Kurukshetra University, Kurukshetra

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

("A++" Grade, NAAC Accredited)

Syllabus of the Programme

for

Post Graduate Programme

M.A. Education

as per NEP 2020
Curriculum and Credit Framework for Postgraduate Programme

With Multiple Entry-Exit, Internship and CBCS-LOCF
With effect from the session 2024-25 (in phased manner)

DEPARTMENT OF Education

FACULTY OF Education

KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119

HARYANA, INDIA

SYLLABUS

Session: 2024-25

Part A - Introduction

Name of Programme	M.A. EDUCATION
Semester	I
Name of the Course	**PHILOSOPHICAL FOUNDATIONS OF EDUCATION**
Course Code	M24-EDU-101
Course Type	CC-1
Level of the course	400-499
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: define and analyse the concept of Education & Philosophy and explain the relationship between them. CLO 2: elaborate the contribution of Indian Schools of Philosophy and Indian Philosophers in Education. CLO 3: explain the role of Western Schools of Philosophy and their Implications in the field of Education. CLO 4: describe the concept of Knowledge and their relevance to the field

Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

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

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

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	Buddhism Jainism **Contribution of Indian Philosophers to Education** Swami Vivekananda Rabindranath Tagore Mahatma Gandhi Sri Aurobindo		15
III	**Western School of Philosophy** (with special reference to the Concepts of Metaphysics, Epistemology, and Axiology; their Educational Implications for Aims, Contents, Methods of Teaching & Evaluation and other aspects of Education) Idealism Naturalism Pragmatism **Modern Western Philosophies** (with special reference to the Concepts of Metaphysics, Epistemology, and Axiology; their Educational Implications for Aims, Contents, Methods of Teaching & Evaluation and other aspects of Education)Realism Realism Existentialism Marxism		15
IV	**Social Philosophy of Education** Freedom and Discipline Equality & Equity Democracy & Responsibility **Unveiling the Essence of Knowledge** Nature of Knowledge Types & Sources of Knowledge Methods of acquiring Knowledge		15
		Total Contact Hours	60

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

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Abdi, A. A. (2012). Decolonizing Philosophies of Education: An introduction. In *Decolonizing philosophies of education* (pp. 1-13). Brill.

Carr, D., Bailey, R., McCarthy, C., & Barrow, R. (2010). The philosophy of education and educational

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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.

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Part A - Introduction

Name of Programme	M.A. EDUCATION
Semester	I
Name of the Course	**SOCIOLOGICAL FOUNDATIONS OF EDUCATION**
Course Code	M24-EDU-102
Course Type	CC-2
Level of the course	400-499
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: explain the relationship of Sociology and Education and will also be able to describe the relevance of Social Principles in the Education. CLO 2: elaborate the concepts and educational implications of Socialization, Social Stratification and Social Mobility. CLO 3: state the meaning and concept of a Social Change and will also be able to justify the role of various Social Theories in Social Change. CLO 4: enlist & describe various Social Determinants of Education as well as will be able to elaborate various forms of Social Interactions.

Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.
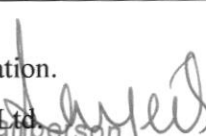
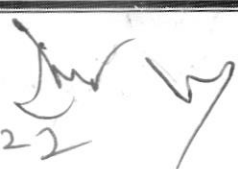| Unit	Topics	Contact Hours
I	**Educational Sociology** Concept and Nature Relationship of Sociology and Education **Social Principles in Education** Concept of Equity and Equality Application of Social Principles to the Education of Socially and Economically Disadvantaged Sections of the Society with special reference to Scheduled Castes, and Scheduled Tribe, Women and Rural	15

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II	**Concept and Agencies of Socialization**		
	Meaning, Concept and Agencies of Socialization: Family, School, Society and Community		
	Role of Education in Socialization		
	Social Stratification and Mobility		
	Meaning, Characteristics, Types and Educational Implications of Social Stratification		
	Meaning, Characteristics, Types and Educational Implications of Social Mobility		15
III	**Education and Social Change**		
	Social Change: Meaning, Concept, Forms and Nature		
	Determinants of Social Change and relationship of Education and Social Change with special reference to India		
	Sociological Theories of Social Change		
	Marxian (Conflict) Theory of Social Change		
	Evolutionary Theories - Emile Durkheim and Talcott Parsons (Neo-Evolutionary Theory)		
	Integral Humanism (based on 'Swadeshi')		
	Realism		15
	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		15
		Total Contact Hours	60

Suggested Evaluation Methods

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

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Boronski, T. & Hassan, N.(2015). Sociology of Education, Los Angeles: Sage Publication.

Francis, A. & Margan, J. (2002).Sociological Thought. New Delhi: Mc. Millan India Ltd.

Gore, M.S. (1984) Education and Modernization in India. Rawat Publishers, Jaipur

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Grusky, D. B. (2014). Social Stratification: Class, Race, and Gender in Sociological Perspective (4th ed.). Boulder: Westview Press. ISBN 978-0813346717

Hallinan, M.T. (2006). Handbook of the Sociology of Education, New York: Springer Publication.

Hanighurst, Robert et al. (1995) Society and Education, Allyen and Bacon, Baston

Jayapalan N. (2001). Sociological Theories. New Delhi: Atlantic Publishers and Distributers.

Kamat, A.R. (1985) Education and Social Change in India. Bombay: Samaiya Publishing Co (Chapter1, Pg 5-10)

Lisa, M. (2006). The Practical Skeptic: Core concepts in Sociology. 3rd Ed. New York, NY: Mc. Graw Hill.

M.H.R.D. (1990) Towards an Enlightened and Human Society. Department of Education, New Delhi

Maubnhein K. ET. Al. (1962). An Introduction to sociology of Education Rutledge and Kegan Paul, London

Pandey, K.P. (1983) Perspective in Social Foundations of Education, Amitash Prakashan, Gaziabad

Saxena, S. ((2001) Philosophical and Sociological Foundations of Education. Meerut: Surya publications.

Schneider, B. (2018). Handbook of the Sociology of Education in the 21stCentury, Springer International Publishing.

Singh, B.N. (2005) Education: Social Change and Economic Development, Jaipur: RBSA Publishers.

Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.

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Part A - Introduction

Name of Programme	M.A. EDUCATION
Semester	I
Name of the Course	**PSYCHOLOGICALFOUNDATIONS OF EDUCATION**
Course Code	M24-EDU-103
Course Type	CC-3
Level of the course	400-499
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: elaborate the methods of Educational Psychology and also explain the process of Growth and Development during Adolescence. CLO 2: describe the concept, determinants & educational implications of 'Individual Differences' and 'Personality'. CLO 3: discuss the meaning, theories & educational implications of 'Intelligence' and 'Learning'. CLO 4: explain the concept & theories '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
I	**Meaning and Methods of Educational Psychology** Relationship of Education and Psychology Scope of Educational Psychology Methods of Educational Psychology Experimental Clinical Differential **Growth and Development during Adolescence** (including Physical, Social, Emotional & Mental Development)	15

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II	**Individual Differences**
	  Concept and Areas
	  Determinants: Role of Heredity and Environment in developing Individual Differences
	  Implications of Individual Differences for organizing Educational Programmes
	
	Personality
	  Meaning and Determinants
	  Type and Trait Theories
	  Assessment of Personality by Subjective and Projective Techniques
			15

III	**Intelligence**
	  Definition and Nature of Intelligence
	  Theories of Intelligence
	    Two Factor Theory (Spearman)
	    Multi Factor Theory (Thorndike)
	    Group Factor Theory (Thrustone)
	    Model of Intelligence (Guilford)
	  Measurement of Intelligence (two verbal and two non-verbal tests)
	
	Learning
	  Meaning & Nature
	  Theories of Learning and their Educational Implications
	    Pavlov's Classical Conditioning Theory
	    Skinner's Operant Conditioning Theory
	    Learning by Insight Theory
			15

IV	**Motivation in Classroom**
	  Concept of Motivation
	  Theories of Motivation
	    Murray's Need Theory of Motivation
	    Psycho-Analytical Theory of Motivation
	    Maslow's Theory of Hierarchy of Needs
	  Factors affecting Motivation in the Classroom
	
	Understanding Creativity
	  Concept & Characteristics
	  Development of Creativity among Students
	  Importance of Creativity in Education
			15

		Total Contact Hours	60

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

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Abramson, Paul, R. (1980). Personality, New York: Holt Rinehart and Winston

Allport, G.W. (1954), Personality, New York, Holt, 1954

Allport, G.W. (1961): 'Pattern and Growth in Personality', New York: Rinehart and Winston

Andrews, T.W. (Ed.): (1961), Methods in psychology', New York: John Wiely and Sons, Inc.

Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growth and Development, New York, Holt, Rinehart and Winston

Baurn, A., Newman, S.M West R., & Mc. Manus C., (1997)Cambridge Handbook of Psychology, health & Medicine, University Press

Douglass, O.B. Holl and B.P. (1948): Foundations of Educational Psychology, New York: The Mac. Millan Co.

Gagne, R.M. (1977): The Conductions of Learning, New York, Chicago, Holt, Rinehart and Winston

Gates A .T ET. Al. (1963). Educational Psychology, New York: MacMillan

Gaut, B. (2010). The philosophy of creativity. *Philosophy Compass*, 5(12), 1034-1046.

Hattie, J., Hodis, F. A., & Kang, S. H. (2020). Theories of motivation: Integration and ways forward. *Contemporary Educational Psychology*, 61, 101865.

Hilgard, E.R.: Theories of learning , New York: Appleton Century Crafts

Kundu, C.L. & Tutoo, D.N. (1988). Educational Psychology, New Delhi Sterling Publishers Private Ltd.

Kundu, C.L. (1984). Educational Psychology, Delhi: Sterling Publishers.

Matthews, G., Deary, I. J., & Whiteman, M. C. (2003). *Personality Traits*. Cambridge University Press.

Mischel, W. (2013). *Personality and Assessment*. Modern Life, BoS. (1974)Personality Theories, New York, Harper

Pritchard, A. (2017). *Ways of Learning: Learning Theories for the Classroom*. Routledge.

Shanker Udey, (1965). Development of Personality

Steel, P., & König, C. J. (2006). Integrating Theories of Motivation. *Academy of Management Review*, 31(4), 889-913.

Sternberg, R. J. (2006). The Nature of Creativity. *Creativity Research Journal*, 18(1), 87.

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Part A - Introduction	
Name of Programme	M.A. EDUCATION
Semester	I
Name of the Course	**EDUCATIONAL STUDIES**
Course Code	M24-EDU-104
Course Type	CC-4
Level of the course	400-499
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1:elaborate the concept, need, agencies & scope of Education. CLO 2:explain the Structure & System of Education in India and also the need & importance of 'Distance Education' and 'Educational Bodies'. CLO 3:discuss the Constitutional Provisions, Acts and National Programmes / Schemes in India w.r.t. Education. CLO 4:reflect on the main National Issues and Concerns in Education.

Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course		

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

Unit	Topics	Contact Hours
I	**Concept, Need and Agencies of Education** Meaning, Nature & Concept (Narrow and Broader) of Education Agencies of Education Need and Importance of Education National and Global Perspective **Scope of Education** Education as Phenomenon	15

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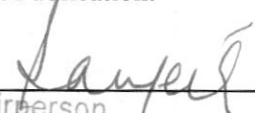Department of Educa
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	Education as Practice Education as Field of Study		
II	**Structure and System of Education in India** Educational Structure at Central, State, District, Block and Village Level System of Education in India Higher Education Secondary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

Suggested Evaluation Methods			
Internal Assessment: 30		**End Term Examination: 70**	
➤ Theory	30	➤ Theory: 70	

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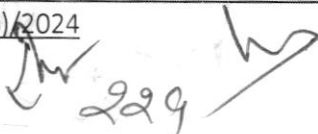Department of Education
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• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Cole, M. (2011). Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class. NY: Routledge.

Govinda, R. & Diwan, R. (2003). Community Participation and Empowerment in Primary Education. New Delhi: Sage Publication.

Govinda, R. (2011). Who goes to School? : Exploring Exclusion in Indian Education. New Delhi: Oxford University Press.

Govt. of India. (1948). University Education Commission. New Delhi: Govt. of India.

Govt. of India. (1952). Secondary Education Commission. New Delhi: Govt. of India.

Govt. of India. (1964). Indian Education Commission. New Delhi: Govt. of India.

Govt. of India. (1986). National Policy of Education. New Delhi: Govt. of India.

Govt. of India. (1992). Programme of Action. New Delhi: Govt. of India.

Habib, S. I. (2010). Moulana Abdul Kalam Azad and the National Education System. New Delhi: NUEPA.

Jandhyala, B. T. G. (2003). Education Society and Development: National and International Perspective. New Delhi: APH Publishing Corporation.

Mehta, A. C. (2014). Elementary Education in India: Where do we Stand. New Delhi: NUEPA.

MHRD. (2000). SSA. New Delhi: MHRD.

MHRD. (2009). RAMSA. New Delhi: MHRD.

MHRD. (2010). RTE Act. New Delhi: MHRD.

MHRD. (2013). RUSA, National Higher Education Mission. New Delhi: MHRD.

Narula, M. (2006). Quality in School Education: Secondary Education and Education Boards. New Delhi: Shipra Publication.

NCERT. (2005). NCF. New Delhi: NCERT.

NCTE. (2009). NCFTE. New Delhi: NCTE.

NUEPA. (2004). Sabke Liye Shiksha: Vishawa Monitoring Report 2002. New Delhi: NUEPA.

Pandit, K. (2003). Educational Sociology. New Delhi: ABD Publishers.

Prakash, V. & Biswal, K. (2008). Perspective on Education and Development: Revisiting Education Commission and After. New Delhi: Shipra Publication.

Rao, K. S. (2009). Educational Policies in India: Analysis and Review of Promise and Performance. New Delhi: NUEPA.

Sharma, R. K. & Chouhan, S. S. (2006). Sociology of Education. New Delhi: Atlantic Publishing Corporation.

Sood, N. (2003). Management of School Education in India. New Delhi: APH Publishing Corporation.

Stella, A. & Sudhanshu, B. (2011). Quality Assurance of Transnational Higher Education, the Experience of Australia and India. New Delhi: NUEPA.

Sujhata, K. & Rani, G. (2011). Development of Secondary Education in India: Access, Participation and Delivery Mechanism and Financing. New Delhi: Shipra Publication.

Sujhata, K. & Rani, G. (2011). Management of Secondary Education in India. New Delhi: Shipra Publication.

Yazail, J. (2003). Globalization and Challenges of Education. New Delhi: Shipra Publication.

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Part A - Introduction	
Name of the Programme	M.A.EDUCATION
Semester	I
Name of the Course	**Expository Writing and Self Development**
Course Code	M24-EDU-105
Course Type	PC-1
Level of the course	400-499
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1:write Essay/ Article and present Seminar with PPT. CLO 2:participate in Panel/ Group Discussion and present Content Analysis/ Report on Events/ News. CLO 3:give analytical Report Card on Self-Development CLO 4:organize & report activities.

Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	--	

Part B- Contents of the Course	
Practicals	**Contact Hours**

SUGGESTED ACTIVITIES	Contact Hours
Unit:1 Writing Essay/ Articles on any issue relating to Education Seminar Presentation with PPT (on any one Topic from the field of Education)	30
Unit:2 Student's Discussion (Panel/ Group Discussion) Content Analysis & Reporting any one Event/ News (from Electronic/ Print Media) related to field of Education.	30
Unit:3 Presenting an Analytical Report Card on Self Development – Personal Development Plan (PDP)	30

Unit:4
Activities may be organized (in small groups) in the following given Areas (any one); and students are required to prepare and submit a Report of the same:
    Gender Issues
    Inclusive Education
    Health & Physical Education
    Mental Hygiene
    Yoga & Well Being
    Socio-Environmental Issues
    Awareness against Drug Abuse
    Political Sensitization
	30

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

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Name of the Programme	M.A.EDUCATION
Semester	I
Name of the Course	SEMINAR
Course Code	M24-EDU-106
Course Type: (CC/DEC/PC/Seminar/CHM/OEC/EEC)	Seminar
Level of the course	400-499
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: deliver seminar effectively on the topics relating to education.

Credits	Seminar
	2
Teaching Hours per week	2
Max. Marks	50
Internal Assessment Marks	0
End Term Exam Marks	50
Examination Time	1 hour

Instructions for Examiner: Evaluation of the seminar will be done by the internal examiner(s) on the parameters as decided by staff council of the department. There will be no external examination/viva-voc examination.

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Part A - Introduction

Name of Programme	M.A. EDUCATION
Semester	II
Name of the Course	**CONTEMPORARY ISSUES IN INDIAN EDUCATION**
Course Code	M24-EDU-201
Course Type	CC-5
Level of the course	400-499
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: the education system in Vedic, Buddhist, Medieval and British Period of India. CLO 2:. the salient features & significance of various education commissions during pre and post independent period of India. CLO 3: about various national policies and issues related to universalization & vocationalization of Education and education for disadvantaged segments of the society. CLO 4: discuss the equity, equality and quality issues in education.

Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

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

Unit	Topics	Contact Hours
I	**Education in India during** Vedic period Buddhist period Medieval period **Education in India during British period** Maculay's minutes and Bentick resolution of1835 Wood's Despatch of1854 Lord Curzen's educational Policy, Growth of national consciousness	15

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II	**Pre Independent Education Commissions in India** Recommendations of Indian Education Commission 1882,itsinfluence on the subsequent development of Education Essential features of Sadler commission report –1917 Terms of reference & recommendations of Wardha scheme of education-1937 **Post Independent Education Commissions in India** University Education Commission1948-1949 Secondary Education commission1952-5 Indian Education Commission 1964-66	15
III	**Educational Policies** National Policy of Education1968 National policy of Education1986 & Revised POA 1992 National Education Policy-2020 **Issues Related to** Universalization of Education and related issues such as retention / completion rates in elementary schools Vocationalization of Education- concept, challenges and recommendation Status of Education of Socially disadvantaged segments namely SC, ST, OBC, Women, PwDs and Minorities	15
IV	**Education Related to** Fundamental Rights and Duties : Article 14,15,16,21(A), 30 and 51(A) Quality and excellence at all levels Social equity providing equality of Educational opportunities **Issues Pertaining to** Open learning and Distance Education system Education for Human values and life skills Emotional integration and international understanding in the context of globalization	15

	Total Contact Hours	60

Suggested Evaluation Methods			
Internal Assessment: 30		**End Term Examination: 70**	
➤ **Theory**	30	➤ **Theory:**	70
• Class Participation:	5	Written Examination	

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• Seminar/presentation/assignment/quiz/class test etc.:	10
• Mid-Term Exam:	15

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Bush, T. (2009). Leadership development and school improvement: Contemporary issues in leadership development. Educational review, 61(4), 375-389.

Gannon, S., & Somerville, M. (Eds.). (2014). Contemporary issues of equity in education. Cambridge Scholars Publishing.

Govt. of India, report of the University Education Commssion,(1949) Vol-I,Simla.

Kauffman, J. M., Nelson, C. M., Simpson, R. L., & Ward, D. M. (2017). Contemporary issues. In Handbook of special education (pp. 16-28). Routledge.

M.H.R.D, Report of the University Education Commission (1948), Ministry of Education, New Delhi, Govt. ofIndia.

M.H.R.D. Challenges of Education (1985). A policy perspective, Ministry of Education, New Delhi, Govt. of India.

M.H.R.D. Report of the Secondary Education Commission (1952). Ministry of Education, New Delhi, Govt. of India.

Niak J.P. (1963) The role of govt. of India, Ministry of Education.

Nurullah S., Naik J.P. and Oad L.K. (1970). A student history of education in India, Mumbai: McMillan and Co.

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 Publishing.

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Part A - Introduction

Name of Programme	M.A. EDUCATION
Semester	**II**
Name of the Course	**COMPARATIVE EDUCATION**
Course Code	M24-EDU-202
Course Type	CC-6
Level of the course	400-499
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: describe the concept and brief history of comparative education. CLO 2: differentiate pre-primary and primary education system of UK,USA and India. CLO 3: compare the various aspects of secondary and higher education of UK,USA and India. CLO 4: give detailed account of educational administration as well as distance and open systems of learning in UK,USA and India.

Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

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

Unit	Topics	Contact Hours

I	**Concept & Historical Perspective of Comparative Education**
	
	    Concept, Need and Scope
	
	    Brief history of Comparative Education
	
	    Factors affecting Education System of a Country
	
	Approaches to Comparative Education
	
	    Philosophical
	
	    Sociological
	
	    Problem Approach
		15

II	**Pre Primary Education in UK,USA and India** Aims, Structure Pattern, Curriculum , Methods of Instruction &	

		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	
		Primary Education in UK,USA and India	15
		Aims, Structure Pattern, Curriculum , Methods of Instruction & 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.	
III		**Secondary Education in UK,USA and India**	
		Aims, Structure Pattern, Curriculum , Methods of Instruction & 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	
		Higher Education in UK,USA and India	15
		Aims, Structure Pattern, Curriculum , Methods of Instruction & 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	
IV		**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	15
		Distance Education and Systems of Open Learning	
		Distance Education and Systems of Open Learning	
		Distance Education and Systems of Open Learning	
		Total Contact Hours	60

Suggested Evaluation Methods			
Internal Assessment: 30		**End Term Examination: 70**	
➢ Theory	30	➢ Theory:	70

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• 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:

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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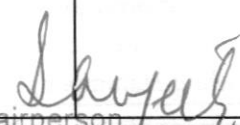Department of Education
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Part A - Introduction	
Name of Programme	M.A. EDUCATION
Semester	II
Name of the Course	**TEACHER EDUCATION**
Course Code	M24-EDU-203
Course Type	CC-7
Level of the course	400-499
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: understand the meaning ,concept, historical development and aims &objectives of teacher education. CLO 2: understand the various aspects of Pre-service and In-service Teacher Education. CLO 3: use of various instructional strategies in teacher education and importance of students practice teaching. CLO 4: familiarize with various strategies of professional growth of teachers and various areas of research in teacher education.

Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

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

Unit	Topics	Contact Hours

I	**Conceptual Framework of Teacher Education**
	Meaning and concept of teacher education
	Historical Development of teacher education
	Recommendations of various commissions on Teacher Education with special emphasis on
	    Kothari Commission
	    NPE1986 & Revised POA 1992
	    NEP2020
	Aims and Objectives of Teacher Education at
	    Elementary Level
	    Secondary Level
		15

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		College Level	
II	**Pre-service Teacher Education**		
		Concept, Need and Importance	
		Various agencies for Pre-service Teacher Education	
		Current Problems of Pre-service Teacher Education in practicing schools	
	In-Service Teacher Education		
		Concept, Need and Importance	
		Various agencies for Pre-service Teacher Education	
		Faculty improvement programs: Orientation program and Refresher course	15
III	**Instructional Methods in Teacher Education**		
		Lecture Method	
		Discussion Method	
		Brain storming and Simulation Methods	
	Student Teaching/Practice-Teaching		
		Objectives	
		Approaches to practice teaching	
		Principles of evaluation in practice teaching	15
IV	**Measures for Professional Growth of Teachers**		
		Workshops	
		Short term courses / FDP	
		Conference	
	Areas of Research in Teacher Education with Special Emphasis on		
		Teacher effectiveness	
		Preparing teachers for learners with diverse needs	
		Modification of teacher behavior	15
		Total Contact Hours	60

<table>
<tr><td colspan="4" align="center">Suggested Evaluation Methods</td></tr>
<tr><td colspan="2" align="center">Internal Assessment: 30</td><td colspan="2" align="center">End Term Examination: 70</td></tr>
<tr><td>➢ Theory</td><td>30</td><td>➢ Theory:</td><td>70</td></tr>
<tr><td>● Class Participation:</td><td>5</td><td colspan="2">Written Examination</td></tr>
<tr><td>● Seminar/presentation/assignment/quiz/class test etc.:</td><td>10</td><td colspan="2"></td></tr>
<tr><td>● Mid-Term Exam:</td><td>15</td><td colspan="2"></td></tr>
</table>

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Cochran-Smith, M. (2004). The problem of teacher education. *Journal of teacher education*, 55(4), 295- 299.
Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of teacher education*, *61*(1-2), 35-47.
Darling-Hammond, L., Hammerness, K., Grossman, P., Rust, F., & Shulman, L. (2005). The design of

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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 teacher education, Boverly Hills: Sage Publishing House.

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

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

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

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

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

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Part A - Introduction

Name of Programme	M.A. EDUCATION
Semester	**II**
Name of the Course	**CURRICULUM STUDIES**
Course Code	M24-EDU-204
Course Type	CC-8
Level of the course	400-499
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: explain determinants & scope of curriculum w.r.t development of child. CLO 2: elaborate the types, approaches & trends in curriculum development. CLO 3: discuss Basic Curricular Skills and describe Preparation for Curriculum Transaction. CLO 4: give an account of Curriculum Evaluation and role of different organizations & teachers in curriculum designing & evaluation.

Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

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

Unit	Topics	Contact Hours
I	**Perspective of Curriculum** Concept of 'Curriculum' (in narrow and broader sense) Difference between 'Curriculum' and 'Syllabus' Need and Importance of Curriculum Scope of Curriculum Process of Curriculum Development Bases of Curriculum **Determinants of Curriculum Development** Principles of Curriculum Development Factors affecting Curriculum Development including Impact of Media, Technology and Contemporary Issues Role of Curriculum in Development of Child Cognitive development	15

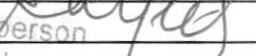Chairperson
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		Social Reconstruction Self-Actualization Academic Rationalization	
II		**Types and Approaches in Curriculum** Types of Curriculum: Knowledge based Curriculum, Activity based Curriculum, Skill based Curriculum and Experienced based Curriculum Approaches in Curriculum Development: Developmental Approach, Interdisciplinary Approach, Functional Approach and Eclectic Approach **Curricular Trends in Curriculum Development** Lifelong Learning Futuristic Education Collaborative Curriculum Core Curriculum Collateral Curriculum	15

III		**Curriculum Planning and Development**
		Assessment of Need with respect to Individual & Environment
		Situational Analysis
		Models of Curriculum Development & Planning
		Selection of Content & Method
		Preparation for Curriculum Transaction
		Basic Curricular Skills
		    Curricular Skills related to Cognitive Domain
		    Curricular Skills related to Conative Domain
		    Curricular Skills related to Affective Domain
		Concept of School Readiness
		Classroom Planning
		Selection of Specific Teaching Strategies for Curriculum Transaction with respect to various aspects of Evaluation
			15

IV		**Curriculum Evaluation**
		Formative and Summative Evaluation
		Curriculum Evaluation in terms of Learning Outcomes
		Methods of Curriculum Evaluation
		Models of Curriculum Evaluation
		Role of Teacher in Curriculum Evaluation
		Role of Organisations& Recent Developments
		Role of Organisations in Curriculum Development: NCERT, SCERTs, UGC & NCTE
		Recent Developments
		    NCF, 2005
		    NCFTE, 2009
		    NCFSE, 2023
		Research Trends in Curriculum Development
			15

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		Total Contact Hours	60

Suggested Evaluation Methods

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

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Bobbitt, F. (1918). The Curriculum. Boston: Houghton Miffilin Co.

Denis, L. (1986). Social Curriculum Planning. Sydney: Hodder &Stonghton, London.

Edward, A. K. (1960). The Secondary School Curriculum. New York: Harper and Row Publishers.

Gakhar, S. C. (2008). Curriculum Development. Panipat: N. M. Publishers.

Goodland, J. (1979). Curriculum Enquiry – The Study of Curriculum Practices. New York: McGraw Hill.

Hamilton, D. (1976). Curriculum Evaluation. London: Open Books Publishing Limited.

Hass, G. (1991). Curriculum Planning: A New Approach. Boston: Allyn Bacon.

Hooer, R. (1971). Curriculum: Context, Design and Development. New York: Longmans.

Lewy, A. (1977). Handbook of Curriculum Evaluation. New York: Longman, Inc.

Lewy, A. (1977). Studying Curriculum. Buckingham: Open University Press.

Oliver, A. (1977). Curriculum Improvement – A Guide to Problems, Principles and Processes. New York: Harper and Row.

Payne, D. A. (1973). Curriculum Evaluation: Commentaries on Purpose, Process and Product. Boston: D. C. Heath.

Pratt, D. (1980). Curriculum Design and Development. New York: Harcourt, Brace and Jovanvich.

Saylor, J. G. & Alexander, W. M. (1960). Curriculum Planning. New York: Holt, Rinehart and Winston.

Socket, H. (1976). Designing the Curriculum. London: Open Books Publishing Ltd.

Taba, H. (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace and World Inc.

Tanner, D. & Tanner, L. (1980). Curriculum Development: Theory into Practice. Chicago: University of Chicago Press.

Tyler, R. S. (1976). Curriculum Principles and Foundations. London: Harper and Row Publishers.

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Session: 2024-25			
Part A - Introduction			
Name of the Programme	M.A.EDUCATION		
Semester	II		
Name of the Course	**UNDERSTANDING TEACHING & ACQUIRING PEDAGOGICAL COMPETENCIES**		
Course Code	M24-EDU-205		
Course Type	PC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: explain the concept of Teaching & Pedagogical Skills CLO 2: acquire Pedagogical Skills CLO 3: exhibit Pedagogical Skills through Discussion Lessons & Micro-Teaching Sessions CLO 4: deliver lessons effectively in offline & online mode		
Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	--	

Part B- Contents of the Course	
Practicals	**Contact Hours**
SUGGESTED ACTIVITIES	
Unit1: Understanding Teaching, Pedagogical Skills and the Modern Trends in Pedagogical Skills (Students are required to give a detailed account in writing)	30
Unit2: Acquire and Exhibit (through at least 5 sessions) the Pedagogical Skills (by working in small group and reporting sessions of skills exhibition)	30
Unit:3 Delivering lessons effectively	30
Unit:4 Delivering lessons using modern skills, tools & online platforms	30
Total Contact Hours	120

Suggested Evaluation Methods			
Internal Assessment: 30		**End Term Examination: 70**	
➤ **Practicum**	30	➤ **Practicum**	70
Activity record & Viva-Voce		Activity record & Viva-Voce	

Part C-Learning Resources	
Recommended Books/e-resources/LMS: ----	
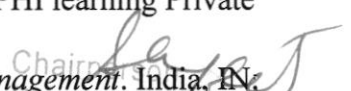
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Part A - Introduction

Name of the Programme	Common to all PG Programmes
Semester	2nd
Name of the Course	Constitutional, Human and Moral Values, and IPR
Course Code	M24-CHM-201
CourseType	CHM
Level of the course	400-499
Pre-requisite for the course (ifany)	-
CourseLearningOutcomes (CLO) After completing this course, the learner will be able to:	CLO-1: Learn the different Constitutional Values, Fundamental rights and duties enshrined in the India Constitution. CLO-2: Understand humanism, human virtues and values, and ide of International peace. CLO-3: Grasp the basic conceptsof Moral Values and Professional Conduct which are required to become a part of the civil society and for developing professionalism. CLO-4:Understand concepts of Intellectual Property Rights,Copyright, Patent, Trademark etc., andabout threats of Plagiarism.

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- 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 unitand the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	**Constitutional Values:** Historical Perspective of Indian Constitution; Basic Values enshrined in the Preamble of the Indian Constitution; Concept of Constitutional Morality; Patriotic Values and Ingredients Nation Building; Fundamental Rights and Duties ; Directive Principles of the State Policy.	08

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II	**Humanistic Values:** Humanism, Human Virtues and Civic Sense; Social Responsibilities of Human Beings; Ethical ways to deal with human aspirations; Harmony with society and nature; Idea of International Peace and Brotherhood (VasudhaivKutumbkam).	07
III	**Moral Values and Professional Conduct** Understanding Morality and Moral Values; Moral Education and Character Building; Ethics of Relations: Personal, Social and Professional; Introduction to Gender Sensitization; Affirmative approach towards Weaker Sections (SCs, STs, OBCs, EWS& DAs); Ethical Conduct in Higher Education Institutions; Professional Ethics.	08
IV	**Intellectual Property Rights:** Meaning, Origins and Nature of Intellectual Property Rights (IPRs);Different Kinds of IPRs – Copyright, Patent, Trademark, Trade Secret/Dress, Design, Traditional Knowledge; Infringement and Offences of IPRs – Remedies and Penalties; Basics of Plagiarism policy of UGC.	07
	Note: Scope of the syllabus shall be restricted to generic and introductory level of mentioned topics.	

	Total Contact Hours	30

Suggested Evaluation Methods

Internal Assessment: 15		End Term Examination: 35	
➤ **Theory**	15	➤ **Theory**	35
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	4		
• Mid-Term Exam:	7		

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Ahuja, V K. (2017). *Law relating to Intellectual Property Rights*, India, IN: Lexis Nexis.

Bajpai, B. L., *Indian Ethos and Modern Management*, New Royal Book Co., Lucknow, 2004.

Basu, D.D., *Introduction to the Constitution of India* (Students Edition) Prentice Hall of India Pvt. Ltd., New Delhi, 20th ed., 2008.

Dhar, P.L. & R.R. Gaur, *Science and Humanism*, Commonwealth Publishers, New Delhi, 1990.

George, Sussan, *How the Other Half Dies*, Penguin Press, 1976.

Govindarajan, M., S. Natarajan, V.S. Sendilkumar (eds.), *Engineering Ethics (Including Human Values)*, Prentice Hall of India Private Ltd, New Delhi, 2004.

Harries, Charles E., Michael S. Pritchard & Michael J. Robins, *Engineering Ethics*, Thompson Asia, New Delhi, 2003.

Illich, Ivan, *Energy & Equity*, Trinity Press, Worcester, 1974.

Meadows, Donella H., Dennis L. Meadows, Jorgen Randers & William W. Behrens, *Limits to Growth: Club of Rome's Report*, Universe Books, 1972.

Myneni, S.R, Law of Intellectual Property, Asian Law House.

Narayanan, 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.

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.

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Session: 2024-25

Part A - Introduction

Name of Programme	M.A. Education
Semester	Sem-III
Name of the Course	RESEARCH IN EDUCATION & METHODS OF DATA ANALYSIS
Course Code	M24-EDU-301
Course Type	CC-9
Level of the course	500-599
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: explain in detail the Nature, Scope & Steps of Educational Research including Research Tools & Sampling. CLO 2: describe the Major Approaches to Research in Education and also the Validity of Research Findings. CLO 3: arrange Data systematically and use Parametric and Non-Parametric Test in Educational Research. CLO 4: compute Correlation, Regression & Prediction in Educational Researches.

Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

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

Unit	Topics	Contact Hours
I	**Nature and Scope of Educational Research** Methods of Acquiring Scientific Knowledge: Tradition, Experience, Reasoning – Inductive and Deductive, Scientific Enquiry and Theory Development Meaning, Nature, Limitations, Need and Purpose of Educational Research Fundamental, Applied and Action Research Quantitative and Qualitative Research Some Emerging Trends in Educational Research Criteria and Sources for Identifying the Problem Delineating and Operationalizing Variables Review of Related Literature: Importance and Various Sources including Internet Developing Hypothesis in Various Types of Research	15

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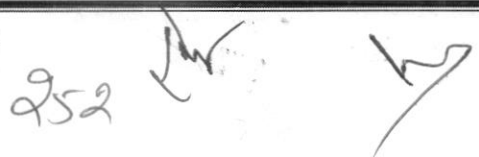|			
		Research Tools & Sampling in Educational Research Types of Data: Quantitative and Qualitative Characteristics of a Good Research Tool Questionnaire, Interview Schedule & Observation as Research Tool in Education Application of Projective and Sociometric techniques in Educational Research Concept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

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		Chi-square tests Normal Probability Curve: Meaning, Significance, Characteristics and Applications	
IV		**Correlations: Meaning, Characteristics, Assumptions, Computation and Uses of** Product moment correlation Rank difference correlation Partial and Multiple Correlations: Meaning, assumptions, computation and uses Measures of Relative Position Percentile Quartile Z-Score **Regression and Prediction** Concept and assumptions Computation of linear regression equations Computation of standard error of measurement Type of Errors and Tests of Significance Type I Type II Difference between means, percentage & proportion and correlation	15
		Total Contact Hours	60

Suggested Evaluation Methods

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

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Aggarwal, Y.P. (1998). The Science of Educational Research: A Source Book, Nirmal, Kurukshetra.

Best, john W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi

Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi

Edward, Allen L (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York

Good, C.V. and Douglas, E. Scates. (1954), Methods in Social Research, Mc. Graw Hill, New York

Kerlinger, F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York

Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi

McMillan, James H. and Schumarcher, S. (1989), research on Education: A Conceptual Introduction, Harper and Collins, New York

Miller, D.C. & Salkind, N.J. (2002) Handbook of Research Design and Social Measurement, Sage Publications, London

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

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

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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 (5th 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.https://doi.org/10.1017/9781139161879

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

Guilford, J.P. and Benjamin, F. (1973).*Fundamental Statistics in 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 (7th 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 andQuantative Approaches*. Allyn andBacon.

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.

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Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. Education		
Semester	Sem-III		
Name of the Course	PERSPECTIVES & FOUNDATIONS OF EDUCATION		
Course Code	M24-EDU-302		
Course Type	CC-10		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be ale to:	CLO 1: explain the major patterns, functions and schools of philosophy. CLO 2: elaborate the relationship of society and education and discuss factors affecting this relationship. CLO 3: describe the psychological traits in relation to learning. CLO 4: reflect on the general issues, policies & Acts relating to Education.		
Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

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

Unit	Topics	Contact Hours
I	**Functions and Major Problems of Philosophy** Speculative Functions, Analytical Functions & Prescriptive Functions Ontological Problems, Epistemological & Axiological Problems **Major Schools of Philosophy** With special reference to the concepts, knowledge, reality and value Educational Implications of Major Schools of Philosophy for aims, contents, teaching methods & methods of evaluation Educational Philosophy of Prominent Western and Indian Thinkers	15
II	**Society & Education** Concept and nature of Educational Sociology Relationship of 'Society' and 'Education' Social Organization: Concepts, Characteristics and Implications for Education **Social Factors & Theories**	15

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	Social Stratification: Meaning, Concept and its Educational Implication Social Mobility: Meaning, Types, Constraints in Mobility and its Educational Implications Education and Social change Socio-Economic Factors and their impact on Education Social Theories: Functionalist Emile Dur Kheim, Talcott Parsons, Marxism & Integral Humaism		
III	**Basics of Educational Psychology** Concept, Nature & Methods of Educational Psychology (Experimental Method, Differential Method, Clinical Method, Psychoanalysis Method) Contribution of Schools of Psychology to Education: Hormic School, Psychoanalysis school, Behaviours School and Gestalt school Individual Differences: Concept, Areas, Causes & Educational Implications **Intelligence, Personality & Learning** Intelligence: Concept & Theories (Guilford's, Gardner's) Learning: Concept, Factors & Theories (Skinner's Operant Conditioning, Theory of Insightful Learning, Gagne's Theory of Learning) Personality: Concept, Determinants & Theories (Type & Trait)		15
IV	**Issues in Education** Educational Administration in India at Central and State Level Education of disadvantaged (differently abled, Socially disadvantaged groups and woman) Technological interventions in teaching - learning: online teaching, MOOCs, SWAYAM, flipped classroom **Act, Policies & Organizations in Education** RPwD Act, (2016), NEP, 2020 Role of organisation like NCERT, UGC, NCTE, SCERT Comparative & International system of Education with special reference to UK, USA & India Distance Education & Open Learning System: Need, Importance and Services		15
	Total Contact Hours		60

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

Part C-Learning Resources

Recommended Books/e-resources/LMS:

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

New York.

Bereday G.Z.F. (1967). Comparative Methods in Education, New Delhi: Oxford and IBH Publishing Co.

Bohner, G.Wanke, M. (2008). Attitudes and Attitude Change. Prentice Hall, New York.

Brain, C. (2002). Advanced Psychology: Application, Issues and Perspective, Nelson Theories, U.K. Chatterjee, S.K. (2000). Advanced Educational Psychology. Arunabhasen Books & Allied (P) Ltd. Shelly, E. Tayler et.al. (2000). Social Psychology Prentice Hall, Ohi

Broudy, H.S. (1977) Building a Philosophy of Education, New York: Kriager.

Brubacher, J.S. ; Modern Philosophies of Education, Mc-Graw Hill Company, New York

Brubacher, John S.(1969) Modern Philosophies of Education, New Delhi:Tata McGraw Hill.

Chandra, S.S; Sharma, R.K (2004) Principles of Education, New Delhi: Atlantic Publishers and Distributors.

Chaube, S.P. & Chaube, A. (2007). Comparative Education. Noida: Vikas Publishing House.

Edmund J. King (1968). Comparative Studies and Educational Decisions. London: Mathuen Educatonal 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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Part A - Introduction

Name of Programme	M.A. Education
Semester	Sem-III
Name of the Course	EDUCATIONAL MEASUREMENT AND EVALUATION
Course Code	M24-EDU-303
Course Type	DEC-1
Level of the course	500-599
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: acquaint the student with basic concepts of EME & taxonomy of educational objectives. CLO 2: understand the characteristics and types of tools construction. CLO 3: Discuss the various types of tools and tests used in measurement and evaluation. CLO 4: appraise the existing system of evaluation.

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

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

Unit	Topics	Contact Hours
I	**Educational Measurement and Evaluation** Concept, scope and need Levels of measurement Evaluation: functions and basic principles of evaluation **Taxonomy of Educational Objectives** Need and functions of instructional objectives Principles of instructional objectives Bloom's Taxonomy of educational objectives	15
II	**Scales of Measurement** Nominal and Ordinal Scale Interval and Ratio Scale Research Utility of Level of	15

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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		
	Concept and Measurement of		
	Achievement tests		
	Aptitude test		
	Intelligence tests		
	Attitude and Value tests		
	Interest inventories		
IV	**Tools of Measurement & Evaluation**		15
	Essay-type tests & Objective type tests		
	Performance tests		
	Use of computer in evaluation		
	Appraisal of Existing Systems of Evaluation		
	Grading system vs. marking system		
	Semester system vs. annual system		
	Continuous and comprehensive evaluation		
		Total Contact Hours	60

Suggested Evaluation Methods

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

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York

Aggarwal, Y.P. (1998), Statistical Methods: Concepts , Applications and Computation, Sterling, New Delhi.

Aiken, L.R. (1985), Psychological Testing and Assessment, Allyn and Bacon, Boston

Anastasi, A (1982), Psychological Testing, Mac Millan, New York

Cronbach, L.J. (1964), Essentials of psychological Testing, Harper and row, New York

Ebel, R.L. and Frisbe, D.A. (1990) Essentials of Educational Measurement, prentice Hall, New Delhi edition

Erlanson, David A. and McNamara, James (1999), Measurement and Evaluation, 1st

Freeman, F.S(1965), Theory and Practice of Psychology Testing, Holt Rinehart & Winston, 19

Part A - Introduction

Name of Programme	M.A. Education
Semester	**SEM-III**
Name of the Course	DISTANCE EDUCATION & OPEN LEARNING SYSTEMS
Course Code	M24-EDU-304
Course Type	DEC-1
Level of the course	500-599
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: explain the relevance and brief history of open and distance learning in India CLO 2:discuss the history, objectives and salient features of NIOS and IGNOU CLO 3: depict an open and distance learning institution as a system and will also be able to elaborate its management CLO 4: describe the steps involved in the systematic planning and development of media and web-based courseware

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

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

Unit	Topics	Contact Hours
I	**Introduction to Distance and Open Education** Open learning : definition, characteristics & principles Distance education: meaning, characteristics, assumptions and principles Need and relevance of Open and Distance learning **History of Open and Distance Education** International Scenario National Scenario Phases of evolution of distance education: First, second, third, fourth and fifth generation	15
II	**Understanding Open and Distance Learning in India: NIOS and IGNOU** A brief history and objectives of NIOS and IGNOU Target Groups Salient Features **Curriculum Transaction Strategies at NIOS and IGNOU**	15

		Self-Learning Materials (SLMs) Audio and Video Programmes Multimedia and ICT -based Inputs	
III		**Open and Distance Learning (ODL) and Higher Education** An ODL institution as a system Sub-systems of an ODL institution Types and nature of ODL institutions : The National Open University, State Open Universities and Distance Education Institutions/Directorates **Management of ODL institutions** Governance and Functionaries Sub-systems of ODL Regulatory mechanism	15
IV		**Media support in Open and Distance learning** Media Selection Approaches to Media use in ODL Institutions Planning and development for Multiple Media Courseware **Computer and Web Based Courseware** Nature of Online Learning and Teaching Online course development process Modified role of teacher in online learning and Learning Management Systems (LMS)	15
		Total Contact Hours	60

Suggested Evaluation Methods

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

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Bozkurt, A. (2019). From distance education to open and distance learning: A holistic evaluation of history, definitions, and theories. In *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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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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Part A - Introduction

Name of Programme	M.A. Education
Semester	**SEM-III**
Name of the Course	EDUCATIONAL TECHNOLOGY
Course Code	M24-EDU-306
Course Type	DEC-2
Level of the course	500-599
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: define concept, scope and approaches of Educational Technology CLO 2: understand Modalities, Stages, and Levels of Teaching and develop a programme Instructional/ learning material CLO 3: critically appraise the importance of Micro Teaching, Flander's Interaction Analysis and communication process CLO 4: design instructional strategies, evaluation tools and application of Educational Technology in Distance Education

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

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

Unit	Topics	Contact Hours
I	**Concept and scope of Educational Technology** Concept of Educational Technology Scope of Educational Technology Components of Educational Technology **Approaches of Educational Technology** Multi-Media Approach in Educational Technology-Meaning, Uses and Limitation ICT in Education: Computer Assisted Instruction, computer based learning, internet and online learning Blended approach in Teaching learning, e-learning	15

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II	**Modalities, Stages and Levels of Teaching**		
		Modalities of teaching – Teaching as different from indoctrination instructions, conditioning and training	
		Stages of teaching – Pre-active, Interactive and Post active	
		Teaching at different levels – Memory, understanding and reflective levels of organizing teaching and learning	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**		
		Micro teaching and simulation	
		Flander's Interaction Analysis	
		Communication process: Concept of communication, principles, Modes and Barriers to communication, class room communication (Interaction, Verbal and Non-Verbal)	15
	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			
Internal Assessment: 30		**End Term Examination: 70**	
➢ **Theory**	30	➢ **Theory:**	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Cohen, D. K. (1987). Educational technology, policy, and practice. *Educational evaluation and policy analysis*, 9(2), 153-170.

Delgado, A. J., Wardlow, L., McKnight, K., & O'Malley, K. (2015). Educational technology: A review of the

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

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

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

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

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

Lazar, S. (2015). The importance of educational technology in teaching. *International Journal of Cognitive Research in Science, Engineering and Education, 3*(1), 111-114.
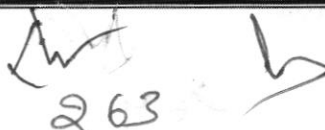
Luppicini, R. (2005). A systems definition of educational technology in society. *Journal of Educational Technology & Society, 8*(3), 103-109.

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

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

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

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Part A - Introduction

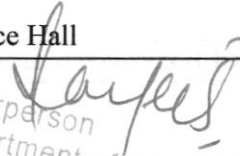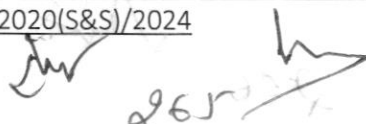|	
Name of Programme	M.A. Education
Semester	**SEM-III**
Name of the Course	MANAGEMENT AND ADMINISTRATION OF EDUCATION
Course Code	M24-EDU-307
Course Type	DEC-2
Level of the course	500-599
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: understand concept of Educational Administration and its different trends. CLO 2. know concepts of Quality and Accreditation in Education. CLO 3.define the concept of Educational Planning and Leadership. CLO 4. explain the concept of Educational Supervision and Inspection

Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

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

Unit	Topics	Contact Hours
I	**Educational Administration: Concept and Scope** Meaning, nature, need and scope Relationship among management, administration, supervision and planning Factors affecting Educational Administration **Development of Modern Concept of Educational Administration from 1900 to Present Day** Taylorism Administration as a Process Human Relations Approach to Administration	15
II	**Educational Planning** Concept, need and types	15

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	Principles of educational planning Approaches to educational planning **Administrative Structure of Educational Planning** At Central Level At State Level At District and Block Level		
III	**Leadership** Meaning and need Theories of Leadership: Contingency theory and Trait Theory Styles of Leadership: Autocratic, Democratic and Laissez- Faire styles **Educational Supervision** Meaning, nature and types of Educational Supervision Principles of Supervision Qualities of Supervisor	15	
IV	**Inspection: Concept and Importance** Meaning, Need and functions Difference in Supervision and Inspection Problems of Supervision and Inspection **Specific Trends in Educational Administration** Decision making Organizational compliance PERT and Management by objectives (MBO)	15	

Total Contact Hours	60

Suggested Evaluation Methods

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

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Bahadur, R. P., & Aggarwal, V. (2004). Educational Administration, Supervision, Planninand Financing. Merrut, India: R.Lall Book Depot.

Harding, H. (1987). Management Appreciation. London, England: Pitman Publishing.

Ravishankar, S., Mishra, R. K., & Sharma, M. L. (1988). Human Resource Development. Bombay, India: 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: Commonwealth Publishers.

Spears, H. (1955). Improving the Supervision of Instruction. New York, NY: Prentice Hall.

Unruh, A., & Turner, E. (1970). Supervision for Change and Innovation. New York, NY.

Wiles, . (1955). Supervision for Better Schools. New York, NY: Prentice Hall
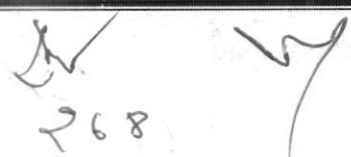
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Part A - Introduction

Name of the Programme	M.A. Education
Semester	**SEM-III**
Name of the Course	ACADEMIC WRITING: RESEARCH ARTICLE/ PAPER, SYNOPSIS, REPORT, ABSTRACT, REVIEW, BIBLIOGRAPHY ETC.
Course Code	M24-EDU-309
Course Type	PC-3
Level of the course	500-599
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: write Research Articles for reputed Journals. CLO 2: develop Research Synopsis/ Proposal & Research Report. CLO 3: edit Bibliography for Research Works. CLO 4: Compile Abstracts, Reviews of Research Works & Books

Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0		

Part B- Contents of the Course

Practicals	Contact Hours
Unit:1 Writing 02 Research Article for Journal on any issues relating to Education	30
Unit2: Developing Research Synopsis/ Proposal & Research Report	30
Unit3: Editing Bibliography for Research Works	30
Unit4: Compiling Abstracts, Reviews of Research Works & Books	30
Total Contact Hours	120

Suggested Evaluation Methods

Internal Assessment: 30		End Term Examination: 70	
➢ **Practicum**	30	➢ **Practicum**	70
Activity record & Viva-Voce		Activity record & Viva-Voce	

Part C-Learning Resources

Recommended Books/e-resources/LMS:--

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Session: 2024-25			
Part A - Introduction			
Name of the Programme	M.A. Education		
Semester	**SEM-III**		
Name of the Course	OVERVIEW OF DIVERSITY AND SPECIAL EDUCATION		
Course Code	M24-EDU-310		
Course Type	OEC		
Level of the course (As per Annexure-I	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1: describe the meaning & characteristics of different disabilities CLO 2: understand the perspectives in the education of children with Special Needs (CSN). CLO 3: discuss the concerns related to the assessment of CSN CLO4: explain the issue related to teacher preparation and use of technological resources for CSN		
Credits	Theory	Practical	Total
	2	0	2
Teaching Hours per week	2	0	2
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	3 hours		
Part B- Contents of the Course			

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

Unit	Topics	Contact Hours
I	**An Overview of Special Needs-Meaning, Identification and Characteristics of the following** Visual Impairment Hearing Impairment Physical Disability Intellectual Challenges	7.5
II	**Perspectives on learner diversity with respect to** Categorical treatment and labeling Environments and prevalence The Regular Education Initiatives	7.5
III	**Current decision-making practices**	7.5

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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
		Total Contact Hours	30

Suggested Evaluation Methods

Internal Assessment: 15		End Term Examination: 35	
➤ **Theory**	**15**	➤ **Theory**	**35**
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	4		
• Mid-Term Exam:	7		

Part C-Learning Resources

Recommended Books/e-resources/LMS:

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

Ashman, F. Adrian., & Conway, N. F. Robert (1989). *Cognitive Strategies for Special education*. Routledge: 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* (5th 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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Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. Education		
Semester	Sem- IV		
Name of the Course	APPLICATION OF ICT IN EDUCATION		
Course Code	M24-EDU-401		
Course Type	CC-11		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1. Understanding the concept of ICT CLO 2. Appreciate the multiple uses of ICT. CLO 3. Apply the interactive tools of ICT in the classroom. CLO 4. Critically analyze the challenges and security issues in the usage of ICT.		
Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			

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

Unit	Topics	Contact Hours

I	**Understanding ICT in Education**
	    Concept, Need and Importance of ICT in Education
	    Scope of ICT in Education and Special Education
	    Paradigm shift Education due to ICT
	
	ICT Integration in Education
	    ICT Tools and their Integration in Education
	    Assistive Tools for Diverse Learners
	    Opportunities and Challenges in using ICT in Education
		15

II	**Developing Critical Understanding of ICT in Education**
	    Challenges of ICT in education: Access, equity and quality
	    ICT Integration in Institution and Teacher Education (Integrated Vs Outsourced approach)
	    Basic Considerations in Adapting ICT (Accessibility, Affordability and Availability)
	
	Developing E-Resources
	    Concept and Types of Open Educational Resources
		15

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	Searching and Identification of OERs Process of Developing OERs		

III	**ICT for Educational Management**
	  ICT for Planning Activities (Scheduling and Organizing)
	  ICT for Documentation (Creation, Storing, Retrieval and Sharing)
	  ICT for Assessment (Innovative Strategies)
	
	ICT for Professional Development and Educational Research
	  MOOC, SWAYAM and Webinars
	  Learning through Internet (Online Tutorials, Digital Libraries, Archives
	    and E-Books)
	  Use of ICT Tools in various Research Processes
	    (Locating Literature; Data Collection, Data Analysis etc.).
			15

IV	**Computer Aided Learning**
	  Social Media
	  Creation of Blogs and Tele-Conferencing
	  Distance Learning and ICT
	Issues in ICT
	  Social, Ethical and Legal Issues
	  Security Threats and Measures
	  Cyber Privacy and Cyber Laws
			15

		Total Contact Hours	60

Suggested Evaluation Methods

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

Part C-Learning Resources

Recommended Books/e-resources/LMS:
SUGGESTED READINGS

Dutta, B., & Gupta, P. (2018). *Professional Development of Teachers through ICT*. APH Publishing Corporation.

Ghosh, S. (2016). *ICT in Education and Educational Research*. PHI Learning Pvt. Ltd.

Goyal, M. (2017). *ICT and Education: Pedagogy, Instruction and Learning Process*. APH Publishing Corporation.

Gupta, R., & Rai, A. (2017). *ICT and Education: Teleconferencing and Distance Learning*. APH Publishing Corporation.

Jena, P. L., & Garg, D. (2015). *Challenges of ICT in Education: Teachers' Perspective*. PHI Learning Pvt. Ltd.

Khan, M. S., & Soni, J. (2019). *Open Educational Resources: Adoption and Implementation Issues*. IGI Global.

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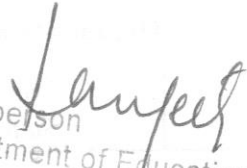
Sharma, R. C. (2018). *ICT in Education*. PHI Learning Pvt. Ltd.

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.

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Part A - Introduction

Name of Programme	M.A. Education
Semester	**Sem- IV**
Name of the Course	**EDUCATIONAL AND VOCATIONAL GUIDANCE**
Course Code	M24-EDU-402
Course Type	CC-12
Level of the course	500-599
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1. explain the Concept, Need & Types of Guidance and also explain the Steps & Strategies for Effective Organization of Guidance Services at School Level. CLO 2. elaborate Guidance to Group & Exceptional Children and Types of Counselling. CLO 3. describe the concepts & various aspects relating to 'Occupational Information', 'Job Analysis' and 'Job Satisfaction'. CLO 4. give an account of 'Placement & Follow-Up Service' and also the various Techniques used for information/ data collection for study of the individual.

Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

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

Unit	Topics	Contact Hours

I	**Concept of Guidance**
	
	Meaning of Guidance
	Need and Importance
	Types of Guidance
	     Educational Guidance
	     Vocational Guidance
	     Personal Guidance
	
	Organization of Guidance Services in Schools
	
	Principles of Guidance Services
	Steps & Strategies for Effective Organization of
		15

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		Guidance Services at School Level	
II		**Guidance to Group & Exceptional Children**	15
		Meaning & Advantages of Group Guidance	
		Principles and Kinds of Group Guidance	
		Guidance to Exceptional Children	
		Physically Handicapped Children	
		Gifted Children	
		Children with Behavioral Problems	
		Types of Counseling	
		Directive Counseling – Concept, Advantages and Limitations	
		Non-Directive Counseling - Concept, Advantages and Limitations	
		Elective Counseling – Concept, Advantages and Limitations	
III		**Occupational Information**	15
		Meaning and Need	
		Methods of imparting Occupational Information	
		Sources of Occupational Information in India	
		Job Analysis & Job Satisfaction	
		Meaning, Types & Purposes of Job Analysis	
		Meaning & Factors affecting Job Satisfaction	
IV		**Placement & Follow-Up Service**	15
		Meaning, Functions & Principles of Placement Service	
		Meaning, Characteristics & Purposes of Follow-Up Service	
		Information & Data Collection Techniques for Study of the Individual	
		Standardized and Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Commutative Record Card	
		Total Contact Hours	60

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

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Bernard, H. W., & Daniel, F. W. (1977). *Principles of Guidance (2nd Ed.)*. Thomas Y. Crowell Company.

Jones, J. A. (1970). *Principles of Guidance*. McGraw Hill.

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

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

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.

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Part A - Introduction

Name of Programme	M.A. Education
Semester	Sem- IV
Name of the Course	**MENTAL HYGIENE AND EDUCATION**
Course Code	M24-EDU-403
Course Type	DEC-3
Level of the course	500-599
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1. explain the concepts, aspects and goals of Mental Health & Mental Hygiene and also elaborate role of Home & Community in Mental Health. CLO 2.describe the Concepts of 'Conflicts', 'Adjustment' & 'Adjustment Mechanisms' and also elaborate relationship between Human Needs and Mental Health. CLO 3.justify relationships of School, Teacher & Curriculum with Mental Health and also state various Diagnostic & Remedial Techniques w.r.t. Mental Health & Mental Hygiene. CLO 4.Critically analyse positive and negative role of religion on Mental Health and also present a picture of role of Yoga in Modern Life.

Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

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

Unit	Topics	Contact Hours
I	**Mental Health and Mental Hygiene** Concepts of Mental Health, Wholesome and Abnormal Personality Aspects, Goals of Mental Health Principles of Mental Hygiene **Home, Community and Mental Health** Home, Community & Mental Health Qualities of Healthy Home Environment Child Rearing Practices and Personality Development	15

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II	**Adjustment and Conflict**	15
	Concept and Process of Adjustment	
	Adjustment Mechanism – Subtraction, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, regression, Fixation	
	Conflict: Concept and Types of Conflicts	
	Relationship between Human Needs and Mental Health	
	Nature of Needs: Organic Socio-Psychological and Educational Needs	
	Understanding the Significance of addressing Human Needs for Mental Well-Being	
	Special Needs of Indian Adolescents	
III	**School and Mental Health**	15
	Teacher and Mental Health	
	Personality Problems in Classroom	
	Place of Mental Hygiene in School Curriculum	
	Principles of Curriculum Construction from Mental Hygiene Perspective	
	Diagnostic and Remedial Techniques	
	Case Study, Interview, Psycho Analysis, Individual and Group Psycho Therapies and their Usefulness	
	Psychotherapies: Counseling Therapy and its Types	
	Play Therapy, Rational Emotive Psychotherapy, Behaviour Therapy	
IV	**Religion and Mental health**	15
	Secular Perspectives on Mental Health and Well-Being	
	Relationship between Religion and Mental Health	
	Positive and Negative Role of Religion on Mental Health	
	Yoga for Mental Health	
	Concept of Yoga in Ancient India	
	Yoga as the Scientific Method for the Development of Personality	
	Yoga as the System for Preserving the Mental Health & Accepting	
	Yoga in the Modern life	
	Total Contact hours	60

Suggested Evaluation Methods			
Internal Assessment: 30		**End Term Examination: 70**	
➢ **Theory**	30	➢ **Theory:**	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			

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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.

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Session: 2024-25	
Part A - Introduction	
Name of Programme	M.A. Education
Semester	**Sem- IV**
Name of the Course	**ECONOMICS OF EDUCATION AND PLANNING**
Course Code	M24-EDU-404
Course Type	DEC-3
Level of the course	500-599
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1.write the concept & scope of 'Economics of Education' and critically analyse – 'Education as Consumption or Investment'. CLO 2. discuss the Problems arising in the Application of the Concept of 'Cost in Education' & 'Cost Benefit Analysis'. CLO 3.explain the relationship of Education & Economic Development and also reflect on concept & approach to Human Capital Theory. CLO 4. elaborate the scope & rationale of 'Manpower Forecasting' and also the dynamics of '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 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 4 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.

Unit	Topics	Contact Hours
I	**Economics of Education** Meaning & Concept Aims & Scope Need & Significance **Education as Consumption or Investment** Education as Consumption Education as Investment Critical Anaysis - Education as Investment or Consumption	15
II	**Cost of Education** Components of Education Cost	15

	Methods of Determining Cost
	Problems arising in the Application of the Concept of Cost in Education
	
	Benefits of Education
	  Concept of Cost Benefit Analysis
	  Concept of Private and Social Relevance Rate of Return Analysis and its Limitations
	  Limitations of Cost Benefit Analysis	

III	**Education and Economic Development**
	  Concept of Growth and Development
	  Education and Economic Development
	  Factors affecting contribution to Economic Growth Development
	  Growth producing Capacities, Difficulties involvement in Calculation of Contributions of Education to Economic Growth
	Human Capital: Concept & Approach
	  Meaning & Concept
	  Education as Industry
	  Issues of Economics of Education
	  Residual Approach
	  Criticism against Human Capital Theory
		15

IV	**Manpower Requirement**
	  Meaning & Scope
	  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 and their Remedies
	  Linking of Education with Job Apprehension
	  Self-Employment
		15

	Total Contact hours	60

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

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Alex, V. Alexender (1983). *Human Capital Approach to Economic Development*. New Delhi: Metropolitan

Book Co.

Bertrand, Oliver (1992). *Planning Human Resources: Methods, Experiences and Practices*. New Delhi: Sterling Publishers.

Blaug, M. (1972). *Economics of Education*. England: The English Language Book Society and Penguin Books.

Coombs, Philip H. & Hallack, J. (1972). *Managing Educational Costs*. UNESCO: International Institute of Educational Planning.

Hallack, J. (1969). *The Analysis of Educational Costs & Expenditure*. Paris: UNESCO.

Harbison, F. & Myers, Charler (1970). *Education, Manpower and Economic Growth: Strategies of Human Resource Development*. Oxford & IBM Publishing, Co.

Kneller, G. F. (1968). *Education and Economics Thought*. New York: John Wilet and Sons, INC.

Nagpal, S. C. & Mital, A. C. (1993). *Economics of Education*, New Delhi Publication.

Natarajan, S. (1990). *Introduction to Economics of Education*. New Delhi: Sterling Publishers Pvt. Ltd.

Pandit, H. N. (1969). *Measurement of Cost Productivity and Efficiency of Education*. NCERT.

Rao, V. K. R. V. (1965). *Education and Human Resource Development*. New Delhi: Allied Publishers.

Raza, Moonis (1986). *Educational Planning: A long Term Perspective*. New Delhi: Concept Publishing Company.

Singh, Baljit (1992). *Economics of Indian Education*. New Delhi: Meenakshi Prakashan.

Sodhi, T. S. (1990). *Economics of Education*. New Delhi: Vikas Publishing House Pvt. Ltd.

Tilak, J. B. G. (1992). *Educational Planning at Grass Roots*. New Delhi: Ashish Publishing House.

UNESCO (1968). *Readings in the Economics of Education*. Paris: UNESCO Publications.

Vaizey, J. (1962). *Costs of Education*. London: Feber.

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Part A - Introduction

Name of Programme	M.A. Education
Semester	**Sem- IV**
Name of the Course	**LIFE SKILLS EDUCATION**
Course Code	M24-EDU-406
Course Type	DEC-4
Level of the course	500-599
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1. explain the concept, components & importance life skills including Core Life Skills laid down by WHO. CLO 2. elaborate the role of Life Skills in Self-Management & 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 Managing Personal Finances.

Credits	Theory	Practical	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		

Part B- Contents of the Course

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

Unit	Topics	Contact Hours

I	**Introduction to Life Skill**
	    Concept and Components of Life skills
	    Objectives and Importance for Life Skill Training
	    Role of Family, Society and Institution in Developing Life Skills
	
	Core Life Skills - The Ten Core Life Skills laid down by WHO
	    Cognitive Skills: Concept and Types
	    Non-Cognitive Skills: Concept and Types
	    Strategies for Developing Cognitive and Non-Cognitive Skills
		15

II	**Life Skills for Self-Management**
	
	    Self Esteem, Self- Awareness & Self- Control
	    Emotional Quotient and Social Quotient
	    Developing Positive Thinking and Assertiveness
		15

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	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 Communication		
	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 Closing Presentation		
	Using Presentation Tools		
	Managing Personal Finances		
	Budgeting		
	Saving and Investing		
	Strategies for Managing Personal Finances		
	Total Contact hours		60

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

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Bloona, Richard, ed. Coping with Stress in a Changing World. New York: McGraw Hill College Division, 1999.

Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford& BH Publishing Co. Pvt. Ltd. New Delhi.

Debra McGregor, (2007). Developing Thinking; Developing Learning - A guide to thinking skills in Education, Open University Press, New York, USA

Eckenrode, John, ed. The Social Context of Coping. New York: Plenum Press, 1991.

Kataria, Pooja, Conflict Resolution: conflict: forms, causes and methods of resolution, Deep & Deep publications Pvt. limited 2007

Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behavior, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

Saravanakumar, A R Life Skill Education Through Lifelong Learning, Lulu Publication

SCERT. Life Skills Education-Guidebook for Teachers (SCERT)

Sengararvelu, G. (2011). Education in Emerging Indian Society, Neel Kamal Publication Pvt Ltd.

Shalini Verma Development of Life Skill-II, Vikas Publishing House

UNESCO (1997). Adult Education the Hamburg Declaration, UNESCO, Paris.

UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.

Session: 2024-25			
Part A - Introduction			
Name of Programme	M.A. Education		
Semester	**Sem- IV**		
Name of the Course	**INCLUSIVE AND SPECIAL EDUCATION**		
Course Code	M24-EDU-407		
Course Type	DEC-4		
Level of the course	500-599		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1.acquaint the concepts and scope of inclusive and special education, exceptionality, guidance and counseling for exceptional children. CLO 2. elaborate different identification and intervention programmes for children with special needs. CLO 3.develop awareness and skills about different educational programmes for children with diverse needs. CLO 4. describe policies and programmes with reference to children with 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

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

Unit	Topics	Contact Hours
I	**Introduction of Inclusive and Special Education** Historical perspective of special Education Concept and scope of Inclusive and Special Education Difference between Integrated and Inclusive Education Continuum of Inclusive and special education alternative programmes. **Concept and context of Diversity and Special Education** Types of Diversities Diversity as per NEP 2020 Needs and Problems of Children with Diverse Needs Guidance and Counseling for Children with Diverse Needs	15
II	**Education of Children with Physical Impairements** Concept and Characteristics	15

	Etiology		
	Educational Programmes		
	Education of Children with Intellectual Deficits		
	Concept and Classification		
	Etiology and intervention		
	Educational Programmes for Children with Intellectual Deficit		
III	**Education of Children with Visual Impairement**		15
	Concept and Characteristics		
	Etiology and Intervention		
	Educational Programmes		
	Education of Children with Hearing Impairement		
	Definition, Characteristics and Types		
	Identification and Etiology		
	Education and Intervention Programmes		
IV	**Education of Gifted & Creative Children**		15
	Definition,Characteristics and Problems		
	Identification		
	Education Programmes		
	Provisions for Learners with Diverse Needs in National Policies and Programmes.		
	The Persons with Disabilities Act (1995)		
	National Trust Act (1999)		
	National Policies for Persons with Disabilities (2006)		
	The Rights for Persons with Disabilities Act (2016)		
	National Education Policy,2020		

Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		**End Term Examination: 70**

➢ **Theory**	30	➢ **Theory:**	70
• Class Participation:	5	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			

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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 andTreatment, New York: Springer Verlag

Smith, C.R. (1991). Learning Disabilities- The interaction of learner, Taskand Setting, Massachusetts, London: Allyn &Bacon.

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Part A - Introduction	
Name of the Programme	M.A. Education
Semester	**Sem- IV**
Name of the Course	**Enhancing Research Potential**
Course Code	M24-EDU-409
Course Type	PC-4
Level of the course	500-599
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1. write Research Papers for reputed Journals. CLO 2. develop Research Tool. CLO 3. write Book Review. CLO 4. compile & edit Abstracts & Reviews of Research Works & Books.

Credits	Theory	Practical	Total
	0	4	4
Teaching Hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0		

Part B- Contents of the Course	
Practicals	**Contact Hours**
Unit1: Writing 02 Research Papers for Journal on any issues relating to Education	30
Unit2: Developing Research Tool	30
Unit3: Writing Book Review	30
Unit4: Compiling & Editing Abstracts, Reviews of Research Works & Books	30
Total Contact Hours	120

Suggested Evaluation Methods			
Internal Assessment: 30		**End Term Examination: 70**	
➢ **Practicum**	30	Activity record & Viva-Voce	70
Activity record & Viva-Voce		Activity record & Viva-Voce	

Part C-Learning Resources	
Recommended Books/e-resources/LMS:	

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Part A - Introduction

Name of the Programme	M.A. Education
Semester	Sem- IV
Name of the Course	ENTREPRENEURSHIP IN EDUCATION
Course Code	M24-EDU-410
Course Type	EEC
Level of the course	500-599
Pre-requisite for the course (if any)	-
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO 1.describe in detail the concepts of 'Entrepreneurship' and 'Entrepreneurial Mindset'. CLO 2.elaborate the Entrepreneurial Competencies & Effectiveness and also the role of Education. CLO 3. reflect on the relationship of Education and Entrepreneurship and also the need of integration of EE in Curriculum at Higher Education and Strategic Development Plans. CLO 4. appreciate the dynamic changes happening in the economy and discuss the National Schemes for Skill & Entrepreneurship Development w.r.t. Future Directions and Trends.

Credits	Theory	Practical	Total
	1	1	2
Teaching Hours per week	1	2	3
Internal Assessment Marks	10	5	15
End Term Exam Marks	20	15	35
Max. Marks	30	20	**50**
Examination Time	3 hours	3 hours	

Part B- Contents of the Course

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

Unit	Topics	Contact Hours
I	**Entrepreneurship: Concept & Influencing Factors** Concept, Functions, Need Advantage and Limitations of Entrepreneurship Factors Influencing Entrepreneurship Theoretical Foundations & Process of Entrepreneurship Barriers in Entrepreneurship Entrepreneurship in Indian Scenario	
II	**Entrepreneurs: Competencies & Effectiveness**	

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

	Total Contact Hours	30

Practical	**Contact Hours**
	30

Suggested Evaluation Methods

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

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Bornstein, David & Davis, Susan (2010). Social Entrepreneurship: What Everyone Needs to Know, New York: Oxford University Press.

Catherall, Richard & Richardson Mark (2017). Social entrepreneurship in Education, Manchester: British Council.

Hisrich, Robert D., Peters, Michael P. and Shepherd, Dean A. (2018). Entrepreneurship, New York: McGraw Hill Education.

Lackeus, Martin (2015). Entrepreneurship in Education, What, why, When & How, European Commission, LEED (Local Economic and Employment Development), Paris: OECD.

Neck, Heidi M.; Greene, Patricia G.; Brush, Candida G. (2014). Teaching Entrepreneurship: A Practice-Based Approach, Cheltenham: Edward Elgar Publishing Ltd.

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