education port s Total Contact Hours ethods End Term Exa	30 30 30 30 30 120 mination: 70	
Writing 02 Research Article for Journal         Unit2:         Developing Research Synopsis/ Proposition         Unit3:         Editing Bibliography for Research Work         Unit4:         Compiling Abstracts, Reviews of Research         Suggester         Internal Assessment: 30         > Practicum	l on any issues rela al & Research Rep ks irch Works & Book ed Evaluation Ma 30	ating to Education port (S Total Contact Hours ethods End Term Exa > Practicum	30 30 30 30 30 120 mination: 70 70	
Writing 02 Research Article for Journal         Unit2:         Developing Research Synopsis/ Proposition         Unit3:         Editing Bibliography for Research Work         Unit4:         Compiling Abstracts, Reviews of Research         Suggester         Internal Assessment: 30         ▶ Practicum         Activity record & Viva-Voce	l on any issues rela sal & Research Rep ks rch Works & Book ed Evaluation Mo 30	ating to Education port s <b>Total Contact Hours</b> ethods End Term Exa > Practicum Activity record	30 30 30 30 30 120 <b>mination: 70</b> 70 & Viva-Voce	
Writing 02 Research Article for Journal         Unit2:         Developing Research Synopsis/ Proposition         Unit3:         Editing Bibliography for Research Work         Unit4:         Compiling Abstracts, Reviews of Research         Suggestation         Internal Assessment: 30         ▶ Practicum         Activity record & Viva-Voce	l on any issues rela al & Research Rep ks rch Works & Book ed Evaluation Ma 30	ating to Education port s Total Contact Hours ethods End Term Exa Practicum Activity record	30 30 30 30 30 120 <b>mination: 70</b> 70 & Viva-Voce	
Writing 02 Research Article for Journal         Unit2:         Developing Research Synopsis/ Proposition         Unit3:         Editing Bibliography for Research Work         Unit4:         Compiling Abstracts, Reviews of Research         Suggester         Internal Assessment: 30         ▶ Practicum         Activity record & Viva-Voce         Part C-         Part C-	l on any issues rela sal & Research Rep ks rch Works & Book ed Evaluation Mo 30 Learning Resou	ating to Education port ss Total Contact Hours ethods End Term Exa > Practicum Activity record urces	30 30 30 30 30 120 <b>mination: 70</b> 70 & Viva-Voce	
Writing 02 Research Article for Journal         Unit2:         Developing Research Synopsis/ Proposity         Unit3:         Editing Bibliography for Research Work         Unit4:         Compiling Abstracts, Reviews of Research         Compiling Abstracts, Reviews of Research         Internal Assessment: 30         ▶ Practicum         Activity record & Viva-Voce         Part C-         Recommended Books/e-resources/LMS:	l on any issues rela al & Research Rep ks rch Works & Book ed Evaluation Ma 30 Learning Resou	ating to Education port (s Total Contact Hours ethods End Term Exa Practicum Activity record Irces	30 30 30 30 30 120 <b>mination: 70</b> 70 & Viva-Voce	
Writing 02 Research Article for Journal         Unit2:         Developing Research Synopsis/ Proposition         Unit3:         Editing Bibliography for Research Work         Unit4:         Compiling Abstracts, Reviews of Research         Suggester         Internal Assessment: 30         ▶ Practicum         Activity record & Viva-Voce         Part C-         Recommended Books/e-resources/LMS:	l on any issues rela sal & Research Rep ks rch Works & Book ed Evaluation Mo 30 Learning Resou	ating to Education port ss Total Contact Hours ethods End Term Exa > Practicum Activity record urces Chair Depi	30 30 30 30 30 30 120 mination: 70 70 & Viva-Voce Wiva-Voce	
Writing 02 Research Article for Journal         Unit2:         Developing Research Synopsis/ Proposition         Unit3:         Editing Bibliography for Research Work         Unit4:         Compiling Abstracts, Reviews of Research         Suggesta         Internal Assessment: 30         > Practicum         Activity record & Viva-Voce         Part C-         Recommended Books/e-resources/LMS:	l on any issues rela al & Research Rep ks rch Works & Book ed Evaluation Ma 30 Learning Resou	ating to Education port s Total Contact Hours ethods End Term Exa Practicum Activity record Irces Chair Depa Kul	30 30 30 30 30 120 <b>mination: 70</b> 70 & Viva-Voce & Viva-Voce	
Writing 02 Research Article for Journal         Unit2:         Developing Research Synopsis/ Proposition         Unit3:         Editing Bibliography for Research Work         Unit4:         Compiling Abstracts, Reviews of Research         Suggester         Internal Assessment: 30         ▶ Practicum         Activity record & Viva-Voce         Part C-         Recommended Books/e-resources/LMS:	l on any issues rela sal & Research Rep ks irch Works & Book ed Evaluation Mo 30 Learning Resou	ating to Education port ss Total Contact Hours ethods End Term Exa > Practicum Activity record urces Chain Depa Kul	30 30 30 30 30 30 120 mination: 70 70 & Viva-Voce Viva-Voce A Viva-Voce Page 50	
Writing 02 Research Article for Journal         Unit2:         Developing Research Synopsis/ Proposity         Unit3:         Editing Bibliography for Research Work         Unit4:         Compiling Abstracts, Reviews of Research         Suggesta         Internal Assessment: 30         ▶ Practicum         Activity record & Viva-Voce         Part C-         Recommended Books/e-resources/LMS:         M.A. (Education)-NEP2020(S&S)/2024	on any issues relation Report of Report of Research Report of Research Report of Report of Report of Resource of R	ating to Education port (s Total Contact Hours ethods End Term Exa Practicum Activity record Irces Chair Depi	30 30 30 30 30 30 120 mination: 70 70 & Viva-Voce Viva-Voce Page 50	
Writing 02 Research Article for Journal         Unit2:         Developing Research Synopsis/ Proposity         Unit3:         Editing Bibliography for Research Work         Unit4:         Compiling Abstracts, Reviews of Research         Suggester         Internal Assessment: 30         > Practicum         Activity record & Viva-Voce         Part C-         Recommended Books/e-resources/LMS:         M.A. (Education)-NEP2020(S&S)/2024	l on any issues rela al & Research Rep ks rch Works & Book ed Evaluation Me 30 Learning Resou	ating to Education port s Total Contact Hours ethods End Term Exa Practicum Activity record urces Chain Depi	30 30 30 30 30 30 30 120 mination: 70 70 & Viva-Voce Person of Education Aurukshetra Page 50	

Session: 2024-25				
Part	A - Introduction	n		
Name of the Programme	M.A. Education			
Semester	SEM-III			
Name of the Course	OVERVIEW OF	DIVERSITY AND SP	ECIAL	
	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)	CLO 1: describ	be the meaning & chara	cteristics of different	
After completing this course, the learner will be	disabilities			
able to:	CLO 2: unders	tand the perspectives in	the education of	
	children with S	pecial Needs (CSN).		
	CLO 3: discuss	s the concerns related to	o the assessment of	
	CSN			
	CLO4: explain	the issue related to tea	cher preparation and	
	use of technolo	gical resources for CS	N	
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	<b>Contact Hours</b>
Ι	An Overview of Special Needs-Meaning, Identification and Characteristics	7.5
	of the following	
	Visual Impairment	
	Hearing Impairment	
	Physical Disability	
	Intellectual Challenges	
II		7.5
1 · · ·	Perspectives on learner diversity with respect to	
	Categorical treatment and labeling	
	Environments and prevalence	6
	The Regular Education Initiatives	1 6
	Chair	etsoffels
III	Current decision-making practices	ment of F.s ucatio
m		urukshetra

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	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	

		101a	I Contact Hot	<b>115</b> 30
Suggested Evalua	tion Me	thods		
Internal Assessment: 15			End Term H	Examination: 35
> Theory	15	Þ	Theory	35
Class Participation:	4		Written	Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4			
• Mid-Term Exam:	7			
Part C. Loarning	Dosou	roos		

Part C-Learning Resourc

#### Recommended Books/e-resources/LMS:

Ashman, F. Adrian & Elkins, J (1998). *Educating Children with Special Needs* (3<sup>°</sup> edition). Prentice Hall: New York.

Ashman, F. Adrian., & Conway, N. F. Robert (1989). Cognitive Strategies for Special education. Rout ledge: London and New York.

Berdine, W. H., & Blackhurst, A.K. (1985). An Introduction to Special Education, Boston: Harper Collins

Fernandez, G., Koenig, C., Mani, M.N. G., & Tesni, S. (1999). See with the blind: Trends in education of the visually impaired, Bangalore: CBM and Books for Change

Gearheart, B.R., Ruiter, J.A., & Sileo, T.W. (1988). Teaching Mildly and Moderately Handicapped Students. New Delhi: Prentice Hall of India.

Gearheart, R. Bill; Weishahn, W. Mel; Gearheart, J. Carol (1992). *The Exceptional Students in the Regular Classroom* (5<sup>th</sup> edition). Macmillan Publishing Co. New York.

Giuliani, G. & Pierangelo, R.. (2006). The Big Book of Special Education resources, CA:Corwin Press Education, Boston: Allyn & Bacon

Kirk, S. A., & Gallagher, J.J. (2000). Education of Exceptional Children. Boston: Houghton Mifflin Kundu, C.L.,Singh, J. P., & Ahluwalia, H.P.S. (2005). Accredited institutions of Rehabilitation Council of India. New Delhi: RCI.

Loreman, T., Deppler, J., & Harvey, D. (2005). Inclusive Education: A Practical Guide to Supporting Diversity in the classroom, NY: Routeledge Falmer.

Olson, Judy and Platt, Jennifer (1992). *Teaching children and Adolescents with Special Needs*. Macmillan Publishing Co. New York.

Rao, I., Prahladrao, S., & Pramod, V. (2010). Moving away from Labels, Bangalore: CBR network (South Asia)

Singh, J. P., & Dash , M. K. (2005). Disability Development in India, New Delhi: RCI.

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S	ession: 2024-25				
Part	A - Introduction	on			
Name of Programme	M.A. Educatio	n			
Semester	Sem- IV	Sem- IV			
Name of the Course	APPLICATION	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)	CLO 1. Under	rstanding the concept of	f ICT		
After completing this course, the learner will be	CLO 2. Appre	eciate the multiple uses	of ICT.		
able to:	CLO 3. Apply	the interactive tools of	ICT in the classroom.		
	CLO 4. Critic	ally analyze the challen	ges and security issues		
	in the us	sage 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				
Dout D	Contonto of the	Course			

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	<b>Contact Hours</b>
	Understanding ICT in Education	
Ι	Concept, Need and Importance of ICT in Education	15
	Scope of ICT in Education and Special Education	
	Paradigm shift Education due to ICT	
	8	ere in a segur
	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	15
	Challenges of ICT in education: Access, equity and quality	
	ICT Integration in Institution and Teacher Education (Integrated Vs	
	Outsourced approach)	i Tir a ri
	Basic Considerations in Adapting ICT (Accessibility, Affordability	
	and Availability)	
		T
1	Developing E-Resources Charles	mfell
	Concept and Types of Open Educational Resources Department	son
	K.U. Ku	ent of Education
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	Searching and Identification of OERs					
	Process of Developing OERs		т	· · · · · · · · · · · · · · · · · · ·		
III	ICT for Educational Management			15		
	ICT for Planning Activities (Scheduling	rganizing)				
	ICT for Documentation (Creation, Storin	g, Ret	rieval and Sharing)			
	ICT for Assessment (Innovative Strategi	es)				
	ICT for Professional Development and Educat	ional l	Research			
	MOOC, SWAYAM and Webinars					
	Learning through Internet (Online Tutorial	s, Digi	tal Libraries, Archives			
	and E-Books)					
	Use of ICT Tools in various Research Pr	ocesse	S			
	(Locating Literature; Data Collection, I	Data A	nalysis etc.).			
IV	Computer Aided Learning			15		
	Social Media					
	Creation of Blogs and Tele-Conference	ing				
	Distance Learning and ICT		for an all a			
	Issues in ICT					
	Social, Ethical and Legal Issues					
	Security Threats and Measures					
	Cyber Privacy and Cyber Laws					
			Total Contact Hours	60		
	Suggested Evaluat	ion Me	End Term Eva	mination: 70		
> Th	POPV	30	> Theory	70		
• Class	Participation:	5	Written Exa	mination		
• Semi	nar/presentation/assignment/quiz/class test etc :	10				
• Mid-	Term Exam.	15				
• WIId-	Part C-Learning	Resou	urces			
Recom	mended Books/e-resources/LMS:		ra -			
SUGGE	STED READINGS					
1 10044	., & Gupta, P. (2018). *Protessional Developm	ient o	I leachers through IC	1 <sup>*</sup> . APH Publish		
Dutta, B Corporati	ion.					
Dutta, B Corporati Ghosh, S	ion. . (2016). *ICT in Education and Educational Resear	ch*. P	HI Learning Pvt. Ltd.			
Dutta, B Corporati Ghosh, S Goyal, N Corporati	ion. . (2016). *ICT in Education and Educational Resear A. (2017). *ICT and Education: Pedagogy, Instion.	ch*. P tructio	PHI Learning Pvt. Ltd. n and Learning Proces	ss*. APH Publish		
Dutta, B Corporati Ghosh, S Goyal, M Corporati Gupta, R Corporati	ion. . (2016). *ICT in Education and Educational Resear A. (2017). *ICT and Education: Pedagogy, Instion. ., & Rai, A. (2017). *ICT and Education: Telecontion.	rch*. P tructio ferenc	PHI Learning Pvt. Ltd. n and Learning Proces ing and Distance Learn	ss*. APH Publish ing*. APH Publish		
Dutta, B Corporati Ghosh, S Goyal, M Corporati Gupta, R Corporati Jena, P. L	ion. . (2016). *ICT in Education and Educational Resear A. (2017). *ICT and Education: Pedagogy, Instion. ., & Rai, A. (2017). *ICT and Education: Telecontion. , & Garg, D. (2015). *Challenges of ICT in Educa	rch*. P tructio ferenc tion: T	PHI Learning Pvt. Ltd. n and Learning Proces ing and Distance Learn eachers' Perspective*. P	ss*. APH Publish ing*. APH Publish PHI Learning Pvt. L		
Dutta, B Corporati Ghosh, S Goyal, M Corporati Gupta, R Corporati Jena, P. I Khan, M Global.	ion. . (2016). *ICT in Education and Educational Research. (2017). *ICT and Education: Pedagogy, Institution. ., & Rai, A. (2017). *ICT and Education: Telecontion. , & Garg, D. (2015). *Challenges of ICT in Education. , & Soni, J. (2019). *Open Educational Research.	rch*. P tructio ferenc tion: T ources	PHI Learning Pvt. Ltd. n and Learning Proces ing and Distance Learn eachers' Perspective*. P Adoption and Implem	ss*. APH Publish ing*. APH Publish PHI Learning Pvt. L ientation Issues*.		
Dutta, B Corporati Ghosh, S Goyal, M Corporati Gupta, R Corporati Jena, P. I Khan, M Global.	ion. . (2016). *ICT in Education and Educational Resear M. (2017). *ICT and Education: Pedagogy, Instion. ., & Rai, A. (2017). *ICT and Education: Telecontion. , & Garg, D. (2017). *Challenges of ICT in Education. L., & Soni, J. (2019). *Open Educational Research	rch*. P tructio ferenc tion: T ources	PHI Learning Pvt. Ltd. n and Learning Proces ing and Distance Learn eachers' Perspective*. P Adoption and Implem	ss*. APH Publish ing*. APH Publish PHI Learning Pvt. L nentation Issues*.		

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.

Department of K.U. Kurukshetra

Se	ession: 2024-25		1993. 1993.	
Part	A - Introductio	n <sup>i</sup> i	Colis Indiana	
Name of Programme	M.A. Education			
Semester	Sem- IV	1		
Name of the Course	EDUCATIONA	AL AND VOCATIONA	L GUIDANCE	
Course Code	M24-EDU-402	-	= n perior	
Course Type	CC-12		the second 2	
Level of the course	500-599			
Pre-requisite for the course (if any)	-	A	- instakt i	
Course Learning Outcomes (CLO)	CLO 1. expla	in the Concept, Need &	Types of Guidance	
After completing this course, the learner will be	and also expla	ain the Steps & Strategie	s for Effective	
able to:	Organization of Guidance Services at School Level.			
	CLO 2. elabor	rate Guidance to Group	& Exceptional	
	Children and	Types of Counselling.		
	CLO 3. descri	ibe the concepts & vario	us aspects relating to	
	'Occupational	l Information', 'Job Ana	lysis' and 'Job	
	Satisfaction'.			
	CLO 4. give a	an account of 'Placement	t & Follow-Up	
	Service' and a	also the various Techniq	ues used for	
	information/ o	lata collection for study	of the individual.	
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
Ι	Concept of Guidance	15
	Meaning of Guidance	
	Need and Importance	
	Types of Guidance	
	Educational Guidance	
	Vocational Guidance	
	Personal Guidance	
	Organization of Guidance Services in Schools	leyes
	Principles of Guidance Services	Chairperson of Educar
	Steps & Strategies for Effective Organization of	Departmenkshetra
		K.U. Ruin

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	Guidance Services at School Level				
II	Guidance to Group & Exceptional Children				15
	Meaning & Advantages of Group Guidan	ce			
	Principles and Kinds of Group Guidance				
	Guidance to Exceptional Children				
	Physically Handicapped Children	n			
	Gifted Children				
	Children with Behavioral Proble	ms			
	Types of Counseling				
	Directive Counseling - Concept, Advanta	iges ar	nd Limitat	tions	
	Non-Directive Counseling - Concept, Adv	vantag	es and Li	mitations	
	Elective Counseling - Concept, Advantage	ges and	d Limitati	ons	
III	Occupational Information				15
	Meaning and Need				
	Methods of imparting Occupational Infor	matio	n		
	Sources of Occupational Information in In	ndia			
	Job Analysis & Job Satisfaction				
	Meaning, Types & Purposes of Job Analy	sis			
	Meaning & Factors affecting Job Satisfac	tion			
IV	Placement & Follow-Up Service				15
	Meaning, Functions & Principles of Place	ement	Service		
	Meaning, Characteristics & Purposes of F	Follow	-Up Servi	ice	
	Information & Data Collection Techniques for	Study	of the In	ndividual	
	Standardized and Non-Standardized Tech	nique	s: Anecdo	tal Records.	,
	Biographies, Rating Scale, Case Study, S	ociom	etry, Que	stionnaire,	
	Observation and Interview and Commuta	tive R	ecord Car	rd	·
			Total C	Contact Hou	ı <b>rs</b> 60
	Suggested Evaluation	ion M	ethods		
	Internal Assessment: 30		ŀ	End Term <b>E</b>	xamination: 70
> Th	eory	30	≻ T	heory:	70
Class	Participation:	5		Written	Examination
• Semi	nar/presentation/assignment/quiz/class test etc .:	10			
• Mid-	Term Exam:	15			
	Part C Learning	Reco	MAAG		

Miller, F. W. (1961). Guidance Principles and Services. Ohio Merrill.

Pandey, K. P. (2000). Educational and Vocational Guidance in India. VishwaVidyalaya Prakashan Chowk.

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Robinson, F. P. (1950). Principles and Procedures in student counseling. Harper & Brother

Strang, R. (1949). Counseling Technics in colleges and Secondary Schools. Harpar

Super, D. E. (1949). Apprising Vocational Fitness. Harper and Brother

Taxler, A. E. (1964). Techniques of Guidance. McGraw Hill

Tolbert, E. L. (1967). Introduction of Counseling. McGraw Hill.

S	ession: 2024-25		Y	
Par	t A - Introduction	1 *		
Name of Programme	M.A. Education		520 H	
Semester	Sem- IV		6	
Name of the Course	MENTAL HYG	IENE AND EDUCAT	ION	
Course Code	M24-EDU-403			
Course Type	DEC-3			
Level of the course	500-599			
Pre-requisite for the course (if any)	-		net f	
Course Learning Outcomes (CLO)	CLO 1. explain	n the concepts, aspects a	and goals of Mental	
After completing this course, the learner will be	Health & Mental Hygiene and also elaborate role of Home			
able to:	& Community in Mental Health.			
	CLO 2.describe the Concepts of 'Conflicts', 'Adjustment'			
	& 'Adjustment Mechanisms' and also elaborate relationship			
	between Huma	in Needs and Mental He	ealth.	
	CLO 3.justify relationships of School, Teacher &			
	Curriculum with Mental Health and also state various			
	Diagnostic & I	Remedial Techniques w	.r.t. Mental Health &	
	Mental Hygiene.			
	CLO 4.Critically analyse positive and negative role of			
	religion on Mental Health and also present a picture of role			
	of Yoga in Mo	dern Life.		
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	1 18 30 E	
Instructions for Paper- Setter: The examiner	will set 9 question	ns asking two questions	from each unit and	
one compulsory question by taking course lear	ming outcomes (C	CLOs) into considerati	on. 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	<b>Contact Hours</b>
Ι	Mental Health and Mental Hygiene	15
	Concepts of Mental Health, Wholesome and Abnormal Personality	
	Aspects, Goals of Mental Health	
1	Principles of Mental Hygiene	
	Home, Community and Mental Health	
		1101
	Home, Community & Mental Health	()
	Home, Community & Mental Health Qualities of Healthy Home Environment	Chairperson of Educa

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II	Adjustment and Conflict	1
	Concept and Process of Adjustment	
	Adjustment Mechanism – Subtraction, Withdrawal, Compensation,	
	Sublimation, Rationalization, Projection, Reaction Formation,	
	Conflict: Concert and Types of Conflicts	
	Contract: Concept and Types of Contracts	
	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	
III	School and Mental Health	1
	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	
7	Case Study, Interview, Psycho Analysis, Individual and Group Psycho Therenies and their Usefulness	
	Psychotheranies: Courseling Therapy and its Types	
	Play Therapy, Rational Emotive Psychotherapy, Behaviour Therapy	
IV	Religion and Mental health	1
1,	Secular Perspectives on Mental Health and Well-Being	
	Relationship between Religion and Mental Health	
	Positive and Negative Role of Religion on Mental Health	
	Vaga for Montal Haalth	
	Concept of Voga in Ancient India	
	Yoga as the Scientific Method for the Development of Personality	
	Yoga as the System for Preserving the Mental Health & Accenting	
	Yoga in the Modern life	
	Total Contact hours	6
	Suggested Evaluation Methods	0
	Internal Assessment: 30 End Term Exam	nination:
> Th	eory 30 > Theory:	70
• Class	S Participation: 5 Written Exam	mination
• Semi	Inar/presentation/assignment/quiz/class test etc.: 10	
• Mid-	Part C-Learning Resources	111
	Denart-	of the

#### **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.

ducation Department K.U. Kurukshetra

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S	ession: 2024-25		a	
Par	t A - Introductio	n		
Name of Programme	M.A. Education			
Semester	Sem- IV	Sem- IV		
Name of the Course	ECONOMICS	OF EDUCATION AN	D 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)	CLO 1.write t	he concept & scope of "	Economics of	
After completing this course, the learner will be	Education' an	d critically analyse - 'E	ducation as	
able to:	Consumption	or Investment'.		
	CLO 2. discus	ss the Problems arising i	n the Application of	
	the Concept o	f 'Cost in Education' &	'Cost Benefit	
	Analysis'.			
	CLO 3.explai	n the relationship of Edu	acation & Economic	
	Development	and also reflect on conc	ept & approach to	
	Human Capital Theory.			
	CLO 4. elabor	rate the scope & rational	le of 'Manpower	
	Forecasting' a	and also the dynamics of	f'Educated	
	Unemployment.			
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 question	ons asking two question	s from each unit and	
one compulsory question by taking course lear	rning outcomes (	CLOs) into considerati	ion. The compulsory	

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
Ι	Economics of Education	15
	Meaning & Concept	
d' adea	Aims & Scope	
	Need & Significance	
	Education as Consumption or Investment	
	Education as Consumption	
	Education as Investment	Λ
1	Critical Anaysis - Education as Investment or Consumption	V A
		Challer 110
II	Cost of Education	Departerson 15
	Components of Education Cost	K.U. Kmentlof Educ
- erss		wurukshetra aucation

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	Methods of Determining Cost		I	
	Broblems arising in the Application	of the	Concept of Cost in	~
	Education	or the	Concept of Cost in	
	Education		-	
	Ponofits of Education			
	Concept of Cost Benefit Analysis			
	Concept of Cost Benefit Analysis	Data of	f Poturn Analysis and	
	its Limitations	e Kale O	r Keturni Anarysis anu	
	Limitations of Cost Benefit Analysis			
	Emmations of Cost Denont Amarysis			
III	Education and Economic Development			15
	Concept of Growth and Development			
	Education and Economic Development			
	Factors affecting contribution to Econom	ic Growt	th Development	
	Growth producing Capacities, Difficulti	es involv	vement in Calculation	
	of Contributions of Education to Econom	nic Grow	vth	
	Human Capital: Concept & Approach			
	Meaning & Concept			
	Education as Industry			
	Issues of Economics of Education			
	Critician against Human Canital Theory			
	Criticism against Human Capital Theory			
IV	Manpower Requirement			15
	Meaning & Scope		2	
	Manpower Forecasting			
	Difference in Forecasting and Projection			
	Rationale of Manpower Forecasting			
	Limitations of Forecasting			
	Approaches of Forecasting			
	Educated Unemployment			
	Causes & Problems			
	Effects of Unemployment on Economy a	nd their	Remedies	
	Linking of Education with Job Apprehen	sion		
	Self-Employment			
	1		Total Contact hours	60
	Suggested Evalua	tion Me	thods	
	Internal Assessment: 30		End Term Exa	mination: 70
> The	eory	30	> Theory:	70
Class	Participation:	5	Written Ex	amination
• Semi	nar/presentation/assignment/quiz/class test etc.:	10		A
• Mid-	ferm Exam:	15		1 anew
D	Part C-Learning	g Resou	rces (	chairperson of I
Recom	nended Books/e-resources/LMS:	<b>r</b>	Durt	Departmenteshet
viex V	Alexender (1983). Human Capital Approach to	Economi	c Development. New	Deini: Metropolit

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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.

Department of Education K.U. Kurukshetra

M.A. (Education)-NEP2020(S&S)/2024

	S	ession: 2024-25		70	
A Star	Par	t A - Introduction	÷	a sector)	
Name of P	rogramme	M.A. Education			
Semester		Sem- IV		-	
Name of t	he Course	LIFE SKILLS E	DUCATION	4194 2	
Course Co	ode	M24-EDU-406		n in self-st P	
Course Ty	pe	DEC-4	10.0	n somtes	
Level of th	ne course	500-599		and the second	
Pre-requis	ite for the course (if any)	-		i Hau R	
Course Le	earning Outcomes (CLO)	CLO 1. explain	the concept, compone	ents & importance life	
After comp	oleting this course, the learner will be	skills including	Core Life Skills laid d	lown by WHO.	
able to:		CLO 2.elaborat	te the role of Life Skill	in Self-Managemen	
		& Social Interaction.			
		CLO 3. reflect on various aspects of Communication Skills			
		& Team Skills.			
		CLO 4. describe Presentation Skills and explain in detail the			
		ways of Manag	ing Personal Finances.	r albu-f-	
Credits	g - 81	Theory	Practical	Total	
		4	0	4	
Teaching	Hours per week	4	0	4	
Internal A	ssessment Marks	30	0	30	
End Term	Exam Marks	70	0	70	
Max. Mar	ks	100	0	100	
Examinati	on Time	3 hours			
	Part B-	Contents of the (	Course	v	
Instruction	is for Paper- Setter: The examiner	will set 9 question	s asking two question	s from each unit and	
one compu	lsory question by taking course lear	ming outcomes (C	LOs) into considerati	ion. The compulsory	
question (Q	Question No. 1) will consist at least 4	parts covering enti	ire syllabus. The exam	inee will be required	
to attempt :	5 questions, selecting one question fro	om each unit and t	he compulsory question	on. All questions will	
carry equal	marks.				
Unit	Т	opics		<b>Contact Hours</b>	

. . . . 

Unit	Topics	Contact Hours
Ι	Introduction to Life Skill	15
	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	
II	Life Skills for Self-Management	15
	Self Esteem, Self-Awareness & Self-Control	Calles
	Emotional Quotient and Social Quotient	Champerson of Education
	Developing Positive Thinking and Assertiveness	K.U. Kurukshetra
M.A. (Edu	ucation)-NEP2020(S&S)/2024	Page 64

M.A. (Education)-NEP2020(S&S)/2024

	Life Skills for Social Interaction			
	Emotional Skills - Stress and Strain			
	Conflict Resolution - Steps and Stages			
	Universal Human Values			
III	Communication Skills			15
	Concept and Types of Effective Commu	nication		
	Barriers in Effective Communication			
	Public Speaking			
	Team Skills			
	Effective Listening			
	Brainstorming		· · · · ·	
	Social and Cultural Etiquette			
IV	Presentation Skills			15
	Concept and Types			
	Handling Questions, Opening and Closi	ng Prese	entation	
	Using Presentation Tools	C		
	Managing Personal Finances			
	Budgeting			
	Saving and Investing			
	Strategies for Managing Personal Finance	es		
			<b>Total Contact hours</b>	60
	Suggested Evaluation	ation M	ethods	
	Internal Assessment: 30		End Term Exa	mination: 70
> Th	eory	30	> Theory:	70
• Class	Participation:	5	Written Exa	mination
• Semi	nar/presentation/assignment/quiz/class test etc.:	10		
• Mid-	Term Exam:	15		
			urces	and the second sec
	Part C-Learnin	g Reso		
Recom	Part C-Learnin nended Books/e-resources/LMS:	g Reso		Co., 1 1484 (21), 384
Recom	Part C-Learnin nended Books/e-resources/LMS: Richard, ed. Coping with Stress in a Changin	g <b>Reso</b>	d. New York: McGraw	Hill College
Recom Bloona, Divi	Part C-Learnin nended Books/e-resources/LMS: Richard, ed. Coping with Stress in a Changin sion, 1999.	g <b>Keso</b> g Worl	d. New York: McGraw	Hill College
Recom Bloona, Divi Dahama	Part C-Learnin nended Books/e-resources/LMS: Richard, ed. Coping with Stress in a Changin sion, 1999. O.P., Bhatnagar O.P. (2005). Education and C	g Worl	d. New York: McGraw ication for Developmen	Hill College t, (2nd Edn.),
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Recom Bloona, Divi Dahama Oxfo Debra M Edu Eckenroc Cataria, publ Nair. A. Insti Saravana SCERT. Sengarar	Part C-Learnin nended Books/e-resources/LMS: Richard, ed. Coping with Stress in a Changin sion, 1999. O.P., Bhatnagar O.P, (2005). Education and C ord& BH Publishing Co. Pvt. Ltd. New Delhi. cGregor, (2007). Developing Thinking; Develop cation, Open University Press, New York, USA le, John, ed. The Social Context of Coping. New Y Pooja, Conflict Resolution: conflict: forms, caus ications Pvt. limited 2007 Radhakrishnan, (2010). Life Skills Training for tute of Youth Development, Tamil Nadu. kumar, A R Life Skill Education Through Lifelon Life Skills Education-Guidebook for Teachers (So velu, G. (2011). Education in Emerging Indian So 'erma Development of Life Skill-II, Vikas Publish	g Worl ommun oing Lea (ork: Plases and or Positing Learn (CERT) ciety, N ing Hou	d. New York: McGraw ication for Developmen arning - A guide to thin enum Press, 1991. methods of resolution, ive Behavior, Rajiv Ga ing, Lulu Publication eel Kamal Publication P use	Hill College t, (2nd Edn.), nking skills in Deep & Deep ndhi National
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S	ession: 2024-25		*5	
Par	t A - Introduction	n v <sub>i</sub>		
Name of Programme	M.A. Education			
Semester	Sem- IV		· · · · · · · · · · · · · · · · · · ·	
Name of the Course	INCLUSIVE A	ND SPECIAL EDUC	ATION	
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)	CLO 1.acquain	nt the concepts and sco	ope of inclusive and	
After completing this course, the learner will be	special educati	ion, exceptionality, gui	idance and counseling	
able to:	for exceptional children.			
	CLO 2. elaborate different identification and intervention			
	programmes for	or children with specia	l needs.	
	CLO 3.develo	p awareness and skills	about different	
	educational programmes for children with diverse needs.			
	CLO 4. describe policies and programmes with reference to			
	children with o	diverse needs.		
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	a sea to intil a	
Instructions for Paper- Setter: The examiner	will set 9 question	ns asking two question	ns 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
Ι	Introduction of Inclusive and Special Education	15
2.5	Historical perspective of special Education	2 - 2 - C
	Concept and scope of Inclusive and Special Education	1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 19
	Difference between Integrated and Inclusive Education	1 No. 1 181
1	Continuum of Inclusive and special education alternative programmes.	
	Concept and context of Diversity and Special Education	
	Types of Diversities	flan 1
	Diversity as per NEP 2020	1 and as
	Needs and Problems of Children with Diverse Needs	Charperson
	Guidance and Counseling for Children with Diverse Needs	Department of Educatio
II	Education of Children with Physical Impairements	K.U. Kurlisshetra
	Concept and Characteristics	

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~	Etiology			10, 2000
	Educational Brogrammas			
	Educational Programmes			
	Education of Children with Intellectual Deficits			
	Concept and Classification			
	Etiology and intervention			
	Educational Programmes for Children w	th Inte	ellectual Deficit	
III	Education of Children with Visual Impairemen	t		15
	Concept and Characteristics		s	
	Etiology and Intervention			
	Educational Programmes			
	Education of Children with Hearing Impaireme	nt		
	Definition, Characteristics and Types		-	
	Identification and Etiology			
	Education and Intervention Programmes			
IV	Education of Gifted & Creative Children	19 (L)		15
	Definition Characteristics and Problems		- 1	
	Identification			
	Education Programmes			
	Provisions for Learners with Diverse Needs in N	ation	al Policies and	
	Programmes.			
	The Persons with Disabilities Act (1995)			
	National Trust Act (1999)			
	National Policies for Persons with Disabi	lities (	2006)	
	The Rights for Persons with Disabilities A	Act (20	016)	
	National Education Policy,2020			
			<b>Total Contact hours</b>	60
	Suggested Evaluati	on M	ethods	
	Internal Assessment: 30		End Term Exa	mination: 70
> The	eory	30	> Theory:	70
• Class	Participation:	5	Written Exa	mination
• Semi	nar/presentation/assignment/quiz/class test etc .:	10		

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#### **Recommended Books/e-resources/LMS:**

Ashman, A. &Elkins, J. (2002). Educating Children with Special Needs. FrenchForest, 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 SpecialEducation, 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: AtlanticPublisher and distributors (PLtd.)

Dunn, L. & Bay, D.M. (Education.) (1973). Exceptional Children in theSchools, New York: Holt, Rinehart Winston.

Hallahan D.P & Kauffman, J.M. (1991). Exceptional Children: Introduction toSpecial 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, Jallandhar: 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, Taskand Setting, Massachusetts, London: Allyn &Bacon.

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	S	ession: 2024-2	5		
	Par	t A - Introduc	tion		
Name o	of the Programme	M.A. Educatio	on		
Semeste	er	Sem- IV			
Name o	of the Course	Enhancing R	esearch Potential		
Course	Code	M24-EDU-40	9		
Course	Туре	PC-4			
Level o	of the course	500-599			
Pre-req	uisite for the course (if any)	-			
Course	Learning Outcomes (CLO)	CLO 1. writ	te Research Papers for repu	ited Journals.	
After co	ompleting this course, the learner will be	CLO 2. develop Research Tool.			
able to:		CLO 3. write Book Review.			
		CLO 4. compile & edit Abstracts & Review			
		Works & Books.			
Credits	5	Theory	Practical	Total	
		0	4	4	
Teaching Hours per week		0	8	8	
Interna	l Assessment Marks	0	30	30	
End Te	erm Exam Marks	0	70	70	
Max. N	Aarks	0	100	100	
Examin	nation Time	0			
	Part B-	Contents of th	he Course		
	Practical	8		Contact Hou	
	Unit1:			30	
	Writing 02 Research Papers for Journa	l on any issues	relating to Education		
	Unit2:		30		
	Developing Research Tool				
	Unit3:		30		
	Writing Book Review				
	Unit4:		30		
	Compiling & Editing Abstracts, Review	ws of Research	Works & Books		
			<b>Total Contact Hours</b>	120	
	Suggest	ed Evaluation	Methods		
	Internal Assessment: 30		End Term Exa	mination: 70	
> Pi	racticum	3	0 Activity record & Viva-Voce	70	
Acti	ivity record & Viva-Voce		Activity record & Viva-	Voce	

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S	ession: 2024-25		15	
Part	A - Introduction	1	an and	
Name of the Programme	M.A. Education		Sector Contractor	
Semester	Sem- IV	A		
Name of the Course	ENTREPRENEU	RSHIP IN EDUCATIO	DN	
Course Code	M24-EDU-410			
Course Type	EEC			
Level of the course	500-599		and a	
Pre-requisite for the course (if any)	-		ad at the	
Course Learning Outcomes (CLO)	CLO 1.describe	e in detail the concepts	of 'Entrepreneurship'	
After completing this course, the learner will be	and 'Entreprene	eurial Mindset'.		
able to:	CLO 2.elaborat	te the Entrepreneurial C	Competencies &	
	Effectiveness a	nd also the role of Educ	cation.	
	CLO 3. reflect	on the relationship of E	ducation and	
	Entrepreneursh	ip and also the need of	integration of EE in	
	Curriculum at H	Higher Education and S	trategic Development	
	Plans.			
	CLO 4. appreci	ate the dynamic change	es happening in the	
	economy and discuss the National Schemes for Skill &			
	Entrepreneursh	ip 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 C	Course		
Instructions for Paper- Setter: The examiner	will set 9 question	s asking two questions	from each unit and	

**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	<b>Contact Hours</b>
Ι	Entrepreneurship: Concept & Influencing Factors	
	Concept, Functions, Need Advantage and Limitations of	
	Entrepreneurship	effective former
	Factors Influencing Entrepreneurship	
	Theoretical Foundations & Process of Entrepreneurship	
	Barriers in Entrepreneurship	diel a
	Entrepreneurship in Indian Scenario	ASA - We tion
II	Entrepreneurs: Competencies & Effectiveness Depart	ment of Education
	K II K	urukshetra

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	Meaning, Nature & Scope of Entrepren	eurial E	ducati	ion (EE)	
	Needs & Significance of Entrepreneuri Role of Education in Developing Entre	al Educa preneuri	al Mi	ndset	
	to a fee in Curriculum.				7.5
IV In	Integration of EE in Curriculum.	ım			
	Integration of EE Policies in Strategic	Develop	ment	Plans	
	Supporting EE in Higher Education				
	Integrating EE in Curriculum: Issues &	c Challer	nges	-	
			Tota	l Contact Hours	30
	Practical				<b>Contact Hours</b>
					30
	C I England	tion Me	thade		
	Suggested Evalua	tion Mic	thous		
	Internal Assessment: 15		tiious	End Term Exa	mination: 35
> Theory	Internal Assessment: 15	10	×	End Term Exa Theory:	mination: 35 20
<ul><li>Theory</li><li>Class Par</li></ul>	Internal Assessment: 15	<b>10</b> 4	>	End Term Exa Theory: Written Exa	mination: 35 20 amination
<ul> <li>Theory</li> <li>Class Par</li> <li>Seminar/j</li> </ul>	Suggested Evalua         Internal Assessment: 15         //       //         ticipation:       //         presentation/assignment/quiz/class test etc.:	10 10 4 -	×	End Term Exa Theory: Written Exa	mination: 35 20 amination
<ul> <li>Theory</li> <li>Class Par</li> <li>Seminar/j</li> <li>Mid-Term</li> </ul>	Internal Assessment: 15 // ticipation: presentation/assignment/quiz/class test etc.: n Exam:	10 4 - 6	×	End Term Exa Theory: Written Exa	mination: 35 20 amination
<ul> <li>Theory</li> <li>Class Par</li> <li>Seminar/p</li> <li>Mid-Term</li> <li>Practice</li> </ul>	Suggested Evalua         Internal Assessment: 15         //       //         ticipation:       //         presentation/assignment/quiz/class test etc.:       //         n Exam:       //         cum       //	10 4 - 6 5	> >	End Term Exa Theory: Written Exa Practicum	mination: 35 20 amination 15
<ul> <li>Theory</li> <li>Class Par</li> <li>Seminar/j</li> <li>Mid-Term</li> <li>Practic</li> <li>Class Par</li> </ul>	Suggested Evalua         Internal Assessment: 15         //       //         ticipation:       //         presentation/assignment/quiz/class test etc.:       //         n Exam:       //         cum       //         ticipation:       //	10 4 - 6 5 -	> >	End Term Exa Theory: Written Exa Practicum Activity record a	mination: 35 20 amination 15 and Viva-Voce
<ul> <li>Theory</li> <li>Class Par</li> <li>Seminar/j</li> <li>Mid-Term</li> <li>Practic</li> <li>Class Par</li> <li>Seminar/j</li> </ul>	Suggested Evalua         Internal Assessment: 15         //       //         ticipation:       //         presentation/assignment/quiz/class test etc.:       //         n Exam:       //         cum       //         ticipation:       //         Demonstration/Viva-voce/Lab records etc.:	10 4 - 6 5 - 5	> >	End Term Exa Theory: Written Exa Practicum Activity record a	mination: 35 20 amination 15 and Viva-Voce
<ul> <li>Theory</li> <li>Class Par</li> <li>Seminar/I</li> <li>Mid-Term</li> <li>Practice</li> <li>Class Par</li> <li>Seminar/I</li> <li>Mid-Term</li> </ul>	Internal Assessment: 15 v ticipation: presentation/assignment/quiz/class test etc.: m Exam: cum ticipation: Demonstration/Viva-voce/Lab records etc.: m Exam:	10 4 - 6 5 - 5 -	>	End Term Exa Theory: Written Exa Practicum Activity record a	mination: 35 20 amination 15 and Viva-Voce

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, A

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