माँ शाकुम्भरी विश्वविद्यालय, सहारनपुर
Maa Shakumbhari University, Saharanpur

Detailed Syllabus

For

B.A. – M.A. and P.G.D.R (Post Graduate Diploma in Research) in Education

Syllabus Developed by:

S.N.	Name	Designation	Department / Faculty	College/ University
1	Arati Upadhyay	Assistant Professor Convener	Education	L.K.C. Government P.G. College, Gangoh, Saharanpur, U.P.
2	Dr. J.K. Vikal	Assistant Professor Member	Education	V.S.P. Government P.G. College, Kairana, Shamli ,U. P.
3	Dr. Kalpana Rao	Assistant Professor Member	Education	Government Degree College, Kota, Saharanpur, U.P.
4	Shri Pramod Singh Chauhan	Assistant Professor Member	Education	Government Degree College, Nanauta, Saharanpur
5	Prof. Amita Pandey Bharadvaj	Professor, Director (TLC) External Expert	School of Education	S.L.B.S.N.S.U. New Delhi
6	Dr. Yogendra Pandey	Associate Professor External Expert	Education	Banaras Hindu University Varanasi, U.P.

PROGRAMME PREREQUISITES

- **For B.A. (Education as one of Major Subject):** A learner must have passed 10+2 with any stream from recognised boards of state/ central/ international or equivalent.
- **For B.A. with Research (for graduated from old pattern):** (i). A learner must have studied Education as a major subject in B.A. from recognised state/ central/ international university or institution or equivalent.
  (ii).**For graduated from other faculties as per NEP-2020:** Any learner who has studied Education as a minor subject at least in two semesters at UG level from recognised state/ central/ international university or institution is eligible to get admission in B.A. with Research in Education.
- Any learner who has degree of B.Ed. / B.El.Ed. / B.T.C. from recognised state/ central/ international university or institution is eligible to get admission in M.A. in Education.
- A learner possessed the degree of M.A. in Education / M.Ed. is eligible to get admission in P.G.D.R. (Post Graduate Diploma in Research).

Syllabus for B.A. (Education)

BA 1st Year Education- CERTIFICATE IN ARTS

Program specific outcomes-

- This course provides the basic ideas and concepts of education and nature of education. This course intends to clarify the educational aims and functions.
- This course will help students to understand constitutional values and provisions for Education. This paper will help in developing analytical and critical thinking based on the themes and issues of education.
- This course will also attempt to build an understanding about the agencies and structure of Indian Education System, i.e. Pre-Primary, Primary, Secondary and Higher level.
- Learner is introduced to various governing/regulatory systems of the Education System.
- The course aims to acquaint students with modern education in contemporary India. It would familiarize them with key debates prevalent during the anti-colonial struggle and subsequent developments in post -independent India.
- This course will introduce the challenges faced by Indian Education and initiates a critical analysis of concerns and solutions towards better education.

Class/ Sem.	Course Code	Core/ Elective	Paper Title	Theory/ Practical/ Project	Credit	Total Marks
B.A 1st year/ Sem.1	E010101T/ 0150101	Core	Conceptual framework of education	Theory	4	100 (75+25)
	E010102P/ 0150180	Core	Practical: Read the Preamble of Indian Constitution, understand, and analyse its basic ideas of Justice, Equality, liberty, and fraternity. Prepare a report and present what you have conceptualized	Practical	2	100 (75+25)
B.A 1st year/ Sem. II	E010201T/ 0250101	Core	Development and Challenges of Indian Education System	Theory	4	100 (75+25)
	E010202P/ 0250180	Core	Prepare a Profile of any School (Class 6th to 12th)- Govt./Aided/Private	Practical	2	100 (75+25)

BA 1ˢᵗ Year; Sem. I
Course I (Theory)

Program/Class: Certificate /BA	Year: First	Semester: First
Subject: Education		
Course Code: E010101T Paper Code: 0150101	Course Title: Conceptual Framework of Education	

Course Learning Outcomes

On completion of this course, the learner will be able to:
- interpret the meaning, nature, scope and aims of education.
- explain the factors of education and their interrelationship.
- classify and compare the different agencies of education that influence education.
- adapt the Constitutional values and Educational provisions.
- distinguish between different levels of the Education System.
- describe the present status of different levels of Education.
- identify the level of Education and concern governing/regulatory bodies.
- differentiate the needs and importance of different levels of Education.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 33
Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w	

Unit	Content	Instructional hours
I	**EDUCATION: CONCEPT AND AIMS** • Concepts of Education- Meaning, Nature. • Education in the context of • Prachin Bhartiya Gyan Parampara: The Way of Life, Concept of Guru and Shishya. • Vidya - Gyan –Teaching. • Training *vs.* Education. • Influencing Factors of Education. • Aims of Education: Individualistic, Social,Democratic and Vocational.	10

II	**FUNCTIONS OF EDUCATION** • Individual and Social Development. • Transmission of Cultural Heritage. • Acquisition and Generation of HumanValues. • Education for National Integration. • Education for International Understanding. • Education for HRD.	8
III	**AGENCIES OF EDUCATION** • Formal. • Informal. • Non – Formal Agencies.	7
IV	**INDIAN CONSTITUTION AND EDUCATION** • Inculcation of Constitutional Values throughEducation. • Constitutional Provisions for Education.	7

V	**PRE-PRIMARY EDUCATION** • Concept, Objective, Importance of Pre-primaryEducation. • Some Models of Pre-primary Education:Dalton, Montessori, Kindergarten. • Background and Present Scenario of Pre-primary Education in India. • NEP 2020 and Pre-primary Education.	8

VI	**PRIMARY AND SECONDARY EDUCATION** • Concept, importance and present Scenario of Primary Education in India. • Concept, importance and present Scenario of Secondary Education in India.	7
VII	**HIGHER EDUCATION** • Concept, Objective of Higher Education. • Need of Higher Education in India. • Types of Universities- Central, State,Deemed, Private, Open. • Present Scenario of Higher Education inIndia.	6

		DIFFERENT GUIDING/REGULATORYBODIES OF EDUCATION SYSTEM IN INDIA	
VIII		Role and functions of • Education Ministry (MHRD), UNESCO. • NCERT. • SCERT. • DIET. • NIOS. • NUEPA. • NCTE. • UGC. • NAAC. • IQAC. • AICTE. • International Boards, National Boards,CBSE, State Board.	7

Suggested Continuous and Comprehensive Evaluation Methods: Assignment/Seminar – 10 Marks
Test / Quiz(MCQ) -10 Marks
Attendance/ Class Performance – 05 Marks

Suggested equivalent online courses:Courses on Swayam / MOOCs

Suggested Readings:

Websites:

- https://www.mycoursebook.in/**shiksha-ke-darshanik-avom- samajshastriya-siddhant**-raman-bihari-lal-rastogi-publication.html
- https://www.india.gov.in/my-government/constitution-india/constitution- india-full-text
- https://archive.org/details/in.ernet.dli.2015.482904

References:

- टी.रेमटं. शिक्षाशसिद्धांत.
- पी. वीकाणे. धर्मशास्त्र का इतिहास. उत्तर प्रदेश दिल्ली संस्थान, लखनऊ.
- सलूजा, सी.के. शिक्षा: एक विवेचन. दिल्ली. रविबूक्स. (फुल्बूक) 2004.
- तोमरएलआर.प्राचीन भारतीय शिक्षा पध्दति. सुरुचि प्रकाशन. नई दिल्ली.
- कुमार,प्रभात.भारत का संविधान. प्रभात पेपर बैक.

- Aggarwal, J.C. *Theory and Principles of Education,* New Delhi, Vikas Publishing House. 2010
- Banerjee, A. Philosophy and principles of education. Calcutta, SusobanPrakashan . 1994
- Barrow, R., & Milburn, G. A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice. New York: St. 1986
- Bhatia & Bhatia. Theory and principles of Education. New Delhi, Doaba House. 2011
- Cohen, B. Educational Thought: An Introduction. Britain: MacMillan. 1970
- Dahiya B.S 'Higher Education in India' Retrospect and Prospect, Kanishka N, Delhi, 1997.
- Dewey, J. The school and society. USA: The University of Chicago Press. 1915
- Dhankar, R. Education in emerging Indian Society. New Delhi: APH Publishing Corporation. 2010
- Ghosh S.C. The History of Education in Modern India (1757-2007) Hyderabad: Orient Blackswan Private Limited, 2009, Third Edition.
- Moonis, Raza, 'Higher Education in India' Retrospect and Prospect, AIU, N, Delhi, 1991
- Pandey R.S. Principles of Education, Agra, Vinod PustakMandir. 1992
- Ramchandran, P. & Ramkumar, V. 'Education in India' , NBT, N, Delhi,
- 2014.
- Saxena, N.R. S. Principles of Education. Meerut. R. Lal Book Depot. 1996
- Vakil K.S and S. Natrajan, 'Education in India' Allied Publishers, Bombay, Rev Edn., 1966

Arati Upadhyay.

BA 1ˢᵗ Year; Sem. I
Course II (Practical)

Program/Class: Certificate/BA	Year: First	Semester: First
Subject: Education		
Course Code: E010102P/ 0150180	Course Title: Practical: Read the Preamble of Indian Constitution, understand and analyze its basic ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what you have conceptualized.	

Course Learning Outcomes

On completion of this course, the learner will be able to:
- adapt the stronger orientation towards research.
- conceptualize the basic elements of Indian Constitution.
- explain the provisions related to education mentioned in Indian Constitution.
- describe fundamental rights and duties.

Credits: 2	Core Compulsory
Max. Marks: - 100 External Examination –75M Internal Examination – 25M	Min. Passing Marks:33

Total Instructional hours-Tutorials-Practical (in hours per week): P-4/w

Unit	Content	Instructional Hours
I	INDIAN CONSTITUTION • Introduction • Background.	20
II	CONSTITUENT ASSEMBLY • Timeline of Formation of Indian Constitution. • Important Provisions	20
III	IMPORTANT ARTICLES OF INDIAN CONSTITUTION • Related to Fundamentals Rights • Fundamental Duties • Related to educational provisions	20

Suggested Readings:
> https://www.india.gov.in/my-government/constitutionindia/constitution-india-full-text
- कुमार, प्रभात. भारत का संविधान. प्रभात पेपर बैक.

Note: In Final Examination report shall be examined by external and internal examiners.
Marks Distribution: Report presentation and Viva (External Exam)- 75 Marks.
Report presentation and Viva (Internal Exam) - 25 Marks.

BA 1st Year; Sem. II
Course I
(Theory)

Program/Class: Certificate/BA	Year: First	Semester: Second
Subject: Education		
Course Code: E010201T/ 0250101	Course Title: Development and challenges of Indian Education System	

Course Learning Outcomes

On completion of this course, the learner will be able to:
- describe the development of Indian Education during different ages.
- analyze the trends of Education running in the different educational systems.
- narrate the major contributions of Indian Educational Heritage in the different fields of study.
- discuss the views of foreign travelers about Indian cultural and educational heritage.
- identify the problems of Indian education at different levels of education.
- assess the root cause of challenges faced by Indian education system.

Credits: 4	Core Compulsory
Max. Marks: 100 External Examination – 75M Internal Examination – 25M	Min. Passing Marks: 33
Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w	

Unit	Content	Instructional hours
I	ANCIENT EDUCATION SYSTEM • Vedic and Buddhist Period: Main Characteristics, Aims of Education, Merits and Demerits of Education System, Contribution to Modern Indian Education. • Viewpoints of Travelers towards Ancient Indian Education System.	9

Unit	Content	Instructional hours
II	EDUCATION IN MEDIEVAL PERIOD • Main Characteristics. • Merits and Demerits of Education System. • Contribution to Modern Indian Education.	7

III	**EDUCATION IN COLONIAL PERIOD** Some Landmarks of British Period: A brief description of • Indian University Commission. • Gokhale Bill. • WardhaYojna.	7
IV	**POST-INDEPENDENT ERA OF INDIAN EDUCATION** Role of following commissions- • VishvVidyalaya Ayog (Radha KrishnanCommission) • Madhyamik Shiksha Ayog (MudaliarCommission) • Education and National Development(Kothari Commission) • National Policy of Education 1986 • Janardan Committee • National knowledge Commission • National Education Policy 2020.	7

V	**PROBLEMS PRE-PRIMARY EDUCATION SYSTEM** • Unsatisfactory Conditions of Preprimary Schools. • Training of Pre-primary Teachers. • Unavailability of Teaching Material. • Loopholes of Supervision andAdministration. • Problem of Uniformity.	8

VI	**PROBLEMS PRIMARY AND SECONDARYEDUCATION SYSTEM** • Problems of Access and Equity. • Problems of Multilingualism, Child's Home Language and the Language of School- Classroom, Textbooks etc. • Mass *vs* Class- Gap in Standards, FinancialLoad on Parent, Syllabus. • Problem of Non-Availability of Technical and Vocational Guidance at Secondary Level and NSQF. • Problems due to Cyber World and IncreasingStress.	8
VII	**PROBLEMS OF HIGHER EDUCATION SYSTEM** • Problems of Access - Gender (Masculine, Feminine and Transgender) and Caste, Class,Religion, Region. • Problem of over-emphasis on Examination System in India, Information Explosion andits Validation. • Problem related with Students- Aimlessness,Intolerance, Aggression, Unemployment and Competition.	7

Rati Upadhyay

	AFFECTING FACTORS OF INDIAN EDUCATION SYSTEM	
VIII	• Urbanization. • Population Explosion. • Poverty. • Brain Drain	7

Suggested Continuous and Comprehensive Evaluation Methods:
Assignment / Seminar- 10 Marks
Test / Quiz(MCQ) - 10 Marks
Attendance/Class Performance- 05 Marks
Suggested equivalent online courses: Courses on Swayam / MOOCs

Suggested Readings:

- चौबे एस.पी.,भारतीयशिक्षा का इतिहास
- जौहरी एवं पाठक. भारतीय शिक्षा का इतिहास. विनोद पुस्तक मंदिर, आगरा.
- अग्निहोत्रि, आर. आधुनिक भारतीय शिक्षा: समस्याएं और समाधान. राजस्थान हिन्दी ग्रंथ अकादमी.
- पांडेय, आर. एस. शिक्षा की समसामयिक समस्याएं. विनोद पुस्तक मंदिर, आगरा.
- https://archive.org/details/in.ernet.dli.2015.441175/page/n31/mode/2u
- Altekar A. S. *Education in Ancient India*. Varanasi, Nandkishore& Brothers.1963
- Bakshi S.R. & Mahajan, L.*Encyclopedic History of Indian Culture and Religion:Education in ancient India*, New Delhi, Deep & Deep Publications.2000
- Govinda, R and M, Bandyopadhyay. Access to Elementary Education:Analytical Overview, New Delhi: OUP. 2011
- Human Development Report retrieved from http://hdr.undp.org/en/reports/
- Lal R.B. & Sharma K.K. 'History, Development and Problems of IndianEducation', R.Lal Book Depo, Meerut, 2015.
- Mitra, V. *Education in Ancient India*. Delhi, Arya Book Depot. 1964
- Mookerji, R.k. *Ancient Indian Education: Brahamanic and Buddhist*. Delhi, MotilalBanarsidass. 1947
- Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.
- Singh, Bhanu Pratap, *Aims of Education in India: Vedic, Buddhist, Medieval,British and Post-Independence*, Delhi, Ajanta Publications. 1990.

BA 1st Year; Sem. II
Course II
(Practical)

Program/Class: Certificate/BA	Year: First	Semester: Second
Subject: Education		
Course Code: E010202P/ 0250180	Course Title: Prepare a Profile of any School (Class 6th - 12th) Government / aided / Private.	

Course Learning Outcomes
On completion of this course, the learner will be able to:
- adapt an stronger orientation towards research.
- classify different kind of schools based on administration running in India.
- conceptualize the school profile preparation.
- create a school profile.

Credits: 2	Core Compulsory
Max. Marks: - 100 External Exam-75 Marks Internal Exam-25 Marks	Min. Passing Marks: 33

Total Instructional hours-Tutorials-Practical (in hours per week): P-4/w

Unit	Content	Instructional hours
I	SCHOOL • Introduction • Need • Importance	20
II	TYPES OF SCHOOL • On account of administration	15
III	SCHOOL PROFILE • What is school profile? • How to create it?	25

Note: In Final Examination report shall be examined by external and internal examiners.
Examination Method – Report Presentation and Viva-voce.
Marks Distribution: Report presentation and Viva (External Exam)- 75 Marks.
Report presentation and Viva (Internal Exam) - 25 Marks.

BA 2nd Year - DIPLOMA IN ARTS

Program specific outcomes-

1. This course provides the basics of philosophical ideologies that have influenced the Education. It introduces learner to Indian and Western philosophical perspectives of Education.
2. It also attempts to acquaint the students with philosophical and educational thoughts of thinkers.
3. This course aims to acquaint students with the knowledge of Socio-Political-Economic perspectives of Education. It would familiarize them with Social contexts, Social change and Social mobility.
4. This course introduces the students about concept of Educational psychology. It explores the process of development and learning in Human Beings.
5. It elaborates the approaches of learning and basics of human behavior.
6. It examines the causes of individual differences and individuals with special needs. Mental health willalso be discussed with students.
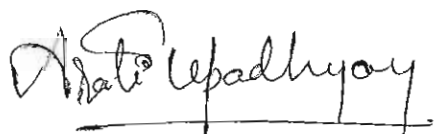
Class/ Sem.	Course Code	Core/ Elective	Paper Title	Theory/ Practical/ Project	Credit	Total Marks
B.A. 2nd year/ Sem. III	E010301T / 0350101	Core	Philosophical-Sociological-political-Economic Perspective of Education	Theory	4	100 (75+25)
	E010302P/ 0350180	Core	Review a Book written by prominent educational thinkers included in the course-I	Practical	2	100 (75+25)
B.A. 2nd year/ Sem. IV	E010401T / 0450101	Core	Psychological perspective of Education	Theory	4	100 (75+25)
	E010402P/ 0450180	Core	Case study of a Special Child	Practical	2	100 (75+25)

Program/Class: Diploma /BA	Year: Second	Semester: Third
Subject: Education		

Course Code: E010301T /0350101	Course Title: Philosophical-Sociological-Political-Economic Perspectives of Education

Course Learning Outcomes

On completion of this course, the learner will be able to:
- define Education and Philosophy.
- explain difference between Darshan and Philosophy.
- identify significant features of the Indian and Western philosophies.
- illustrate the relevance of the Indian and Western philosophical for modern educational system and society.
- compare the Indian and Western Philosophical thoughts.
- define pluralism and diversity in Indian society.
- relate Education with Political and Economic issues.
- distinguish between Fundamental Rights and duties.
- value role of Education for Sustainable Development.

Credits: 4	Core Compulsory
Max. Marks: 100 External Examination: 75M Internal Examination: 25M	Min. Passing Marks: 33
Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w	

Unit	Content	Instructional hours
I	EUDCATION AND PHILOSOPHY • Meaning and Concept of Philosophy and 'Darshan'; Difference between Philosophyand 'Darshan', its relationship with Education. • Branches of Educational Philosophy.	8

II	A BRIEF INTRODUCTION TO ANCIENT INDIAN PHILOSOPHIES • Vedant. • Bhagavad Geeta.		8
III	A BRIEF INTRODUCTION TO WESTERNSCHOOLS OF PHILOSOPHIES • Idealism. • Naturalism. • Pragmatism.		7
IV	SOME PROMINENT EDUCATIONAL THINKERS • Mahatma Gandhi. • Swami Vivekanand. • Dr. B.R. Ambedkar. • Rousseau. • Dewey. • Montessori.		7
V	INTRODUCTION TO INDIAN SOCIETY • Concept of Pluralism in Society • Diversity in IndianSociety. • Social Stratification of Indian Society: Caste,Class, Gender.		8

VI	SCHOOL , EDUCATION AND SOCIETY • School as Social Organization. • Social Change and Education. • Social Mobility and Education.		8
VII	POLITICAL PERSPECTIVES OF EDUCATION • Fundamental Rights and Duties. • Directive Principles. • Right to Education		7

VIII	ECONOMIC PERSPECTIVES OF EDUCATION • Education as Development Indicator. • Education for Sustainable development • UN-MDG ,SDG		7
Suggested Continuous and Comprehensive Evaluation Methods: Assignment/Seminar- 10 Marks Test / Quiz(MCQ) – 10 Marks Attendance/ Class Performance- 05 Marks Suggested equivalent online courses: Courseson Swayam / MOOCs			

Suggested Readings:

- कमर, के. शिक्षा और ज्ञान. ग्रंथ शिल्पी, दिल्ली. 2002
- सलूजा, सी.के. शिक्षादर्शन. हिन्दीमाध्यम कार्यान्वयन निदेशालयन, नई दिल्ली.
- धनकड़, आर. शिक्षा और समाज. हरियाणा. आधर प्रकाशन. 2006
- ओड़, एल.के. शिक्षा की दार्शनिक पृष्ठभूमि. राजस्थान हिन्दी ग्रंथ अकादमी. 1994
- पांडेय, के. पी. शिक्षा के दार्शनिक एवं सामाजिक आधार. विश्वविद्यालय प्रकाशन, वाराणसी.
- Archer, M.S. *Social Origins of Educational Systems,* New Delhi: Sage. 1984
- Brubacher, John S. (ed) . *Modern Philosophy of Education,* New Jersey:Prentice Hall Inc., Englewood Cliffs.12 Hours. 1962
- Cohen, B. *Educational Thought: An Introduction.* Macmillan, Britain. 1969
- Dewey, J. *The School and Society.* Chicago, The University of Chicago Press.1915
- Durkheim, E. *Education and Sociology.* New York: The Free Press. 1956
- Elmhirst, L.K. *Rabindranath Tagore: Pioneer in Education.* Delhi: Sahitya Chayan.1994
- Freire, P. *Pedagogy of the Oppressed.* London, Penguin Books. N.p. 1970
- Kneller, G.F. *Foundations of Education.* London and New York, John Wileyand Sons, Inc. 1963
- Kumar, K. *The Political Agenda of Education: A Study of Colonialist andnationalist Ideas.* New Delhi, Sage Publications.1991
- Shukla, S. and Kumar, K. *Sociological Perspective in Education.* New Delhi,Chanakya Publications. 1985
- Shukla, S. C. and Kaul, R. (eds.) *Education, Development and Underdevelopment,* New Delhi: Sage. 1998

BA 2nd Year; Sem. III
Course II
(Practical)

Program/Class: Diploma/BA	Year: Second	Semester: Third
Subject: Education		
Course Code: E010302P/ 0350180	Course Title: Practical: Review a book written by Prominent educational thinkers included in the course.	

Course Learning Outcomes
On completion of this course, the learner will be able to:
- adapt an stronger orientation towards research.
- illustrate the concept of Book review.
- describe the different kinds of book review.
- review books.

Credits: 2	Core Compulsory
Max. Marks: - 100 External Examination- 75 M Internal Examination- 25 M	Min. Passing Marks: 33
Total Instructional hours-Tutorials-Practical (in hours per week): P-4/w	

Unit	Content	Instructional hours
I	BOOK REVIEW • What is Book review? • Its advantages.	10
II	INTRODUCTION AND THE DISCUSSION books written by • M.K Gandhi • Swami Vivekananda • Dr. B.R Ambedkar	25
III	INTRODUCTION AND THE DISCUSSION books written by • Rousseau • Dewey.	25

Note: In Final Examination report shall be examined by external and internal examiners.
Report Presentation and Viva-voce.
Marks Distribution: Report presentation and Viva (External Exam)- 75 Marks.
Report presentation and Viva (Internal Exam) - 25 Marks.

16

BA 2nd Year, Sem. IV
Course I (Theory)

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Education		

Course Code: E010401T/ 0450101	Course Title: Psychological Perspectives of Education

Course Learning Outcomes

On completion of this course, the learner will be able to:
- define Education and Psychology.
- relate Education and Psychology
- compare characteristics and needs of different stages of development.
- list different approaches of learning.
- distinguish between different psychological traits.
- identify Individual Differences.
- examine the importance Mental Health.
- illustrate Teaching Learning Process.

Credits: 4	Core Compulsory
Max. Marks: 100 External Examination: 75M Internal Examination: 25M	Min. Passing Marks: 33

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w

Unit	Content	Instructional hours
I	**EDUCATION AND PSYCHOLOGY** • Psychology: Concepts and Scopes. • Relations of Education and Psychology. • Importance of Educational Psychology. • Methods of Studying Educational Psychology.	8
II	**PROCESS OF DEVELOPMENT** • Development/Meaning and Forms. • Growth and Development. • Stages of Development. • Forms of Development-Physical, Mental, • Emotional, Social, Motor Development, Language Development.	8

III	UNDERSTANDING THE LEARNING • Meaning, Nature and Factors Influencing the Education. • Learning Styles: VARK. • Thorndike's laws of learning. • Transfer of Learning and its classroom implications. Learning Theories: Pavlov's Classical Conditioning Theory, Skinners Operant Conditioning Theory, Thorndike Trial and Error Theory, Gestalt Theory and their Educational Implications.	7

IV	FOUNDATIONS OF BEHAVIOURS AND THEIR ROLES • Instincts. • Sensation, Perception and Concept. • Motivation. • Memory. • Attention and Interest. • Thinking, Reasoning and Imagination. • Habit. • Fatigue	7
V	INDIVIDUAL DIFFERENCES • Meaning, Types and Causes of Individual Differences. • Individual Differences and Education.	8
VI	SPECIAL NEED LEARNER • Mentally Retarded. • Gifted Children. • Divyang (Handicapped).	8
VII	MENTAL HEALTH AND ADJUSTMENT • Concept and need of studying mental health. • Affecting Factors of Mental Health. • Mental Health and Education. • Adjustment: Meaning and Process	7

VIII	TEACHING AND LEARNING PROCESS • Concept of Teaching. • Relation between Learning and Teaching. • Conditioning vs teaching. • The Objectives of Education is learning. • Role of Teacher in Teaching- Learning.	7

Suggested Continuous and Comprehensive Evaluation Methods:

Assignment / Seminar – 10 Marks
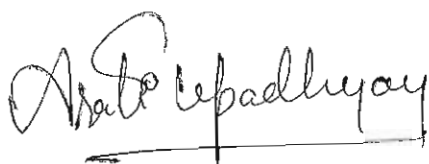
Test / Quiz(MCQ) – 10 Marks

Attendance/ Class Performance – 05 Marks

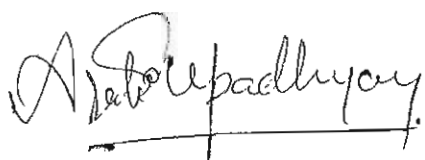Suggested equivalent online courses:

Courseson Swayam / MOOCs

Suggested Readings:

- भटनागर, एस. शिक्षा मनोविज्ञान. सूर्य पब्लिकेशन.1998.
- जायसवाल, एस.आर. भारतीय मनोविज्ञान और शिक्षा. आर्य बुक डिपो, नई दिल्ली.
- त्रिपाठी, शालिग्राम. शिक्षण व्यवहार. राधा पब्लिकेशन. नई दिल्ली.
- गुप्ता, एस.पी. शिक्षामनोविज्ञान. शाखा प्रकाशन. मेरठ.
- युगकिम्बल, शिक्षामनोविज्ञान की आधारशिला. विनोद पुस्तक मंदिर. आगरा.
- Aggarwal. J.C.(n.d.). Essentials of Educational Psychology: Vikas Publishinghouse
- Bhatnagar Suresh (n.d.). *Advanced Educational Psychology,* Lal Book Depot,Meerut.
- Bigge, Morris. L (1971). *Learning theories for teachers.* New York: Harper&Row.
- Chauhan S.S. (1978). *Advanced educational psychology.* Vikas PublishingHouse.
- Dash M. (1994). *Educational Psychology.* New Delhi, Deep& DeepPublications.
- *Dececco John, P. The Psychology of Learning and Instruction. New Delhi,Prentice Hall of India. 1968*
- Hilgand, E.R. &Bower, S.H., (1975). *Theories of Learning.* Englewood CliffsNew Jersey: Prentice Hall.
- Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach.* NewDelhi, Tata McGraw-Hill Publishing Co. Ltd.
- *Mathur, S.S. Educational Psychology. Agra, Vinod PustakMandir. 1986*
- Mazur, J.E. (1994). *Learning and behaviour.* Englewood Cliffs. New Jersey;Prentice Hall.
- Rani, A. (2011). *Psychology of learning Behavior.* New Delhi, Centrum Press.

BA 2nd Year; Sem. IV
Course II
(Practical)

Program/Class: Diploma /BA	Year: Second	Semester: Fourth

Subject: Education		

Course Code: E010402P/ 0450180	Course Title: Practical: Prepare a case study of a Special Child

Course Learning Outcomes
On completion of this course, the learner will be able to:
- adapt an stronger orientation towards research,
- identify the differently abled children (special children).
- conceptualize method of case study.
- prepare a case study report.

Credits: 2	Core Compulsory
Max. Marks: - 100 External Examination - 75 M Internal Examination – 25 M	Min. Passing Marks:33

Total Instructional hours-Tutorials-Practical (in hours per week): P-4/w

Unit	Content	Instructional hours
I	SPECIAL CHILDREN AND THEIR EDUCATION • Types • Characteristics • Key educational measures	20
I	CASE STUDY • What is case study? • Need and Significance. • Merits and Demerits	20
II	METHOD OF CASE STUDY AND REPORTING • Introduction to Various methods • Report preparation of case study	20

Note: In Final Examination report shall be examined by external and internal examiners.Marks Distribution: Report presentation and Viva (External Exam)- 75 Marks.
Report presentation and Viva (Internal Exam) - 25 Marks.

Suggested Readings:

- मंगल, एस. के. शिक्षामनोविज्ञान एवं सांख्यिकी. विनोद पुस्तक मंदिर. आगरा.

- कपिल, एच.के. अनुसंधान विधियां. भार्गव प्रिंटर्स. आगरा.

- Pandey, K.P. Fundamentals of Educational Research. Vishvidyalay Prakashan. Varanasi.1998.
- Dash M. (1994). Educational Psychology. New Delhi, Deep & Deep Publications.
- Hurlock, E. B. (2004). Developmental Psychology: A Life span Approach. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.

BA 3rd Year Education- BACHLOR OF ARTS DEGREE IN EDUCATION

Program specific outcomes-

1. This course compiles the assessment and evaluation techniques used in Education. It acquaints the student with measurement tools of different psychological traits that are essential for teaching and learning.
2. This course enables the students to understand concepts and needs of statistics in education, it analyses the statistics of Continues and comprehensive evaluation techniques in classroom.
3. This course consists of the knowledge of Educational Administration and Management instudent.
4. It will develop an insight about the organizational and Administrative structure of Education.
5. This course explains major landmarks in the journey of Indian Education. Itdiscusses the evolving modern tendencies that are creating paradigm shift in our Education System.

Class/ Sem.	Course Code	Core/ Elective	Title of the Paper	Theory/ Practical/ Project	Credit	Total Marks
B.A 3rd year/ Sem. V	E010501T / 0550101	Core	Educational Assessment	Theory	4	100 (75+25)
	E010502T / 0550102	Core	Educational Statistics-I	Theory	4	100 (75+25)
	E010503P/ 0550180	Core	Administration and Interpretationof Score of a psychological test- Achievement/Intelligence/Personality/Aptitude	Practical	2	100 (75+25)
	E010501R / 0550165	Core	Visit to any type of University other than Distance : Profile Preparation and Report	Minor Research Project	3	100
B.A 3rd year/ Sem. VI	E010601T / 0650101	Core	Educational Administration and Management	Theory	4	100 (75+25)
	E010602T / 0650102	Core	Milestones and New dimensions of Indian Education	Theory	4	100 (75+25)

E010603P/ 0650180	Core	Write and submit an article on any trending Socio-cultural-Environmental issues	Practical	2	100 (75+25)
E010601R / 0650165	Core	Visit to an Anganwadi Centre/ Interview a working child/ a child who has experienced Natural calamities or war or a terrorist attack/ orphan/ unschooled child/ person who got child marriage and Report preparation	Minor Research Project	3	100

BA 3ʳᵈ Year; Sem. V
Course I (Theory)

Program/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010501T / 0550101	Course Title: Educational Assessment	

Course Learning Outcomes:

On completion of this course, the learner will be able to:
- define assessment, measurement and evaluation.
- enumerate and Illustrate Characteristics of a good test.
- classify different psychological tests.
- examine Intelligence/Personality/Aptitude of a subject.

Credits: 4	Core Compulsory
Max. Marks: 100 External Examination: 75 M Internal Examination: 25 M	Min. Passing Marks: 33
Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w	

Aratcupadhyay

Unit	Content	Instructional hours
I	BASICS OF ASSESMENT • Assessment, Measurement, Evaluation: Concept, Features and Difference. • Physical vs. Psychological Measurements.	8
II	CONTINUOUS AND COMPREHENSIVE EVALUATION • Meaning • Aims • Aspects • Formative Assessment • Summative Assessment	7
III	NORMS • Norms: Meaning and Significance • Marks vs. Grades • Credit System	7
IV	ACHIEVEMENT TESTS • Meaning, Aims and Types. • Subjective VS Objective tests. • Characteristics of a Good test.	8

V	MEASUREMENT OF INTELLIGENCE • Verbal, Non-Verbal test. • Meaning of IQ. • Individual Tests and Group test	8

VI	PERSONALITY TEST • Personality- Concept and Types. • Personality Assessment through Inventories and Projective Techniques.	7
VII	PERFORMANCE TESTS • Concept • Types - Based on practical in labs, Co---curricular Activities.	8
VIII	APTITUDE TEST • Aptitude: Concept and Types. • Aptitude: Characteristics and Measurement.	7

Arati Upadhyay.

Suggested Continuous and Comprehensive Evaluation Methods:
Assignment / Seminar- 10 Marks
Test / Quiz(MCQ) – 10 Marks
Attendance/ Class Performance – 05 Marks
Suggested equivalent online courses:Courses on Swayam / MOOCs

Suggested Readings:

- गुप्ता, एस.पी. शैक्षिक मापन एवं मुल्यांकन. शारदा पुस्तक भवन. आगरा.

- नन्द, पचौरी एवं शर्मा. शिक्षा मनोविज्ञान एवं मापन. संजय पब्लिकेशन्स. आगरा.

- भटनागर, एस. शिक्षामनोविज्ञान. सूर्य पब्लिकेशन.1998.

- सिंह, ए.के. शिक्षामनोविज्ञान. भारतीभवन. पटना.

- Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc.1976
- NCERT Curriculum and Evaluation, New Delhi, NCERT 1990
- Norris, N. Understanding Educational Evaluation, Kogan Page Ltd. 1990
- Thorndike, E.L., & E.P., Hagen. Measurement and Evaluation in Psychologyand Education. New York, Johan Wiley and Sons Inc. 1969
- Secolsky,C. Handbook on Measurement and Evaluation in Higher Education.
- U.K. Routledge. 2011
- Sindhu,K.S. New approaches to measurement and evaluation, New Delhi,Sterling Publication. 2007
- Singh, H.S. Modern educational testing. New Delhi: Sterling Publication. 1974

BA 3rd Year; Sem. V
Course II
(Theory)

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010502T /0550102	Course Title: Educational Statistics-I	

Course Learning Outcomes

On completion of this course, the learner will be able to:
- define Statistical terms.
- prepare graphical charts.
- interpret the results various operations of statistics.
- survey and collect data.
- analyze the data with Suitable Statistical methods.

Credits: 4	Core Compulsory
Max. Marks: 100 External Examination: 75M Internal Examination: 25M	Min. Passing Marks: 33
Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w	

Unit	Content	Instructional hours
I	**INTRODUCTION TO STATISTICS** • History of Statistics • Definition and Need of Statistics. • Types of Statistics • Symbols in Statistics	7

II	**PRESENTATION AND ORGANIZATION OFDATA**
	 • Organization of data:
	     i. Simple array
	     ii. Frequency array
	     iii. Frequency Distribution
	 • Class Interval:
	     i. Inclusive
	     ii. Exclusive
		7

III	GRAPHICAL REPRESENTATION OF DATA i. Bar diagram ii. Histogram iii. Pie chart	8
IV	MEASURES OF CENTRAL TENDENCY Definition, Uses, Computation of: • Mean, • Median • Mode	8
V	MEASURES OF RELATIVE POSITION • Concept of Relative Position • Percentile Rank • Percentile	8
VI	MEASURES OF VARIABILITY Definition, Uses, Computation: • Range • Mean Deviation • Standard Deviation	8
VII	CORRELATION • Meaning, Types, Uses • Computation of Coefficient of Correlation- Spearman's Rank Difference Method.	9
VIII	NORMAL PROBABILTY CURVE • Concept • Characteristics.	5

Suggested Continuous and Comprehensive Evaluation Methods:

Assignment / Seminar – 10 Marks

Test / Quiz(MCQ) – 10 Marks

Attendance/ Class Performance – 05 Marks

Suggested equivalent online courses: Courses on Swayam / MOOCs

Suggested Readings:
- अस्थाना, विपिन.शैक्षिक अनुसंधान एवं सांख्यिकी. अग्रवाल पब्लिकेशन.2011.
- कपिल, एच.के. अनुसंधान विधियां. भार्गव प्रिंटर्स. आगरा.
- पांडेय, के.पी. शैक्षिक अनुसंधान. विश्वविद्यालय प्रकाशन. वाराणसी.
- Agresti& Finlay, *Statistical Methods for the Social Sciences.* New Jersey,Prentice Hall. 2010
- Garret H.E., Psychological Tests, Methods, and ResultsNabu Press, 2011.
- Garret H.E., Statistics in Psychology and Education, Paragon InternationalPublishers, 2005(Hindi& English)
- Ott and Longnecker. Statistical methods and data analysis. CA: DuxburyPacific Grove, 2001
- Patel, R.S. *Statistical techniques for data analysis.* (n.p.) Academic PublishingGmbH *& Co. 2012*
- Shavelson, R.J. *Statistical reasoning for the behavioral sciences.* Boston, Allyn
- and Bacon. 1988

Ashato Upadhyay

B.A. 3rd Year; Sem. V
Course III
(Practical)

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education	
Course Code: E010503P /0550180		Course Title: Practical: Administration and Interpretationof Score of a psychological test- Achievement/Intelligence/Personality/Aptitude

Course Learning Outcomes

On completion of this course, the learner will be able to:
- adapt the stronger orientation towards research.
- describe different Psychological Tests.
- administer different Psychological Tests.
- Explain guidance and counselling.

Credits: 2	Core Compulsory
Max. Marks: -100 Marks External Examination- 75 M Internal Examination – 25 M	Min. Passing Marks: 33

Total Instructional hours-Tutorials-Practical (in hours per week): P-4/w

Unit	Content	Instructional hours
I	PSYCHOLOGICAL TEST • Concept • Meaning	15
II	GUIDANCE AND COUNSELLING • Types • Utility	15
III	ADMINISTRATION AND INTERPRETATION OF SCORE OF • Achievement Test • Intelligence Test • Personality Test • Aptitude Test	30

Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Report presentation and Viva (External Exam)- 75 Marks.
Report presentation and Viva (Internal Exam) - 25 Marks.

Suggested Readings:
- गुप्ता, एस.पी. शैक्षिक मापन एवं मुल्यांकन. शारदा पुस्तक भवन. आगरा.
- नन्द, पचौरी एवं शर्मा. शिक्षामनोविज्ञान एवं मापन. संजय पब्लिकेशन. आगरा.
- भटनागर, एस. शिक्षामनोविज्ञान. सुर्य पब्लिकेशन.1998.
- सिंह, के. शिक्षामनोविज्ञान. भारतीभवन. पटना.
- *Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc.1976*
- *NCERT Curriculum and Evaluation, New Delhi, NCERT 1990*

BA 3rd Year; Sem. V
Project (Minor)

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010501R/ 0550165	Course Title: Visit to any type of University other than Distance University	

Course Learning Outcomes

On completion of this course, the learner will be able to:
- adapt the stronger orientation towards research.
- describe basics of research.
- show attitude towards research.
- collect and analyze data.
- create profile of a university.

Credits: 3	Core Compulsory
Max. Marks:100	Min. Passing Marks:

Total Instructional hours-Tutorials-Practical (in hours per week): P-6/w

Unit	Content	Instructional hours
I	**RESEARCH PROJECT** • Concept and Meaning • Need and Significance • Collection of Data related to Education	30
II	**STATISTICAL ANALYSIS** • Introduction • Application of suitable statistical methods • Analysis and interpretationof result	30
III	**VISIT TO ANY TYPE OF UNIVERSITY OTHER THAN DISTANCE UNIVERSITY AND PROFILE PREPARATION** • Concept of University and its need and significance • Types of university running in India • It's profile preparation • Report on its administrative structure	30

Note: In Final Examination report shall be examined by external and internal examiners.
Assessment: 50% external+50% internal

Suggested Readings:
- गुप्ता, एस.पी. शैक्षिक मापन एवं मुल्यांकन. शारदा पुस्तक भवन. आगरा.
- पांडेय, के.पी. शैक्षिक अनुसंधान. विश्वविद्यालय प्रकाशन. वाराणसी.
- *Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc.1976*
- *NCERT Curriculum and Evaluation, New Delhi, NCERT 1990*

BA3rd Year; Sem. VI
Course I (Theory)

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010601T/0650101	Course Title: Educational Administration and Management	

Course Learning Outcomes

On completion of this course, the learner will be able to:
- describe different Educational Organizations.
- compare Administration, Management and Supervision.
- differentiate between inspection and supervision.
- explain educational leadership.
- elaborate different sources of finance.

Credits: 4	Core Compulsory
Max. Marks: 100 Marks External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 33
Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w	

Unit	Content	Instructional hours
I	**EDUCATIONAL ORGANIZATIONS** • Meaning and Types • Characteristics of Educational Organizations	8
II	**EDUCATIONAL ADMINISTRATION** • Meaning, Concept and Types of Educational Administration. • Administration vs. Management. • Principles of Educational Administration. • Administrative Skills.	8
III	**DEVELOPMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT** • Classical School • New Classical School • New Management	7

IV	**FUNCTIONS OF EDUCATIONAL ADMINISTRATION** • POSDCORB: Meaning and Functions.	6

V	EDUCATIONAL LEADERSHIP • Meaning, Nature of Educational Leadership. • Styles of Educational Leadership- Autocratic, Democratic and Laissez-faire • Centralization vs. Decentralization • Decision Making	9
VI	EDUCATIONAL PLANNING • Meaning and Nature of Educational Planning • Approaches of Educational Planning	8

VII	EDUCATIONAL FINANCE • Need and Significance. • Sources of Finance.	6
VIII	EDUCATIONAL SUPERVISION • Meaning and Nature of Educational Supervision. • Inspection vs Supervision. • Types of Educational Supervision.	8

Suggested Continuous and Comprehensive Evaluation Methods:
Assignment / Seminar – 10 Marks
test / Quiz(MCQ) / - 10 Marks
Attendance/ Class Performance – 05 Marks

Suggested equivalent online courses: Courses on Swayam / MOOCs

Suggested Readings:
- भटनागर, आर.पी. शैक्षिक प्रशासन. आर.लाल. बुक डिपो.2015.
- ओड़, एल.के. शैक्षिक प्रशासन. राजस्थान हिन्दी ग्रंथ अकादमी. जयपुर.
- वर्मा, एल.एन. भारतीय शिक्षा व्यवस्था एवं प्रशासन तंत्र. राजस्थान हिन्दी ग्रंथ अकादमी. जयपुर.
- Bhatnagar S.S. & Gupta P.K. (Educational Administration and Management(n.p.).
- Khawas, E. Accountability and Quality Assurance: New Issues for Academic Inquiry, International Handbook of Higher Education, vol. (1) Springer Verlag,Berlin 2006
- Kudesia, U. Chandra(n.d.) Education Administration Management (n.p.).
- Sharma, R.A. (n.d.). Education Administration and Management. Meerut, LoyalBook Depot.
- Sukhiya ,S.P. (n.d.) VidyalayaPrashashanAvamSangathan. Agra, Agarwalpublication.
- http://mlrd.gov.in/school-education
- http://mlrd.gov.in/sche mes-1

Anil Upadhyay

BA 3rd Year; Sem. VI
Course II
(Theory)

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010602T /0650102	Course Title: Milestones and New Dimensions of Indian Education	

Course Learning Outcomes

On completion of this course, the learner will be able to:
- list and differentiate the different education programs and schemes.
- use MOOCs and SWAYAM.
- collect and use material from OERs.
- review e-journals and e-Magazines.
- compare technology in education and technology of education.
- discuss milestone educational institution of India.
- explain societal trends, cultural trends and education.

Credits: 4	Core Compulsory
Max. Marks: 100 Marks External Examination - 75 M Internal Examination – 25 M	Min. Passing Marks: 33

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w

Unit	Content	Instructional hours
I	MILESTONES: MAIN PROGRAMS AND SCHEMES - ICDS - RMSA. - RUSA. - NMEICT. - RTE. - PMMMNMTT.	9

II	MILESTONES: EDUCATIONAL INSTITUTIONS OF INDIA • VISHVABHARTI • SNDT Women's University • IGNTU • JRHU • MGCGV • Pondicherry Ashram. • Navodaya Vidyalaya. • Eklavya Vidyalaya • Ashram Paddhati Vidyalaya • Kasturba Vidyalaya	9

III	EDUCATIONAL TECHNOLOGY • ICT: Meaning, Type, Concept and Needs. • ICT and Education. • Approaches of Educational Technology. • Computer and Internet: Application in Education • Online classes- need and arrangement.	8
IV	INITIATIVES AND INNOVATIONS • EDUSAT, EDUCOM. • MOOCS, SWAYAM. • OERs. • e-journals and e-Magazines. • NAD, NIRF, e-Pathashala.	7
V	SOCIETAL TRENDS AND EDUCATION • Inclusion • Human Rights. • Value and Moral. • Women Empowerment • Effect of Pandemics on society and Education.	8

VI	CULTURAL TRENDS AND EDUCATION • Social Media: Role in enhancement of Demographic changes, Globalization and Peace. • Cultural Education	8

	ENVIRONMENT: CONCEPT AND CONCERNS	
VII	- Environment and Ecosystems. - Environmental Pollution andit's types - Traditional Environmental Awareness - Ozone layer depletion. - Global Warming - Climate change	7
VIII	ENVIRONMENT AND EDUCATION - Environmental Education: Concept, Aims and importance - Awareness towards Environmental Issues - Conservation of Natural Resources - Utilization of Non-Conventional Resources.	8

Suggested Continuous and Comprehensive Evaluation Methods:

Assignment / Seminar- 10 Marks

Test / Quiz(MCQ) – 10 Marks

 Attendance/ Class Performances – 05 Marks

Suggested equivalent online courses:Courses on Swayam / MOOCs

Suggested Readings:

- यादव, एस.आर. दूरवर्ती शिक्षा. विनोद पुस्तक मंदिर. 2001.
- शर्मा, जी.आर. शिक्षणतकनीकी. स्वरूप एंड संस. नई दिल्ली.1992.
- भादू, आर.आर. साक्षरता शिक्षा एवं नवाचार. हंसा प्रकाशन. जयपुर.
- सक्सेना, आर.आर. नवाचारी शिक्षण पध्दतियां. राजस्थान हिन्दी ग्रंथ अकादमी.
- *Agarwal, S.P. and Aggarwal, J.C. Environmental protection, education and development. New Delhi, New Concepts. 1996*
- *Aggarwal J.C. Essentials of Educational Technology - Learning Innovations.New Delhi, Vikas Publications. 1995*
- *Kumar, K.L. Educational Technology, New Delhi, New Age International (P)Ltd. Publishers. 2000*
- *Kaushal, S. & Mahapatra. Emerging Trends in Inclusive Education. Delhi, IVYPub. 2007*
- *Laxmi S. Innovations in Education, Delhi Sterling Publishers. 1989*
- *Reddy, P. K. & Reddy, N. D. Environmental Education. Hyderabad: Neelkamal publications. 2001*
- *Sampath, K. et. Al. Introduction to Educational Technology, New Delhi,Sterling Publishers. 1998*
- *Sharma, B. L., &Maheswari, B. K. Education for environmental and humanvalue. Meerut, R.Lall Books Depot. 2008*

Arati Upadhyay

BA 3rd Year; Sem. VI
Course III
(Practical)

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Education		

Course Code: E010603P/ 0650180	Course Title: Practical- Write and submit an article on any trending Socio-Cultural-Environmental Issue.

Course Learning Outcomes

On completion of this course, the learner will be able to:
- adapt the stronger orientation towards research.
- explain current issues and write an article.
- write research articles on trending socio-cultural –environmental issues.
- discuss different sources of literature.

Credits: 2	Core Compulsory
Max. Marks: -	Min. Passing Marks: 33

Total Instructional hours-Tutorials-Practical (in hours per week): P-4/w

Unit	Content	Instructional hours
I	RESEARCH ARTICLE • What is research article? • Its need and Utility.	10
II	WRITE AN ARTICLE • Steps • Ethics. • Publications	25
III	SOURCES OF LITERATURE • Conventional Sources • E-Sources • Open Sources	25

Note: In Final Examination report shall be examined by external and internal examiners.

[signature]

(35)

BA 3rd Year; Sem. VI
Project (Minor)

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: :E010601R/ 0650165	Course Title: Visit to an Anganwadi Centre/ Interview a working child/ a child who has experienced Natural calamities or war or a terrorist attack/ orphan/ unschooled child/ person who got child marriage and Report preparation.	

Course Learning Outcomes
On completion of this course, the learner will be able to   • adapt an stronger orientation towards research.   • describe interview and its types.   • discuss the various issues concerning child.   • conceptualize ICDS and Anganwadi.   • explain the structure of Anganwadi.   • prepare and present the report of project.

Credits: 3	Core Compulsory
Max. Marks: - 100	Min. Passing Marks:
Total Instructional hours-Tutorials-Practical (in hours per week): P-6/w	

Unit	Content	Instructional hours
I	ICDS (Integrated Child Development Services) AND ANGANWADI • Introduction of ICDS and Anganwadi • Need and Significance • Structure of Anganwadi • Supervision • Utility and Challenges	30
II	ISSUES CONCERNING CHILDREN • Working child • A child who has experienced Natural calamities • Experienced war or a terrorist attack • Orphan • Unschooled child • Person who got child marriage	**30**

Rate Upadhyay
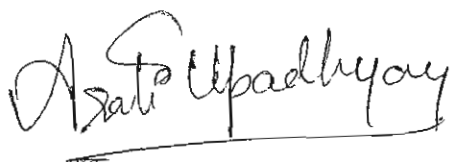
36

III	INTERVIEW AND REPORT WRITING • Concept of Interview • Types and significance • Merits and demerits • Report writing and Presentation	30

Note: In Final Examination report shall be examined by external and internal examiners.
Assessment: 50% external+50% internal

Suggested Readings:

- अस्थाना, विपिन.शैक्षिक अनुसंधान एवं सांख्यिकी. अग्रवाल पब्लिकेशन.2011.
- कपिल, एच.के. अनुसंधान विधियां. भार्गव प्रिंटर्स. आगरा.
- पांडेय, के.पी. शैक्षिक अनुसंधान. विश्वविद्यालय प्रकाशन. वाराणसी.
- *Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc.1976*
- *NCERT Curriculum and Evaluation, New Delhi, NCERT 1990*

B.A. in Education with Research as per NEP-2020, 4th year
(M.A. in Education – 1st Year)

Programme Specific Outcomes (PSOs):

1. Demonstrating a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study.
2. A critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues in the field of Education.
3. Reflecting Professional and communication skills in the field of School and HigherEducation including communication with students, parents and policy makers, institutional and academic communication and social communication.
4. Updated knowledge and understanding in the emerging areas of knowledge and e-learning, Interdisciplinary and Multidisciplinary Branches of knowledge.
5. Comprehending the current developments in the field of Educational Studies, including a critical understanding of the latest developments like Global Education, Pillars of Learning and Education for Sustainable development etc.
6. Demonstrating an ability to use established methods and techniques of research, analysis and enquiry within the area of Education.
7. Demonstrating comprehensive knowledge about resources, including current scenario and latest achievement in research, access to scholarly and professional literature, e- resources and systematic procedures relating to essential and advanced learning areas pertaining to Education.
8. Using knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
9. Communicating the results of studies undertaken in academic research accurately in a range of different social or human contexts using the main concepts, methods, constructs and techniques of the Educational Research.
10. Addressing his/her own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.
11. Application of disciplinary knowledge and transferable skills to new and unfamiliar contexts in order to identify and analyze the problems and to seek solutions to apply in solving real-life problems.

Class/ Sem.	Course Code	Core/ Elective	Title of the Paper	Theory/ Practical/ Project	Credit	Total Marks
B.A 4th year (B.A. With Research) / Sem. VII	0750101	Core	Philosophical foundation of Education	Theory	4	100 (75+25)
	0750102	Core	Sociological foundation of Education	Theory	4	100 (75+25)
	0750103	Core	Psychological Foundation of Education	Theory	4	100 (75+25)
	0750104	Core	Introduction to Educational Research	Theory	4	100 (75+25)
	0750180	Core	Library visit and Review of Related Literature	Practical	4	100 (75+25)
	0750165	Core	**Dissertation - I**	Major Research Project	4	100
	-	Minor Elective/ Optional	Other than own Faculty	Theory	4	100 (75+25)
B.A 4th year (B.A. with Research)/ Sem. VIII	0850101	Core	Measurement and Evaluation	Theory	4	100 (75+25)
	0850102	Core	Teacher Education	Theory	4	100 (75+25)
	0850103	Core	Methodology of Educational Research	Theory	4	100 (75+25)
	0850104	Core	Educational Technology	Theory	4	100 (75+25)
	0850180	Core	Construction of Tool and Data Collection	Practical	4	100 (75+25)
	0850165	Core	**Dissertation - II**	Major Research Project	4	100
	–	Minor Elective/ Optional	**Minor Elective (Other than own faculty)**	Theory	4	100 (75+25)

B.A. with Research (Year- Fourth) / M.A. in Education (Year-First)
Semester- VII
(Theory)

Program/Class:B.A. with Research/ M.A. in Education		Year: Fourth (M.A. Year: First)	Semester: Seventh
Subject: Education			
Course Code: 0750101	Course Title: Philosophical foundation of Education		

Course Learning Outcomes
On completion of the course, it is expected that the learner will be able to:

- explain the core concepts and aspects of philosophy of education in Indian and Global Context.
- describe the multicultural merger in Indian Philosophy and its impact on modern Indian Educational thoughts.
- evaluate the importance and significance of studying philosophical enquiry as basis of education.
- write the propositions of different philosophical schools in educational practices.
- explain the contributions of great thinkers in contemporary philosophy and their bearing on education.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40
Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w	

Unit	Content	Instructional hours
I	CONCEPTUAL UNDERSTANDING OF PHILOSOPHY AND EDUCATION • Defining Philosophy and Education from Indian and Western perspectives • Nature, Aims and Interrelationship between Philosophy and Education • Branches of Philosophy: Metaphysics; Epistemology; Axiology; Ethics; Aesthetics • Basic Concepts: Knowledge, Values, Disciplines, Democracy, Religion, Freedom	12
II	CLASSICAL PHILOSOPHIES AND EDUCATION: INDIAN PERSPECTIVES Following philosophical thought with special reference to Concept, Aims and Ideals of Education, Pedagogy with their Educational Implications • Upanishads and Shrimad Bhagavad Gita • Sankhya , Yoga, Nyaya, Vedanta • Jainism and Buddhism, • Materialism of Charvak, Islamic Philosophy of Education	12

III	MODERN PHILOSOPHIES: GLOBAL PERSPECTIVES Following philosophical thought with special reference to Concept, Aims and Ideals of Education, Pedagogy with their Educational Implications • Classical Philosophies: Educational Thought of Socrates' Dialogism, Plato's Ethics, Aristotle's Logic, Scholasticism • Modern Philosophies: Idealism, Naturalism, Pragmatism, Empiricism, Marxism • Post-Modern Philosophies: Logical-Positivism Realism, Humanism, Existentialism • Current Trends: Paulo Friar's Pedagogy of the Oppressed, Nell Nodding's Ethics of Care		12
IV	EDUCATIONAL THINKERS AND THEIR CONTRIBUTION-I • Rabindranath Tagore: Harmony with Nature • Mahatma Gandhi: Basic Education • J. Krishnamurthy: Education for Freedom • Sri Aurobindo : Integral Education		12

V	EDUCATIONAL THINKERS AND THEIR CONTRIBUTION-II • John Dewey: *Democracy and Education* • Rousseau: *Emile* • Friedrich Frobel: *The Education of Man* • Ivan Illich: *De-schooling Society* • John Holt: *Unschooling*		12

Suggested Readings:

1. Broudy, H.S. (1954). Building a Philosophy of Education, New York: Prentice Hall
2. Butter, J.D. (1950). Four Philosophies. New Jersey: Princeton.
3. Ivan Illich (1970) Deschooling Society, United States: Harper
4. Mookerji, R. (1960). Ancient Indian Education – Brahmanical and Buddhist. Delhi: Motilal
5. Altekar, A.S. (1944) Education in Ancient India, Benaras: Nand Kishore Brothers
6. Ahmed, S. (2007). World's Great Educationists. New Delhi: Anmol Publications Pvt.
7. Al-Attas and Naqiub, S. M. (1979). Aims and Objectives of Islamic Education. Jeddah: King
8. Brubacher, J.S. (1939.) Modern philosophies of Education. New York: Mc-Graw-Hill Book
9. APJ Abdul Kalam, (2015) Reignited: Scientific Pathways to a Brighter Future, New Delhi: Penguin
10. Archambault, R.D. (1965) Philosophical analysis and Education. London: Routledge
11. Freire, Paulo (1993): Pedagogy of the Oppressed, New Delhi: Penguin books.
12. Henry, F. (2002). A Study of Gandhi's Basic Education. New Delhi: National Book Trust
13. Kabir, Humayun (1964) Indian Philosophy of Education, New Delhi: Asia Publishing House
14. Khan, M.S. (1986). Islamic Education. New Delhi: Anish Publishing House.
15. Locke, John, (1880) Some Thoughts Concerning Education, Cambridge: The University Press
16. Locke, John, (1880). An Essay Concerning Human Understanding, Philadelphia: Hayes & Zell
17. Mahatma Gandhi (1951), Basic Education, Ahmedabad: Navajivan Publishing House
18. Mc Dermott, J. J. (1973). The Philosophy of John Dewey Vol. 2. New York: Putnam Merrill.
19. Moore. T.W. (2010). Philosophy of Education. Routledge, London.
20. Pandey, R.S.(20003). Philosophizing Education. New Delhi: Kaniska Publishers.
21. Patel, M. S. (1953). Educational Philosophy of Mahatma Gandhi. Ahmadabad: Navajeevan,

Program/Class:B.A. with Research/ M.A. in Education	Year: Fourth (M.A. Year: First)	Semester: Seventh
Subject: Education		

Course Code: 0750102	Course Title: Sociological Foundations Of Education

Course Learning Outcomes
On completion of the course, it is expected that the learner will be able to:

1. explain the concept and theoretical approaches of sociology of education and their implications for education system in India.
2. critically analyze the role of education in social processes (social stratification, socialmobility and social change)
3. contextualize education as a social system and describe the dynamic relationshipbetween education and society by noticing the influence of key social institutions
4. discuss the concept of equality and its applicability to know existing inequalities ineducation system in India.
5. formulate sociological questions, collect and analyze data and conduct their own inquiryin the area of sociology of education.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40
Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w	

Unit	Content	Instructional hours
I	CONCEPTUAL UNDERPINNINGS • Sociology of Education: Nature and Scope • Interrelationship between education and society	10
II	THEORTICAL APPROACHES AND NEW SOCIOLOGY • Theoretical Approaches in Sociology of Education: Functionalist Theory, Conflict Theory, Interactionist Theory, Cultural Reproduction Theory, Feminist Theory • New Sociology of Education: Knowledge selection and transmission in school	14
III	EDUCATION AND SOCIAL PROCESSES • Education and Socialization: Concept, Theories of Socialization • Agencies of Socialization-family, peer group, community, institutions of formaleducation, and mass media • Education as a factor of Social Stratification and Social Mobility • Concept and theories of Social Change; Education and social Change	12

III	EDUCATION AND SOCIAL PROCESSES • Education and Socialization: Concept, Theories of Socialization • Agencies of Socialization-family, peer group, community, institutions of formal education, and mass media • Education as a factor of Social Stratification and Social Mobility • Concept and theories of Social Change; Education and social Change	12
IV	EDUCATION AS A SOCIAL SYSTEM • Meaning and nature of Culture, Education and Culture • Social organisation (Max weber) • School as a social system (Talcott Parson) • Interrelationship of Education and other Social Institutions: Education and Economy;Education and Politics; Education and Religion	12
V	EDUCATION AND EQUALITY • Education and Constitutional values • Concept of Equality and its relevance in Indian context • Equality of Educational Opportunities for the disadvantaged groups • Concept and Theories of Social Movements	12

Suggested Readings

1. Ballantice, H.J., Hammack, M.F. & Stuber, J. (2017). *The Sociology of Education: A Systematic Analysis*. New York: Routledge
2. Bernstein, B. (1971). Classification and framing of educational knowledge, in M.F.D.
3. Giddens, A. (2006). *Sociology*. UK: Polity Press.
4. Gupta, D. (2004). Social stratification. New Delhi: Oxford University Press.
5. Freire, P. (1970). Pedagogy of the oppressed. New York: Continuum.
6. Haralambos, M. & Heald, R.M. (2010). *Sociology Themes and Perspectives*. New York: Oxford University Press
7. Jayaram, N. (1990). *Sociology of Education in India*, Jaipur: Rawat Publications.
1. Kamat, A.R. (1982). Education and Social Change. A Conceptual Framework. Economicand Political Weekly, 17(31), 1237-1244.
8. Mani, B.R. & Sardar, Pamela. (Eds.) (2008). A forgotten liberator: the life and struggle ofSavitribai
9. Shukla, S. & Kumar, K.(Eds). (1985). Sociological Perspectives in Education: A Reader.Delhi: Chanakya Publications.
10. Thapan, M.(Eds). (2015). Education and Society. UK: Oxford University Press.
11. Young, M.F.D. (1971). (ed.) Knowledge and Control: New Directions for the Sociology of Education. London: Collier Macmillan.

Arati Upadhyay

Program/Class: B.A. with Rescarch/ M.A. in Education	Year: Fourth (M.A. Year: First)	Semester: Seventh

Subject: Education

Course Code: 0750103	Course Title: Psychological Foundations of Education

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- describe the meaning, Nature and scope of Educational Psychology
- explain the applications of Educational Psychology in teaching and learning
- describe the meaning, nature, factors affecting and theories of learning
- explain the concept, types and theories of Intelligence
- appraise the concept of creativity, Personality, Mental Health and Adjustment

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w

Unit	Content	Instructional hours
I	EDUCATIONAL PSYCHOLOGY: INTRODUCTION • Meaning and Definition of Educational Psychology • Nature, scope and methods of educational psychology • Applications of Educational Psychology in teaching-learning • Contribution of the Behaviorism, Gestalt and Psychoanalytical schools of Psychology towards education	12

| II | LEARNING AND MOTIVATION
• Learning – Meaning and Nature
• Factors affecting learning
• Learning and Motivation
• Theories of Learning-Pavlov's classical and Skinner's operant conditioning, Learning by insight, Tolman's theory of learning, Gagne's Hierarchy of learning | 12 |
| III | INTELLIGENCE AND CREATIVITY
• Concept of Intelligence
• Types of Intelligence
• Theories of Intelligence-Guilford model of intellect and Gardner's theory of multipleintelligence
• Concept of creativity | 12 |

	PERSONALITY AND MENTAL HEALTH	
IV	• Personality – Definition, meaning and nature • Types of personality , trait theory, psychoanalytical theory • Mental Health	12

	ADJUSTMENT AND DEFENCE MECHANISM	
V	• Adjustment: Meaning and Concept • Conflicts, frustration, anxiety and complexes • Defense mechanism • Stress management	12

Suggested Readings

1. Chauhan, S. S. (2005). Advance Educational Psychology. Vikas Publishing House: New
2. Delhi.
3. Mangal. S.K. (2011). Essentials of Educational Psycholog. Prentice Hall of India: NewDelhi Publications Pvt. Ltd.
4. J.C. Aggarwal (2014). Essentials of Educational Psycholog. Vikas Publishing House:New Delhi.
5. William, C.M., and Wingo, G. M. (1962). Psychology and Teaching. (2nd Ed.). SCOH,Foresman and Company: Chicago.
6. Anita Woolfolk & Kapur P. (2016). Educational Psychology, Thirteenth Edition.Pearson: New York.
7. John W. Santrock & Pamela R. Rothstein (2002). Educational Psychology. 2nd Edition.McGraw-Hill: New Delhi.

Online/Web Resources/eBooks (Links)

1. Animated Videos from Study.com, http://study.com/academy/course/educational-psychology-course.html
2. Seifert, K. and Sutton, R. (2011). Educational Psychology Third Edition http://www.oercommons.org/courses/educational-psychology/view
3. Introduction to Psychology, Open Textbook, http://open.lib.umn.edu/intropsyc/

Program/Class:B.A. with Research/ M.A. in Education	Year: Fourth (M.A. Year: First)	Semester: Seventh
Subject: Education		
Course Code: 0750104	Course Title: Introduction to Educational Research	

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- describe the nature of fundamental concepts of research in education.
- explain the procedure of selecting suitable research problem
- adopt sampling design appropriate for the research study.
- construct appropriate research tools for research study.
- design a research proposal.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w

Unit	Content	Instructional hours
I	RESEARCH IN EDUCATION: CONCEPTUAL ISSUES • Meaning, purpose and areas of educational research • Methods of acquiring knowledge • Kinds of educational research: basic, applied and action research • Research paradigms in education: qualitative, quantitative and mixed	12

II	PLANNING THE RESEARCH STUDY • Criteria and Sources for identifying research problems, • Review of the literature-purpose and resources; • Delineating and operationalizing variables • Formulation of Hypotheses	12
III	SAMPLING AND DATA COLLECTION TOOLS • Concept of Sampling and its types • Sampling error • Understanding of different methods of Data collection • Construction and standardization of different tools used in Educational research	12

Asato Upadhyay

(46)

IV	RESEARCH METHODS • Ethnography& Case studies • Historical Research & Grounded theory • Experimental Research • Non- Experimental Research	12

V	PREPARATION OF A RESEARCH PROPOSAL • Identification and Conceptualization of Research Problem: statement of problem, • Purpose,and research questions in qualitative and quantitative research • Preparation of a Research Proposal: Framework of the research proposal • Strategies forwriting the research proposal.	12

Suggested Readings

1. Ary, Donald etal 1972- Introduction to Research in Education N.Y., Holt,Rinehart and Winston.
2. Best, J.W. - Research in Education, New Delhi, Prentice Hall of India.
3. Broota, K.D. - Experimental Design in Behavioural Research New Delhi, WileyEastern Ltd. 1992.
4. Cohen, L. & Mauion L. Research methods in Education Routledye.
5. Ebel, R.L. A Guide to Educational Research. Boston: Allyan & Bacu Inc,1965
6. Festinger, V. and Katz - Research Methods in Behavioural Sciences. N.Y.,Bold Dry Den, 1981.
7. Fox, D.J. - The Research process in Education in U.S.A. Holt Pinchart &Wilson Inc. U.S.A. (Available at Lyall Book Depot Bhopal M.P.
8. Fox, D.J. The Research Process in Education, New York: Holt Rinehart andWinston Inc, 1969.
9. Freeman F.S.: Theory and Practice of Psychological Testing, New Delhi,Bombay Calcutta, Oxford & SBH pub. Co.
10. Good, C.V. - Essentials of Educational Research Methodology and Design,
11. N.Y., Appleton Century Crofts, 1941.
12. Gronlund, N.E.-Measurement and Evaluation in Teaching, N.Y., MacMillan,1981.
13. Gupta, S.P. Statistical Methods Sherda Pustak Bhawan, Allahabad 1997.
14. Hdmstadter, G.C. Research concepts in Human Behaviour, Education,Psychology sociology. New York: Meredith Corporation, 1970.
15. Kaul, L. Methodology of Educational Research, New Delhi, Vikas Pub. House.,1984
16. Kerlinger, F.N. - Foundations of Behavioural Research, Delhi, SurjeetPublications, 1978.
17. Kunker, P.J. and M.C.Grath, J.E. Research on Human Behaviour a systematicGuide to Method. New York: Holt, Rinchart and Winston Inc,1972

B.A. in Education with Research as per NEP-2020, 4th year
(M.A. in Education – 1st Year)
Course - (Practical)

Program/Class: B.A. in Education with Research as per NEP-2020, 4th year (M.A. in Education – 1st Year)	Year: Forth	Semester: Seventh
Subject: Education		
Course Code: 0750180	Course Title: Library visit and Review of Related Literature.	

Course Learning Outcomes
At the completion of this course the learner will be able to:

- identify key components of Library.
- create review writing.
- accumulate the critical scientific information related to the review of related literature.
- demonstrate writing skills by writing, a clear, concise research proposal with scientifically defensible objectives.
- write how to collect, critique, and interpret peer reviewed research through the creation of a literature review.

Credits: 4	Core Compulsory
Max. Marks: - 100 External Exam-75 Marks Internal Exam-25 Marks	Min. Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): P-8/w

Unit	Content	Instructional hours
I	**LIBRARY VISIT** • Concept and Meaning • Need and Importance • Key components of a Library	20
II	**DIGITAL LIBRARY** •Introduction •Need and Significance	15
III	**LITERATURE REVIEW** • What is Literature Review • Need and Significance of Literature Review	15
IV	**SOURCES OF LITERATURE** • Traditional and offline sources • Online Sources • Steps of Writing review	30

V	RESEARCH PROPOSAL	40
	• Concept and Meaning	
	• Standard Requirements of a Dissertation Proposal	
	• Report writing	

Note: In Final Examination report shall be examined by external and internal examiners.
Examination Method – Report Presentation and Viva-voce.
Marks Distribution: Report presentation and Viva (External Exam)- 75 Marks.
Report presentation and Viva (Internal Exam) - 25 Marks.

Suggested Readings

1. Babbie, E. (2010). The practice of social research (Twelfth Edition). Belmont: Wadsworth.
2. Best, J. (2001). Damned lies and statistics. Berkeley: University of California Press. Publications Manualof the American Psychological Association (6th ed.). (2010). Washington D.C.: American Psychological Association. Recommended:
3. Ivers, M. (2010). Random House Guide to Good Writing. Random House Digital, Inc.
4. Eisenstein, Elizabeth L.The Printing Revolution in Early Modern Europe (CantoClassics Edition). 2nd ed. Cambridge: Cambridge University Press, 2012. Print.
5. Gutjahr, Paul C. An American Bible: A History of the Good Book in the United States,1777-1880. Stanford: Stanford University Press, 1999. Print.
6. Striphas, Ted.The Late Age of Print: Everyday Bok Culture from Consumerism to Control . NewYork: Columbia University Press, 2009. Print
7. Pan, M. L. (2013). Preparing literature reviews: qualitative and quantitative approaches. Pyrczak Publishing.
8. Abbot, Craig S., and William Proctor Williams. An Introduction to Bibliographical and Textual Studies. 4th ed. MLA, 2009. Print.

Semester VII, Year 4 Course Code: 0750165 Credit: 04
Major Research Project: Dissertation-I

B.A. in Education with Research as per NEP-2020, 4th year
(M.A. in Education – 1st Year)
Semester- VIII
(Core Compulsory: Theory)

Program/Class:B.A. with Research/ M.A. in Education	Year: Fourth (M.A. Year: First)	Semester: Eighth
Subject: Education		
Course Code: 0850101	Course Title: Measurement and Evaluation	

Course Learning Outcomes
On completion of the course, it is expected that the learner will be able to:

- describe the basic concepts and practices adopted in educational measurement andevaluation.
- explain the tools and techniques of measurement and evaluation.
- demonstrate skills and competencies in constructing and standardizing a test.
- elaborate how various requirements of education are measured, evaluated, interpretedand their rules are recorded to help learner
- adapt skills and competencies in determining the norms of a measuring tool.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40
Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w	

Unit	Content	Instructional hours
I	BASIC CONCEPTS AND PRACTICES IN EDUCATIONAL MEASUREMENT AND EVALUATION • Concept of Measurement, Assessment and Evaluation • Summative and Formative Evaluation, • Internal and External Assessment • Choice Based Credit System (CBCS), Continuous and Comprehensive Evaluation (CCE)Assessment, Semester system, Question Bank	12

| II | MEASUREMENT THEORIES AND TOOLS
• Theories of Measurement: Classical theory, Item Response theory, and Generalizability theory
• Tools: Questionnaire, scales, profile, achievement tests, standardized tests, differential test batteries
• Techniques: Self-report, Interviews, Observation, Document Analysis
• Concept of Criterion Reference Test and Norm Reference Test | 12 |

	CONSTRUCTING AND STANDARDIZING A TEST	
III	• General principles of test construction and its standardization Achievement test. • Diagnostic test • Writing test items – objective type, essay type and interpretive type • Item analysis, Steps involved in standardizing a Test • Construction and standardization: Achievement test and Diagnostic test	12
IV	VALIDITY, RELIABILITY • Methods of ascertaining Validity and Reliability of a tool • Relationship betweenReliability and Validity • Factors Affecting Reliability. • Scaling methods: purpose and dimensions of scaling • Construction of Attitude Scales by Thurston Method, Likert Method and Guttman Method	12

	NORMS OF A MEASURING TOOL	
V	• Meaning • Significance of Norms • Types of Norms: Age norms, Grade Norms, Percentiles, z scores, T score, and stanine- score	12

Suggested Readings:

1. Agrawal, J.C. 2004. Essential of Examination System. New Delhi: Vikash publishing House.
2. Asthana, B.: 2005. Measurement and Evaluation in psychology and Education. Agra: VinodPustak Mandir.
3. Lal, J.P. (2006) Educational Measurement and Evaluation. New Delhi: Anmol Publications.
4. Sharma, R.A. (2004) Essentials of Measurement in Education and Psychology. Meerut:Surya Publication.
5. Sidhu, K.S. New Approaches to Measurement and Evaluation (Sterling Publishers, NewDelhi, 2009).
6. Berk, R.A. (1984). A Guide to Criterion Referenced Test Construction. Baltimore: The JohnsHopkins Univesity Press.
7. Linn, R.L. and Miller, M.D. (2005). Measurement and Assessment in Teaching. New Jersey:Pearson Prentice Hall.

Online/Web Resources/eBooks (Links)

1. Suen, H.K., & Lei, P.W. (2007). Classical versus Generalizability theory of measurement. *Educational Measurement*, *4*,1-13. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.207.6432&rep=rep1&type=pdf
2. DeMars, C.E. (2018). Classical Test Theory and Item Response Theory. In The Wiley Handbook of Psychometric Testing (eds P. Irwing, T. Booth and D.J. Hughes). https://doi.org/10.1002/9781118489772.ch2
3. Drost, Ellen A. (2011). Validity and Reliability in Social Science Research. *EducationResearch and Perspectives*, *38*(1),105-123. https://www3.nd.edu/~ggoertz/sgameth/Drost2011.pdf
4. Ornstein, A. C. (1993). Norm-Referenced and Criterion- Referenced Tests: An Overview.
5. *NASSP Bulletin*, *77*(555), 28–39.
6. https://doi.org/10.1177/019263659307755505

Program/Class:B.A. with Research/ M.A. in Education	Year: Fourth (M.A. Year: First)	Semester: Eighth

Subject: Education	

Course Code: 0850102	Course Title: Teacher Education

Course Learning Outcomes
On completion of the course, it is expected that the learner will be able to:

- describe the holistic perspective of teacher education and its historical perspective.
- apply diverse theoretical approaches and practice in teacher education and theirimplications in teaching-learning process
- analyze the current pre-service and in-service teacher education programmes in terms ofvarious policy documents
- explain on the need and modalities for continuing professional development of ateacher.
- critically analyze research trends and innovations in the field of teacher education

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w

Unit	Content	Instructional hours
I	CONCEPT AND HISTORICAL PERSPECTIVES • Teacher Education: Meaning, • Nature and scope • Changing concepts of Teacher Education in Indian context: A historical overview	12

II	PERSPECTIVES TO UNDERSTAND THEORY • Understanding Knowledge base of Teacher Education from the view point ofSchulman, Deng and Luke & Habermas. • Meaning of Reflective Teaching • Strategies for Promoting Reflective Teaching	12
III	MODLES OF TEACHER EDUCATION AND ANDROGOGY • Models of Teacher Education – • Behaviouristic, Competency-based • InquiryOriented Teacher Education Models • The concept of andragogy and its principles	12

Astt Upadhyay .

	TEACHER EDUCATION PROGRAMMES	
IV	- Types of teacher education programme - Modes of pre-service and in-service Teacher Education - Agencies and Institutions of In-service Teacher Education - Components of Pre-service Teacher Education - Preliminary Consideration in Planningin-service teacher education programme District, State and National Level	12
V	TEACHAER EDUCATION AND CURRICULUM - The Structure of Teacher Education Curriculum - Vision of Teacher Education Curriculum Documents of NCERT - Vision of NCTE at Elementary, Secondary and Higher Secondary Levels.	12

Suggested Reading

1. Kothari, R. G. and Patel, J, B (2011).In-service Teacher Education: Training programme for Primary Teachers. Germany:VDM Verlag Publisher
2. J. S. Raput&Walia, K. (2002). Teacher Education in India. Sterling Publishers Private Limited: New Delhi
3. Mohanty, J.(2003).Teacher education. Deep & Deep publication, New Delhi.
4. Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.
5. Marsh, C. (2000).Handbook for Beginning Teachers. Second Edition, Pearson Education, Australia.
6. McClelland V. A. and Varma V. P. (1989). Advances in Teacher Education. Routledge: London.
7. Bose, K., and Srivastava, R.C. (1973).Theory and Practice. Teacher Education in India.Allahabad: Chug Publication.
8. Rao, R.(2004).Methods of Teacher Training. New Delhi. Discovery Publishing House.
9. NCERT (1997) Code of Professional Ethics for Teacher.
10. Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi
11. NCTE 2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi
12. Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
13. Sharma, R.A. (2002). Teacher Education, International Publication House, Meerut.
14. Sharma, Shashi Prabha, (2003). Teacher education, Kanishka Publication, New Delhi.

Web-references

1. http://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-
2. %20IV.pdf.
3. https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Educat ion%203rd%20Semester/EDCN-906E-Teacher%20Education.pdf.
4. https://ddceutkal.ac.in/Syllabus/MA_Education/Paper-4.pdf.

Program/Class: B.A. in Education with Research / M.A. in Education	Year: Fourth (M.A. Year: Second)	Semester: Eighth
Subject: Education		
Course Code: 0850103	Course Title: Methodology of Educational Research	

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- explain the characteristics and different types of research.
- interpret the meaning and types of different research designs.
- select appropriate research design.
- review related researches.
- discuss limitations of different types of researches.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w

Unit	Content	Instructional hours
I	QUALITATIVE RESEARCH • Qualitative Research – Meaning, Nature, Concept • Main steps of Qualitative Research • Sources of Data • Qualitative research approaches - Phenomenology, Ethnography, Case studies andGrounded theory- characteristics, limitations • Study of some recent Qualitative Research studies reported in educational researchliterature	12

Unit	Content	Instructional hours
II	THE HISTORICAL RESEARCH • Nature of historical knowledge • Principles and main steps of historical research • New trends in historical approaches to education, Limitations of historical research • Sources of data: Classification of historical sources and documents. • Validation of sources and documents: External and Internal Criticism. • Some important historical researches	14

Anita Upadhyay

III	**THE SURVEY RESEARCH** • Concept and need • Types of survey studies: school survey, public opinion survey and community surveys. Self- administered survey, Telephone/ Mail survey • Design and steps in survey research • Survey instruments and devices. • Reliability and validity of instruments.	10
IV	**THE EXPERIMENTAL RESEARCH** • Characteristics and general steps of experimental research • 'Laboratory experiments' and 'Field experiments.' • Variables, Controls, and the Experimental design. External and internal validity ofexperimental research. • Study of some recent experimental studies reported in educational research literature.	12
V	**THE MIXED METHOD RESEARCH** • Mixed Research – Meaning, Nature, Concept • Main steps of Mixed Research • Sources of Data • Mixed Research - meaning, fundamental principles, strengths and weaknesses, types andlimitations • Study of some recent Mixed Research studies reported in educational research literature	12

Suggested Readings

1. Ary, Donald etal 1972- Introduction to Research in Education N.Y., Holt,Rinehart and Winston.
2. Best, J.W. - Research in Education, New Delhi, Prentice Hall of India.
3. Cohen, L. & Mauion L. Research methods in Education Routledye.
4. Ebel, R.L. A Guide to Educational Research. Boston: Allyan & Bacu Inc,1965
5. Festinger, V. and Katz - Research Methods in Behavioural Sciences. N.Y.,Bold Dry Den, 1981.
6. Fox, D.J. - The Research process in Education in U.S.A. Holt Pin chart &Wilson Inc. U.S.A. (Available at Lyall Book Depot Bhopal M.P.
7. Freeman F.S.: Theory and Practice of Psychological Testing, New Delhi,Bombay Calcutta, Oxford & SBH pub. Co.
8. Good, C.V. - Essentials of Educational Research Methodology and Desig N.Y., Appleton Century Crofts, 1941.
9. Gupta, S.P. Statistical Methods Sherda Pustak Bhawan, Allahabad 1997.
10. Hdmstadter, G.C. Research concepts in Human Behaviour, Education, Psychology sociology. New York: Meredith Corporation, 1970.
11. Kaul, L. Methodology of Educational Research, New Delhi, Vikas Pub. House., 1984
12. Kerlinger, F.N. - Foundations of Behavioural Research, Delhi, Surjeet Publications, 1978.
13. Nannally J.C.: Educational Measurement & Evaluation McGraw Hill BookComp.

Program/Class: B. A in Research/ M.A. in Education		Year: Fourth (M.A. Year: First)	Semester: Eighth
Subject: Education			
Course Code: 0850104	Course Title: Educational Technology		

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- discuss the emergence and evolution of ET as a discipline.
- explain the communication process and instructional design.
- analyze the relationshipbetween learning theories and instructional strategies in the teaching-learning process.
- describe various uses of ICT and e-learning in research, evaluation and management.
- elaborate the ethical issues emerged from application of technology in education.
- explore recent innovations and future perspectives of Education Technology.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40
Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w	

Unit	Content	Instructional hours
I	INTRODUCTION TO EDUCATIONAL TECHNOLOGY • Evolution of ET- emergence of discipline • Definitions and scope of ET • Functions/objectives of educational technology • Approaches of educational technology: Hardware, Software, System, Multimedia • Applications of Educational Technology in formal, non-formal (Open and DistanceLearning), informal and inclusive education systems	14

II	ICT IN EDUCATION • Integration of ICT in Education: Pedagogy , assessment, research & CPD • Concept of e-learning, • Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)	12
III	E-INCUSION AND ASSISTIVE TECHNOLOGY • E-Inclusion - Concept of E-Inclusion • Application of Assistive technology in E-learning • Ethical Issues for E-Learner and E-Teacher - Teaching, Learning and Research	10

Asato Upadhyay.

IV	**RECENT TRENDS** • Social learning: concept , use of web 2.0 tools for learning • Social networking sites, blogs, chats, video conferencing, discussion forum) • Open Education Resources: Creative Common, Massive Open Online Courses (Concept and application).	12

V	**LMS AND IPR** • Learning Management Systems (LMS): Concept and standards • Its application in education. • Concept of IPR – copy right, trademarks, and patents • Components of copy right and various legal instruments related to copy right • Alternatives to copy right • Open licenses.	12

Suggested Readings

1. Aggarwal.J.C (2006): Essentials of Educational Technology, teaching, learning & Innovation in education, Vikas Publishing House Pvt .Ltd. New Delhi.
2. Mangal, S.K. (2009). Fundamentals of Educational Technology. Ludhiana: PrakashBrothers.
3. Tara Chand (2006). Educational Technology.Anmol Publictions.New Delhi..
4. Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press:New Delhi.
5. Vanaja, S. & S. Rajasekar, (2006).Educational Technology & Computer Education,Neelkamal Publications Pvt., Hyderabad.
6. Gwen Solomon, Lynne Schrum. (2014). Web 2.0 How-to for Educators, Second Edition. ISTE.
7. W.J. Pelgrum and N.Law(2003). ICT in Education around the world-Trends, Problems and Prospects. UNESCO: Paris.
8. Y.K.Singh.2008. Educational Technology: Teaching and Learning.APH publishing.
9. Bhushan, A. and Ahuja, M. (1992). Educational Technology. Patiala: Bawa Publishers.
10. Sampath K. et al (2009). Introduction to Educational Technology (Sterling Publishers,New Delhi.
11. Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi
12. Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.
13. Rudestam, K.E. & Schoenholtz, R.J. (2002): Handbook of Online Learning. New Delhi:Sage Publications.
14. Jolliffe, A., Ritter J. & Stevens D. (2003). The Online Learning Handbook. London: Kogan Page.
15. Mishra, S. & Sharma, R.C. (eds) (2005). Interactive Multimedia in Education andTraining. London: Idea Group Inc (IGI).

Web references:

1. https://www.researchgate.net/publication/272494060_Educational_Technology/link/54e695610cf277664ff62bf8/download.
2. https://ebooks.lpude.in/arts/ma_education/year_1/DEDU403_EDUCATIONAL_TECHNOLOGY_ENGLISH.pdf.
3. https://www.researchgate.net/publication/272494060_Educational_Technology.

B.A. in Education with Research as per NEP-2020, 4th year
(M.A. in Education – 1st Year)
Course - (Practical)

Program/Class: B.A. in Education with Research (M.A. in Education – 1st Year)	Year: Forth	Semester: Eighth
Subject: Education		
Course Code: 0850180	Course Title: Construction of Tool and Data Collection	

Course Learning Outcomes

On completion of this course, learner will be able to:
- conceptualize of tool construction and Adaptation.
- distinguish different kind of tools.
- construct tool as per their research need.
- Explain reliability and validity of a tool.

Credits: 4	Core Compulsory
Max. Marks: - 100 External Exam-75 Marks Internal Exam-25 Marks	Min. Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): P-8/w

Unit	Content	Instructional hours
I	**INTRODUCTION TO RESEARCH TOOLS** • Concept • Meaning • Need and Significance • Types	20
II	**CONSTRUCTION AND ADAPTATION OF TOOLS** • Concept • Method	**20**
III	**QUANTITATIVE AND QUALITATIVE RESEARCH TOOLS** • Observation • Questionnaire • Interview • Inventory • Rating Scale • Case Study	**30**
IV	**TYPES OF DATA** • Primary Data • Secondary Data	20

V	ADMINISTRATION, RELIABILITY AND VALIDITY OF TOOLS • Method of Administration of tools • Testing Reliability of Tool • Testing Validity of Tool	30

Note: In Final Examination report shall be examined by external and internal examiners.
Examination Method – Report Presentation and Viva-voce.
Marks Distribution: Report presentation and Viva (External Exam)- 75 Marks.
Report presentation and Viva (Internal Exam) - 25 Marks.

Suggested Readings:

1. Flyvbjerg, Bent (2001). Making Social Science Matter: Why Social Inquiry Fails and How it can Succeed Again, UK: Cambridge University Press.
2. Robson, C. (2002). *Real World Research*. 2nd Edition. Oxford:Blackbell.
3. Kumar, Renjith (2009). *Research Methodology: A Step by Step Guide for Research*, Delhi: Pearson Education.
4. Creemers, B. (2010). *Methodological Advances in Educational Effectiveness Research*. London: Routledge.
5. Creswell, J.W. (2013). *Qualitative Inquiry and Research Design: Choosing among Five Approaches*.3rd edition. Thousand Oaks, CA:Sage.
6. Mertens, D.M. (2015). *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative and Mixed Methods*. Thousand Oaks,CA: Sage Publication.

Semester VIII, Year 4 **Course Code: 0850165** **Credit: 04**
Major Research Project: **Dissertation-II** Project I + Project II: (Viva-voce)

M.A. in Education (Year-Second)

Class/ Sem.	Course Code	Core/ Elective	Title of the Paper	Theory/ Practical/ Project	Credit	Total Marks
M.A. in Education/ Sem. IX	0950101	Core	ICT Enabled Education and Cyber Security	Theory	4	100 (75+25)
	0950102	Core	Inclusive Education	Theory	4	100 (75+25)
	0950103	Optional: Any Two of the given	Economic and Political Perspective of Education	Theory	4	100 (75+25)
	0950104		Educational Guidance and Counselling	Theory	4	100 (75+25)
	0950105		Language Education	Theory	4	100 (75+25)
	0950106		Comparative Education	Theory	4	100 (75+25)
	0950180 -	Core	Educational Excursion/ Community work and Report Writing	Practical	4	100 (75+25)
	0950165	Core	Dissertation-I	Major Research project	4	100 (75+25)
M.A. in Education/ Sem. X	1050101	Core	Curriculum Development	Theory	4	100 (75+25)
	1050102	Core	Education for Sustainable Development	Theory	4	100 (75+25)
	1050103	Optional: Any Two of the given	Educational Management and Administration	Theory	4	100 (75+25)
	1050104		Futurology of Education	Theory	4	100 (75+25)
	1050105		Special Education	Theory	4	100 (75+25)
	1050106		Women and Gender Sensitization	Theory	4	100 (75+25)
	1050180	Core	Academic Writing Repository	Practical	4	100 (75+25)
	1050165	Core	**Dissertation - II**	Major Research Project	4	100 (75+25)
		Core	**Project I + Project II Viva-voce**	Viva-voce	8	200 (150+25)

60

(Core Paper: Theory)

Program/Class: M.A. in Education	Year: Fifth (M.A. Year: Second)	Semester: Ninth
Subject: Education		
Course Code: 0950101	Course Title: ICT Enabled Education and Cyber Security	

Course Learning Outcomes
On completion of the course, it is expected that the learner will be able to:

- describe the scope of ICT and its applications in teaching learning.
- demonstrate the computer components and software and hardware approach ineducation.
- discuss instructional applications of Internet and web resources.
- elaborate the process of using the application software for creating documents,database, presentation and other media applications.
- interpret the cyber security and threat landscape.
- develop a deeper understanding and familiarity with various types of cyber-crimes, vulnerabilities and remedies thereto.
- analyze and evaluate existing legal framework and laws on cyber security.
- analyze and evaluate the importance of personal data, its privacy and security.
- analyze and evaluate the cyber security risks.
- increase cyber awareness; take measure for self-cyber-protection as well as societal cyber protection.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40
Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w	

Unit	Content	Instructional hours
I	**INFORMATION AND COMMUNICATION TECHNOLOGIES – AN INTRODUCTION** • Information and Communication Technology Basics • Nature and scope of Information and Communication Technology • Information and Communication Technologies in Teaching Learning • Applications of Information and Communication Technologies in Classroom and School management	12

II	**COMPUTER FUNDAMENTALS: HARDWARE & SOFTWARE** • Introduction to a personal computer: It's parts and functions • Operating system: Windows/Linux/UNIX • Securing data: Threat from, sources of and protection from viruses and worms • Anti-plagiarism software, Search Engines	12

III	**INTERNET AND THE WORLD WIDE WEB** • Internet and the Web • Synchronous and asynchronous communication on the web and teaching: e-mail, chat, newsgroups and forums • Communication through the web and learning: Audio and video applications on the Internet; Interpersonal communication through the e-Mail, Web forums and chatting groups		12
IV	**OVERVIEW OF CYBER SECURITY** • Cyber security increasing threat landscape during online teaching learning • Cyber security terminologies: cyberspace, attack vector, attack surface, risk, vulnerability, exploit, exploitation, hacker, non-state actors, cyber terrorism • Cyber warfare		12

V	**DATA PRIVACY AND DATA SECURITY** • Defining data • Types of data: meta data, big data, non-personal data relevant in teaching learning • Data protection, data privacy, data security of online learning teaching- Content • Data protection bill and its compliance in day to day life • Social Media- Data privacy and security issues		12

Suggested Readings

1. Adam, D.M. (1985) Computers and Teacher Training: A Practical guide, The Haworth Pren,Inc., N.Y.
2. Conrad, Kerri (2001) Instructional Design for web – based Training HRD Press.
3. Mallik, Utpal et al. (2001): Leaning with Computers Level – III. NCERT New Delhi.
4. Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer Based Training. Jossey – Bass.
5. P K Sinha. (1990): Computer Fundamental.
6. Bose K Sanjay (1996): Hardware and Software of Personal Computer.
7. Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
8. Horton, W (2001): Designing web-based Training John Wiley & Sons.

Websites

1. http://www.libraries.psu.edu/
2. http://www.searchenginewatch.com, (ALTAVISTA,EXCITE,HOTBOT,INFOSEEK)
3. http://www.teacher.net

Program/Class: M.A. in Education	Year: Fifth (M.A. Year: Second)	Semester: Ninth

Subject: Education		

Course Code: 0950102	Course Title: Inclusive Education

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- explain systematically the philosophy of creating Inclusive school
- describe the issues in inclusive education
- analyze perspectives regarding inclusion
- analyze and develop successful inclusive learning practices
- identify conceptual frameworks appropriate for investigating inclusion issues, examiningthe inclusivity of systems and for developing inclusive education

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w		

Unit	Content	Instructional hours
I	INTRODUCTION TO INCLUSIVE EDUCATION • Understanding diversities: concept and types • Concept, Philosophy, Principles and Importance of Inclusive Education • Journey from charity , medical, social towards human rights based model • Succession from segregation, integration and inclusion	12

II	INTERNATIONAL AND NATIONAL INITIATIVES • Salamanca Statement and Framework of Action, 1994 & *UNESCO 2009- Policy Guidelines* for *Inclusion* • RCI Act 1992, • The National Trust for the Welfare of Persons with autism, cerebral palsy, mentalretardation and Multiple Disabilities Act, 1999 • RPWD Act 2016	12

		CONCEPT OF SPECIAL NEEDS AND INCLUSION WITH REFERENCE TO CHILDREN WITHDISABILITIES • Disability as a social construct • Classification of disability • Educationalimplications • Sensory Impairment • Intellectual Developmental Disabilities • Locomotors Disabilities	
III			12
IV		PROCESS OF INCLUSION • School readiness: Infrastructural including technologies, pedagogical and attitudinal for addressing the diverse needs of children with disabilities • Role of different stakeholders towards the process on inclusion • Curriculum Adaptation and Accommodation in Inclusive Education	12

		PEDOGOGICAL STRATEGIES AND ASSESSMENT • Individualized Educational Program • Cooperative learning strategies in the classroom • Peer tutoring, social learning and buddy system, • Reflective teaching • Multisensory and multidisciplinary approach • Assessment and Evaluation in Inclusive setup	
V			12

Suggested Readings:

1. Jha. M. (2002) Inclusive Education for All: Schools Without Walls, HeinemannEducational publishers, Multivista Global Ltd., Chennai, 600042, India.
2. NCERT (2006). National Focus Group Report on Education of SC and ST, NewDelhi. PWD Act 1995,98,2000
3. Armstrong, A. C., Armstrong, D., & Spandagou, I. (2010). Inclusive education:International policy and practice. London: Sage.
1. Department for Education and Skills (DfES) (2001b) *Inclusive Schooling: childrenwith special educational needs*, London, DfES.
2. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
3. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, HeinemannEducational publishers, Multivista Global Ltd, Chennai, 600042, India.
4. Mani, M.N.G.(1992). Techniques of Teaching Blind C hildren. New Delhi: SterlingPublishers
5. Panda, K.C. (1997). Education of Ex ceptional Children. New Delhi: Vikas PublishingHouse.
6. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
7. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore

Websites:

1. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/special_ed_final 1.pdf
2. https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/e/13135/files/2012/12/INTL-UG- Thesis-Kohama.pdf
3. https://www.researchgate.net/publication/301675529_INCLUSIVE_EDUCATION_IN_I NDIA_-_CONCEPT_NEED_AND_CHALLENG

M.A. in Education, Year-Second
As per NEP-2020, Year- 5th
Semester- IX
(Optional Paper: Theory)
Any Two of the Following

Program/Class: M.A. in Education	Year: Fifth (M.A. Year: Second)	Semester: Ninth
Subject: Education		
Course Code: 0950103	Course Title: Economic and Political Perspective of Education	

Course Learning Outcomes
On completion of the course, it is expected that the learner will be able to:

- explain the basic concepts of economics of education
- describe the concept of education as a major determinant of economics development
- elaborate the concepts, principles of Financing Education
- define the concept of Budgeting
- evaluate the relation between Democracy and Education

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination -- 75 M Internal Examination – 25 M	Min. Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w		

Unit	Content	Instructional hours
I	ECONOMICS OF EDUCATION • Meaning and Aims • Scope and Significance, • Education as Consumption and Education as Investment • Education and Economics Development Recent Trends in Economics of Education; 　i. Economic Growth and Economic Development 　ii. Education as a Prerequisite to Economic Development 　iii. Cost of Education 　iv. Components of Educational costs	12

II	**EDUCATIONAL FINANCE** • Concept of Educational Finance • Principles of Financing Education • Difference between Cost-Benefit and Cost–Effectiveness • Analysis- Input-Process-Output Model of Educational Production System. Economic returns to Higher Education • Cost analysis in education (Social & Private, Opportunity Cost, Unit Cost); Concept of Cost Consciousness in Education • Educational finance at Micro and Macro Levels • Concept of Budgeting	12
III	**EDUCATION AND HUMAN CAPITAL** • Concept of Human Capital & Physical Capital • Schultz's Human Capital Theory of Education • Process of Human Capital Formation; • Human Capital Theory	12
IV	**EDUCATION AND POLITICS** • Millennium Development Goals (MDG) • The 'relevance' of man power planning in education • Political Economy and Education, • Education and Democracy, • Educational Policies and their Political Concerns	14

V	**QUALITY OF LIFE , INVESTMENT AND ECONOMIC GROWTH** • Concepts of Human Development Index (HDI) • Quality of Life And Economic Growth • Investment Criteria on Education and Rate of Return	10

Suggested Rerading

1. Ansari, M. A. (1987). Education and Economic Development. New Delhi, AIU Publication.
2. Prakash, Sri. & Choudhury, S. (1994). Expenditure on Education: Theory, Models and Growth. New Delhi: NIEPA.
3. Vaizey John. (1962). Economics of Education. London: Faber & Faber.
4. Natrajan, S. (1990) Introduction to Economics of Education, New Delhi: Sterling Publishers,
5. Sodhi. T. S. (1978). Education and Economics Development. Ludhiana: Mukand Publications
6. Blaug Mark. (1987). Economics of Education & the Education of an Economist. New York: University Press.
7. Blaug Mark. (1980). An Introduction to Economics of Education. England: Penguin Books Ltd.
8. Pandit, H. N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi: NCERT
9. Tilak. J.B.G. (1987). Economics of Inequality in Education. New Delhi: Sage Publications.
10. Prakash, Sri. & Choudhury, S. (1994). Expenditure on Education: Theory, Models and Growth. New Delhi: NIEPA.
11. Pscharo Pulos. G. & Woodhall, M. (1985). Education for Development: An Analysis Investment Choices. London: World Bank Publisher.
12. Alex, V. Alexender(1983) Human Capital Approach to Economic Development Metropolitan Book Co., New Delhi.
13. Kneller, G.F. (1968) Education and Economics Thought, New York, John Wiley and Sons INC
14. Nagpal, S.C. and Mital A.C. (1993) Economics of Education, Sterling Publishers Pvt.Ltd., New Delhi.

Program/Class: M.A. in Education	Year: Fifth (M.A. Year: Second)	Semester: Ninth

Subject: Education	

Course Code: 0950104	Course Title: Educational Guidance and Counselling

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- describes the concept, nature, types, principles, scope of guidance & counselling, and provides the rationale for integration between guidance and curriculum.
- critically analyses the role of guidance while selecting, working and using social media platforms.
- compares the various approaches to counselling, selects the appropriate approaches & techniques for dealing with identified cases requiring help through counselling.
- describes the use of different tools, techniques of guidance & counselling for holistic understanding of the learner.
- demonstrate skills for administering, scoring, interpreting and analyzing test results for providing guidance and counselling to the students.
- identifies the characteristics of differently abled students, and describe the significant role of parents, a guidance counselor and teachers in facilitating the development of differently abled Students.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w		

Unit	Content	Instructional hours
I	**UNDERSTANDING GUIDANCE, EDUCATION AND CURRICULUM** • Concept, Nature, and Need of Guidance • Principles, and Scope of Guidance • Types of Guidance: Educational, Vocational/Career and Personal • Guidance & Curriculum: Integration of Guidance & Curriculum, Guidance through school Curriculum • Guidance and Classroom Learning • Guidance & Other Curricular Areas • Guidance & Social media	12
II	**UNDERSTANDING COUNSELLING, COUNSELLING PROCESS,** • Concept and Purpose • Principles and Scope of Counselling • Types of Counselling: Individual & Group Counselling, Peer Counselling, Multicultural Counselling etc.	10

III	**APPROACHES AND SKILLS OF COUNSELLING** • Major Approaches to Counselling • Counselling Process • Basic Counselling Skills of an Effective Counselor • Characteristics of Good Counselling	12
IV	**TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELLING** • Testing Techniques: Psychological Tests (Intelligence Tests, Aptitude Tests, Attitude Scale, Achievement Test, Autobiography, Interest Inventory, Study Habit inventory, and Personality Test) • Non-Testing Techniques: Anecdotal Record, Cumulative Record, Rating Scales,Observation, Role play, Case study, Questionnaire and Interviews. • Various Counselling Interventions: Behavioral, Cognitive and Transactional, • Role of Teacher as Counselor	14
V	**IMPLICATIONS OF GUIDANCE AND COUNSELLING** • Guidance for Differently abled Students (Divyaangjan): Meaning, Types, Identification & Characteristics of Differently abled Students • Guidance for Differently Abled Students • Role of Teacher, Guidance Personnel in Promoting Mental Health of Students at School • Strategies for the Promotion of Mental Health of Students • Coping Strategies for Dealing with Stress.	12

Suggested Readings

1. Shrivastava, K.K. (2003). Principles of Guidance and Counselling. New Delhi: Kaniska Publication.
2. Narayana Rao,S(1981).Counselling Psychology. New Delhi:Tata McGraw Hill Publishing Co Ltd.
3. Chauhan, S.S.(2004). Principles and Techniques of Guidance.New Delhi:Vikash Publishing House.
4. Indu Dave, (1984).The Basic Essentials of Counselling. New Delhi: Sterling Publishers Pvt Ltd.
5. Chaturvedi, R. (2013). Guidance and Counselling Techniques. Neha Publisher and Distributors.
6. Jones, Nelson (2005). Practical Counselling and Helping Skills, 5th Edition, London: Sage Publications.
7. Robert L. Gibson and Marianne H. Mitchell, (2006). Introduction to Counselling and Guidance, New Delhi, Prentice Hall of India Private Limited.
8. Mangal, S.K. (2007). Educating Exceptional Children: An Introduction to Special Education, New Delhi: Prentice Hall of India Private Limited.
9. NCERT (2008) Module-1: Introduction to Guidance
10. NCERT (2008) Module-2: Counselling Process and Strategies
11. NCERT (2008) Module-3: Guidance for Human Development and Adjustment
12. NCERT (2008) Module-10: Developing Mental Health and Coping Skills

Online/Web Resources/Websites/eBooks (Links):

1. https://www.researchgate.net/publication/258701982_Concept_of_personality_Indian_pe rspective/link/57ebd9cd08ae93b7fa957206/download
2. www.researchgate.net/publication/340389534_School_Counselling_in_India/link/5e863a f392851e2f527793ba/download
3. https://youtu.be/GAcmqpFERzs
4. https://youtu.be/AOkVH-8zn5A
5. https://youtu.be/T6gTX08fpIM
6. https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/promot ing-mental-health.aspx

Program/Class: M.A. in Education	Year: Fifth (M.A. Year: Second)	Semester: Ninth
Subject: Education		
Course Code: 0950105	Course Title: Language Education	

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- interpret the interface between language, culture and cognition with respect to acquisition of language.
- develop insight into the process, theories, models and techniques of language learning and acquisition.
- critically reflect upon curriculum development and evaluation with respect to language education.
- examine the policies and research in the field of language.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40
Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w	

Unit	Content	Instructional hours
I	**LANGUAGE, CULTURE AND COGNITION** • Understanding the interface between socio-cultural and psychological aspect of cognition by examining the work of Cole, Lave and Rogoff. • Understanding the interrelationship of language and thought. • Understanding language diversity in India: Issues and Challenges such as Dialects, National language, official language and Regional Language.	12

| II | **LANGUAGE TEACHING-LEARNING**
• Nature and functions of Language
• Principles of language and learning language: Studying the contribution of Yask, Panini, Patanjali, Bhartrihari.
• Studying the contribution of beahviourist and cognitivists.
• Language learning process and pedagogy | 12 |
| III | **LANGUAGE LEARNING TECHNIQUES AND INFLUENCING FACTORS**
• Language learning Techniques
• First language, Second language learning process and challenges
• Factors affecting teaching-learning of language | 12 |

IV	**LANGUAGE ACQUISITION** • Linguistic: Contribution to language learning and acquisition • Language acquisition theories • Language acquisition stages: first language and second language • Models of language acquisition in student approaches and techniques	10
V	**LANGUAGE EDUCATION: CURRICULUM RESEARCH AND POLICY** • Language education curriculum: Dimensions, objectives, selection and organization of content, development of Instruction material • Parameters to be kept in mind for developing a language education programme for pre service and in-service teachers • Historical analysis of language policy in India: Pre independence and post-independence • NEP 2020: Recommendations on Language in India (Study & Critique) • Reflections on recent researcher on the field of Language Education	14

Suggested Readings:

1. Chomsky, Noam (2003). On language, Penguin Books, India.
2. Daniels,H., Lauder, H. and Porter, J.(2009). Knowledge, Values and Educational Policy:A Critical Perspective. NY: Routledge.
3. John, R., Grindstaff, L. and Cheng Lo, M. (2015) Handbook of Cultural Sociology. NY:Routledge.
4. Krashen, Stephen (1998), Second Language Acquisition and Second Language Learning,Prentice Hall International.
5. Lyons, John. (1981). Language and Linguistics – An Introduction, New York, CambridgeUniversity.
6. Robson, S. and Quinn, S.F. (Eds) (2015). The Routledge Handbook of Young Children'sThinking and Understanding. NY: Routledge.

Program/Class: M.A. in Education	Year: Fifth (M.A. Year: Second)	Semester: Ninth
Subject: Education		
Course Code: 0950106	Course Title: COMPARATIVE EDUCATION	

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- conceptualize comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.
- acquaint with educational systems in terms of factors and approaches of comparative education.
- Orient with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
- apply the results of assessment made by various countries and to know the role of U.N.O. and its various bodies for the promotion of Indian education.
- construct a perspective about the implications of education for solving the prevailing problems of education in India.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40
Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w	

Unit	Content	Instructional hours
I	COMPARATIVE EDUCATION • Meaning in terms of looking at it as a new discipline • Scope and major concepts of comparative education. • Methods, democracy, and nationalism. • Juxtaposition, Area study • Intra and inter educational analysis	12
II	COMPARATIVE EDUCATION, FACTORS AND APPROACHES • Geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural and functional factors • Cross disciplinary approach used in comparative education.	12
III	MODERN TRENDS IN NATIONAL AND GLOBAL EDUCATION • Role of U.N. in improving educational opportunities among the member countries. • Various official organs of the U.N. and their educational activities.	10

IV	A COMPARATIVE STUDY OF THE EDUCATION SYSTEM OF COUNTRIES WITH SPECIAL REFERENCE TO: • Primary education---USA, UK, Russia, Japan, India. • Secondary education--USA, UK, Russia, Japan, Germany, India • Higher education-- USA, UK, Russia, France, India • Teacher education-- USA, UK, Russia, Germany, India • Adult education--Australia, Cuba, Brazil, India	14
V	PROBLEMS PREVAILING IN DEVELOPING COUNTRIES WITH SPECIAL REFERENCE TO INDIA, THEIR CAUSES AND SOLUTION THROUGH EDUCATION • Poverty • Unemployment • Population explosion • Hunger • Terrorism • Castism and communalism • Illiteracy • Beggary • Political instability • Economic underdevelopment	12

Suggested Readings:

1. Bell & Bell (2006). Education Policy and Social Class. Routledge Falmer.
2. Mathur S.S. (1990). Educational Administration and Management. The Indian Publications. India.
3. Tilak, J.B.G. (1992). Educational Planning at Grassroots. Ashish Publications. New Delhi. 24
4. Tilak, J.B.G. (1993). External and Internal Resourse Mobilization for Education for All; Discussion Paper, Education for All Summit of Nine High Populated Countries. New Delhi.
5. Varghese N.V. (1987). Set of Modules on District Planning in Education. New Delhi. NUEPA.
6. Alexander Robin (2000). Culture and Pedagogy: International Comparisons in Primary Education. Oxford. Blackwell.
7. Beauchamp Edward, R. (2003). Comparative Education Reader. New York. Routledge Falmer.
8. Bray, M (2003). Comparative Education: Continuing traditions. New Challenges and New Paradigms. London, Kluwere Academic Publishers.
9. Chabbott Colette (2003). Constructing education For Development: International Organizations and Education for All. New York. Routledge Falmer.
10. Trivedi P.R., Singh U.K. and Sudarshan K.N. (1994). Global Education: An Analysis. New Delhi. Commonwealth.
11. Watson Keith (2001). Doing Comparative Education Research: Issues and Problems. Oxford Symposium Books

M.A. in Education – 2nd Year
(As per NEP-2020, 5th year)
Semester- Ninth
Course - Practical

Program/Class: M.A. in Education	Year: Fifth	Semester: Ninth
Subject: Education		
Course Code: 0950180	Course Title: Educational Excursion/ Community work and Report Writing	

Course Learning Outcomes

On completion of this course, learner will be able to:

- adapt stronger orientation towards Community work.
- conceptualize Educational Excursion.
- explore diversity in their surroundings and other communities.
- Write and present a report.

Credits: 4	Core Compulsory
Max. Marks: - 100 External Exam-75 Marks Internal Exam-25 Marks	Min. Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): P-8/w

Unit	Content	Instructional hours
I	**EDUCATIONAL EXCURSION** • Meaning • Concept • Need and Significance	15
II	**EDUCATIONAL EXCURSION AND SKILL DEVEVLOPMENT** • Personality grooming by educational excursion • Inculcation of Soft skills • Inculcation of hard skills	25
III	**COMMUNITY WORK** • Meaning • Concept • Need and Importance	15
IV	**COMMUNITY WORK AND SKILL DEVEVLOPMENT** • Development of Affective and Psychomotor development of Learner by Community work • Inculcation of Soft skills • Inculcation of hard skills	25
V	• Visiting Any Local Community • Work With Them • Report Writing	40

Note: In Final Examination report shall be examined by external and internal examiners.
Examination Method – Report Presentation and Viva-voce.
Marks Distribution: Report presentation and Viva (External Exam)- 75 Marks.
Report presentation and Viva (Internal Exam) - 25 Marks.

Semester IX, Year 5
Course Code: 0950165
Credit: 04

Major Research Project: Dissertation-I

M.A. in Education (Year-Second)
Year 5th as per NEP-2020
Semester- X
(Core Compulsory: Theory)

Program/Class: M.A. in Education	Year: Fifth (M.A. Year: Second)	Semester: Tenth
Subject: Education		
Course Code: 1050101	Course Title: Curriculum Development	

Course Learning Outcomes
  On completion of the course, it is expected that the learner will be able to:

- identify and discuss the different concept, approaches and principles of curriculum.
- critically analyze the complexities behind curriculum design and organization.
- explain the concept of Curriculum Development.
- describe various Scope and Types of Research in Curriculum.
- deliberate the nature and purpose of Curriculum Implementation.
- explain the various models of curriculum evaluation.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40
Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w	

Unit	Content	Instructional hours

I	**FUNDAMENTALS OF CURRICULUM** • Concept, Approaches: Behavioural, Managerial, System, Academic, Humanistic and Postmodern • Principles of Curriculum • Current Issues and Trends in Curriculum Organization and Development • Foundation bases of Curriculum :Philosophical, Psychological, Sociological and Historical • Role of National level Statutory Bodies in Curriculum Development	12

II	**CURRICULUM DESIGN AND ORGANIZATION** • Meaning, concept and Components of Curriculum • Design dimension considerations :Scope, Sequence, continuity, Integration, Articulation and Balance • Representative curriculum design :Subject centered, learner centered and problem centered • Types of Curriculum Material and Aids • Role of Curriculum Support Materials	12

III	**CURRICULUM DEVELOPMENT** • Meaning and concept of curriculum development • Technical scientific Approach :The models of Bobbit and Charters, The Tyler model, TheTaba Model, The Backward Design Model, The Task Analysis Model • Non-technical- Non-scientific approach: The Deliberation Model, Slattery's Approach, Doll's Model • Enacting Curriculum Development :Generating Aims, Goals and Objectives • Selecting Curriculum Content, Selecting Curriculum Experiences, Selecting Educational Environments, the Final Synthesis	12
IV	**CURRICULUM IMPLEMENTATION** • The nature of curriculum implementation: Increamentalism, Communication and Support • Implementation as a Change Process: Types of Change, Resistance to change, Stage of Change • Curriculum Implementation models: Modernist Models, Post-modernist Models • Factors affecting Curriculum Implementation: Students, Teachers, Supervisors, Principals, Curriculum Directors, Curriculum Consultants, Parents and Community members etc. • Instructional Techniques and Media in Enhancing Curriculum implementation	12

		RESEARCH AND EVALUATION IN CURRICULUM DEVELOPMENT	
V		• Participants in Curriculum Development: Teachers, Students, Principals, Curriculum Specialists, Assistant Superintendents, Superintendents, Boards of Education, Lay Citizens, Government, State Agencies, Regional Organizations, Other participants etc. • Scope and Types of Research in Curriculum • Nature, purposes and Approaches to Curriculum Evaluation • Models of Curriculum Evaluation: Scientific Models, Modernist Models and Humanistic Models, Post- modernist Models)	12

Suggested Readings:

1. Allan C. Ornstern. & Francis P. Hunkins, (2018): Curriculum: Foundation, Principles,and Issues, Pearson Education Limited, Edinburgh Gate, England,
2. Aggarwal. D., 2007.Curriculum Development Concepts Methods and Techniques. NehaPublisher and Distributor.
3. Sharma. P. 2011.Curriculum Development. APH Publishing Corporation.
4. Curriculum Reform – B.D. Bhatt, Kanishka Publishers, New Delhi.
5. Ornstein, Allen C., Edward F. Pojak & Stacey B. Ornstein (2006). Contemporary Issuesin Curriculum. Allyn & Bacon.
6. Slattory (1995): Curriculum development in postmodern Era. (Critical Education &Practice).
7. Evaluation and Research in Curriculum Construction- M.I. Khan I B.K. Nigam-Kanishka Publisher, New York.
8. Curriculum Development & Educational Technology Mamidj, S. Ravishankar- SterlingPublishers.
9. Allan C. Ornstein and Francis P. Hunkins (2008). Curriculum: Foundations, Principles,and Issues, United States.

Online/Web Resources/eBooks

1. https://www.researchgate.net/publication/322384140_SYNTHESIS_OF_MODERN_CURRICULUM_STUDIES/link/5a56f1d1aca272bb69640349/download
2. https://www.researchgate.net/publication/258023165_ROLE_OF_TEACHERS'_IN_CURRICULUM_DEVELOPMENT_FOR_TEACHER_EDUCATION/link/02e7e526a17760141a000000/download
3. https://www.researchgate.net/publication/337648946_Curriculum_studies_in_context
4. http://14.139.60.153/bitstream/123456789/7382/1/IMPROVEMENTS%20OF%20CURRICULUM%20IN%20INDIAN%20SCHOOLS%201959-D2985.pdf
5. https://mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revised.pdf
6. **https://shodhganga.inflibnet.ac.in/bitstream/10603/119799/7/07_chap**

Program/Class: M.A. in Education	Year: Fifth (M.A. Year: Second)	Semester: Tenth
Subject: Education		
Course Code: 1050102	Course Title: Education for Sustainable Development	

Course Learning Outcomes
On completion of the course, it is expected that the learner will be able to:

- distinguish various dimensions of Sustainable Development and their relation toEducation.
- comprehend the issues and policies in environmental protection
- interpret the meaning and concept of Education for Sustainable Development(ESD) in Indian and global context.
- explain the need and importance of Education for Sustainable Development inGlobal Scenario
- elaborate International and National policies for Sustainable Development

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w

Unit	Content	Instructional hours
I	UNDERSTANDING SUSTAINABLE DEVELOPMENT • Meaning, Nature and scope of Sustainable Development and Sustainability • Idea of Sustainable Development Brundtland Commission 1987, its historical development and current trend • Environmental Education to Sustainable Development • Major Components • Need of Sustainable Development	12
II	DIMENSIONS OF SUSTAINABLE DEVELOPMENT • Quality of Life, Peace, Equality, Justice and Human Rights, Democratic Leadership, Freedom • Development, Employment, Growth with Sustainability, R&D, issues in health and Education • Interrelating all living- non-living things, Resources and Life support systems, • Life Skills and Environmental protection • Sustainable Development by UNESCO • Local and Global culture, Learning to livetogether	12

III	ENVIRONMENT AND SUSTAINABLE DEVELOPMENT • Need for environmental management and its relation to development • Aspects: ethical, economic, technological and social Legal provisions for environmental management		**10**
IV	CONTEMPORARY ISSUES AND CHALLENGES • Environment pollution (soil, water and air); ozone layer depletion, greenhouse effect,hazard and disaster, disaster management • Degradation of natural resources • Population explosion and related problems and sustainable development • Energy crisis and sources of non-conventional energy • Climate Change and its impact on Global environment • COVID-19 and other Pandemic Issues		14

V	SDGs, APPROACHES AND ROLE OF SOCIETY • Sustainable Development Goals (SDGs) • Approaches for economic policies, • Environmental indicators, setting of standards,information exchange and surveillance. • Role of society in development and environment		12

Suggested Readings

1. Roger Firth, Maggie Smith (2017) Education for Sustainable Development, What was achieved in the DESD?, London: Routledge
2. Kerry Shephard (2015) Higher Education for Sustainable Development, New York: Palgrave Pivot
3. Anastasia Nikolopoulou, Taisha Abraham, Farid Mirbagheri (2014) Education for Sustainable Development, Challenges, Strategies and Practices in a Globalizing World: SAGE
4. Gandhi, M.K. (2011). All Men are Brothers, New Delhi: Rajpal Kalam, A.P.J. (2002). Ignited Minds, London: Penguin Books
5. Kalam, A.P.J. (2011). Target Three Billions-A Journey Through Challenges, London: Penguin Books
6. NCERT. (2004). Environmental Education in Schools. New Delhi: NCERT Publication Report of Brutland Commission (1987) on Sustainable Development. Paris: UNESCO Salamatullah. (1979).Education in Social context. New Delhi: NCERT.
7. Sen, A. (2006). Identity & Violence-The Illusion of Destiny, History and Identity, London: Penguin
8. Sen, A. (1999). Development as Freedom.New York: K. Knopf Tewari, D.N. (2009). Sustainibility Crisis. New Delhi: Ocean Books
9. UNESCO. (2014).Roadmap for Implementing the Global Action Programme on Education for Sustainable Development. Paris, France: UNESCO Publication
10. UNESCO. (2012). Education for Sustainable Development Source Book. Paris: United Nations Educational, Scientific and Cultural Organization Publication

M.A. in Education (Year-Second)
As per NEP- 2020- 5th Year
Semester- X
(Optional Paper: Theory)
Any Two of the Following

Program/Class: M.A. in Education	Year: Fifth (M.A. Year: Second)	Semester: Tenth
Subject: Education		
Course Code: 1050103	Course Title: Educational Administration and Management	

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- describe the concept and process of educational management and administration.
- explain various theories of educational management and administration.
- describe various issues in educational administration.
- discuss various theories and styles of education leadership
- implement the variousstyles of leaderships as teacher.
- explain the concept, approaches and process of Educational Planning and Educational Financing

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40
Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w	

Unit	Content	Instructional hours
I	**EDUCATIONAL ADMINISTRATION AND MANAGEMENT: CONCEPT AND SCOPE** • Concept of Educational Administration • Scope and function of Educational Administration • Concept of Educational Management • Stages in the Management Process	12

Unit	Content	Instructional hours
II	**ISSUES AND PROBLEMS OF EDUCATIONAL ADMINISTRATION** • Administrative Structure of Education at different levels: Primary, Secondary and Higher level of Education • Issues in Educational Administration – Centre, state and local bodies • Centralization and decentralization in India, state and private enterprise • Existing problems of administration in India, external controls and internal controls	12

III	THORIES OF MANAGEMENT AND THEIR IMPLICATIONS • Classical Theories and Implications • Neo-Classical Theories and Implications • Modern Theories and Implications • Difference between Administration and Management	12
IV	EDUCATIONAL LEADERSHIP • Concept and qualities of Educational Leadership • Theories and Styles of educational leadership • Leader as a teacher and Teacher as a leader • Role of School Principal and Head master	12
V	EDUCATIONAL PLANNING AND FINANCE • Meaning, Need, nature scope and principles of Educational Planning. • Different approaches of Educational Planning. • Process of Educational Planning. • Educational Finance-Sources of income, center, state and local bodies	12

Suggested Readings

1. Kimbrough, R.B 7 Nunnery, M.Y. (1988). Educational Administration- an Introduction, Macmillan publishing Company, New Work.
2. Bhatnagar, R.P. & Agrawal, V. *Educational Administration Supervision, Planning and Financing*. Meerut: R. Lall Book Depot.
3. Tilak, J.B.G. (1992). *Educational planning at Grassroots*. New Delhi: AshishPublications.
4. Mukhopadhaya, M. (2006). *Total Quality Management and Education*. New Delhi
5. : Sage Publications.
6. Fadia, B.L & Fadia, K. (1997). Public Administration-Administrative Theories, Shitya Bhawa, C 17, Site C, Skandra industrial Area, Agra (UP).

Program/Class: M.A. in Education	Year: Fourth (M.A. Year: Second)	Semester: Tenth
Subject: Education		

Course Code: 1050104	Course Title: Futurology of Education

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- Develop an insight and futuristic vision.
- Become sensitive to the futuristic problems of education and society.
- Have awareness about the environment around them.
- Solve the futuristic problems of Education.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w		

Unit	Content	Instructional hours
I	**MEANING, NEED, SCOPE OF FUTUROLOGY OF EDUCATION** • Meaning, Characteristics • Scope of Future Studies • Its relationship with Education • Future Studies in Education: need and different factors viz. Social, Economic,Environmental and Technological factors • Development of Knowledge: Disciplinary, Inter-disciplinary and Multidisciplinary and Trans disciplinary • Experimental Learning and Constructivism.	12

| II | **FRAMEWORK OF FUTURE EDUCATION**
• Value crisis in Future perspective
• Religion blended with scientific temper
• Enrichment of Inner experience of Men-Awakening Intention, Human Values Development.
• Future of Education – Learning to Be, Education for 21st Century – Delors Commission Report – Four Pillars of Learning, Challenges of Learning Society.
• Structure and Process of Future of Education
• Education for all – Education as Fundamental Rights. | 12 |

III	**FUTURE OF ALTERNATIVES OF FORMAL EDUCATION AT DIFFERENT LEVEL OF LEARNING** • Future of Elementary, Secondary and Higher Education System • Lifelong and Continuing Education • General vs. Professional Education • Life Oriented Education • Emergence of Open Learning Society • Characteristic of open learning system • Open Schooling and University, Virtual Classrooms, Open learning system in India and Abroad	12
IV	**NETWORKING, TECHNOLOGY AND FUTURE EDUCATION** • Future of Information and Communication Technology (ICT) • ICT in Education. • Indian experiences, Impact of Technology System on Structure and Functioning of Education. • Educational Technology vs. efficiency and effectiveness of education system. Systems approach, networking. • Future Learner, Teachers and Parents, Futuristic Curriculum, Classroom • Methodology and Evaluation.	12
V	**ROLE OF DIFFERENT STAKEHOLDERS AND METHODS OF FUTURISING EDUCATION** • Role of National and International Organizations in Futuristic Education. • Role of UNESCO and World Bank in Futuristic Education • Methods of Future Studies: Forecasting methods, Qualitative techniques, ScenarioWriting, Brain Storming, Free-wheel, and Delphi. • Quantitative Methods of Future Studies: Trend analysis, Linear and Curvilinear trends,Time series, Regression Equation, Analysis, Decision making.	12

Suggested readings

1. Chakrabarti M. Modern Issues in Education, Kanishka Publishers, New Delhi, 2004.
2. Chandra R. Education and Futurology, Shree Publisher and distributors, New Delhi, 2011.
3. Pruthi, R.K. Education in Modern India, Sonali Publications, New Delhi, 2006.
4. Sharma RA. Essential of Educational Technology and Management, R. Lall Book Depot, Meerut. 2007.
5. Available from: http://en.wikipedia.org/wiki/futurology *ames Joseph O'Toole (2017)*.
6. *"Futurology | social science". Encyclopedia Britannica.*
7. *"Futurology | Definition of Futurology by Lexico". Lexico Dictionaries | English.*
8. *Voros, Joseph (2017-02-24). "The Futures Cone, use and history". The Voroscope.*
9. *"Futurology". Wordnet Search 3.1. Princeton University.*
10. *William, F. Williams (2013-12-02). Encyclopedia of Pseudoscience: From Alien Abductions to Zone Therapy. pp. 122–123. ISBN 9781135955229..*

82

Program/Class: M.A. in Education	Year: Fifth (M.A. Year: Second)	Semester: Tenth

Subject: Education	

Course Code: 1050105	Course Title: Special Education

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- explain nature and causes of exceptionality.
- suggest the alternative or remedial educational provisions for special children.
- interpret concept of mental retardation and provisions for them.
- describe the process of practical assessment of special children.
- discuss problems of exceptional children in regular school.
- suggest alternative or remedial educational provisions for special children.
- list the identifying characteristics of exceptional children.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w		

Unit	Content	Instructional hours
I	SPECIAL EDUCATION • Concept, meaning, and need. • Historical Perspective and Relevance of Special Education. • Children with Special Needs: Concept • Classification according to various criteria: Intelligence, Sense organs, Locomotion, Speech, and other aspects.	12

II	LEARNING DISABILITY • Concept and Meaning, Types, Characteristics • Identification and Remedial Measures • Multiple Disabilities: Concept, Nature and Characteristics of w.r.t dimensions and severity eg. Deaf Blind and CP, • Causes, Educational Implications and provisions.	12
III	GIFTED AND CREATIVE CHILD • Concept and Difference • Characteristics and Identification • Educational provisions for the Gifted • Nurturing Creativity.	10

IV	**MENTAL RETARDATION, SPEECH IMPAIRMENT, VISUAL IMPAIRMENT, HEARING IMPAIRMENT** • Mental Retardation: Definition, Characteristics, Causes and Identification • Classification, Education, Vocational provisions. • Speech Impairment: Concept, Types, Causes, Characteristics, Speech therapy, Counselling, peer-counselling • Visual Impairment: Concept, Characteristics, Causes, and Assessment areas. Educational provisions; Role of Technology - in enhancing functioning. • Hearing Impairment: Concept, Characteristics, Causes, and Assessment. Educational Provisions, Lip Reading, Sign Language, Finger Spelling Total Communication.	14
V	**DELINQUENCY AND ADVOCACY** • Delinquency:Concept, Characteristics, Causes and prevention. • Types, Educational provisions, • Therapeutic measures and counselling. Series, Regression Equation, Analysis, Decision making. • Advocacy: Concept, partners, process • Social Alternatives, marriage and sexuality w.r.t all disabling conditions	12

Suggested Readings:

1. Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Books Stall.
2. Block, J.N. (1971): Mastery Learning: Theory & Practice. New York: Holt Rinehart &
3. Winston, Inc.
4. loom, Benjamin, S. (Ed.) (1956): Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.
5. Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin (Ed.). The International Encyclopedia of Teaching & Teacher Education. Oxford: Pergamon Press.
6. Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.
7. De Brisson, A (Ed). (1969): Programmed Learning Research. Paris: Major Trends, Dumod.
8. Erikson, B. (1969): A Systems Approach to Education. Educational Technology, Vol. IX.No.6.
9. Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.
10. Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.
11. Mehra, V. (2004): Educational Technology. New Delhi: SSP.
12. Mohanty, J. (1992): Educational Technology. New Delhi: Deep and Deep Publications.
13. Robertson, E. (1987): Teaching and Related Activities. International Encyclopaedia of Teaching and Teacher Education.
14. Spaulding, S.C. (1972): Technological Devices in Education. AECT International.
15. Unwin, D. & Mc Alease, R. (1978): Encyclopedia of Educational Media Communication and Technology. West Port: Greenwood Press.

Program/Class: M.A. in Education	Year: Fifth (M.A. Year: Second)	Semester: Tenth

Subject: Education		

Course Code: 1050106	Course Title: Women and Gender Studies

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- critically understand the interplay of gender and society with respect inequality in education.
- reflect on policy framework and programme instituted to bring gender equality at all levels in education.
- adapt positive attitudes towards facility the inclusion of transgender in education.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w

Unit	Content	Instructional hours
I	**GENDER AND INEQUALITY** • Gender understanding patriarchy, power, hierarchy, dominance subjugation, violation across the gender spectrum and connect it with inequality in education at all levels. • Transgender: Meaning, types, problems & challenges in education. • Inclusion of transgender in education: tracing the history and present status in India.	12
II	**ISSUES AND CHALLENGES** • Issues and challenges surrounding protection of rights of children • women: social abuse • child abuse • Deconstructing myths, superstitions and rituals, disability, domestic violence, acid attacks, widowhood, divorce, marital rape, growing up unequal.	10
III	**GENDER STUDIES, POLICIES AND MEDIA** • Gender studies: concept, need and scope as an academic discipline • Gender right development: Global and Indian developments. • Policies and Programmes for gender equality in education. • National emissions and committees for safeguarding women's rights. • Government and Non-governmental organization working for women and child development in India. • Portrayal of women in Media vs. women in India: Challenge and change.	14

Nabadupadhyay

85

IV	GENDER EDUCATION AND DEVELOPMENT • Empowerment of women and transgender: Alternative approaches • Women in development (WID). Women and development (WAD) • Gender and development (GAD): Policies and Programmes in India • Self-help groups, women and leadership, women and entrepreneurship. • Educational experiences of women by revisiting their journeys showcased in documentaries, films and poetic expressions.	12	
V	GENDER, EQUALITY AND SOCIAL CHANGE • Empowering PRI's in India: political roles and participation of women • Advocating 33 % reservation for women in the parliament of India: Need, significance, status, challenges • Inclusion of transgender in education: challenges and prospects in India • Role and work national and international funding agencies in bridging the gender divide in India- Men and transgender • Women and pioneers to usher social change in India: Revisiting the contribution of Medha Patakar, Sarojini Naidu, Laxmi Narayan Tripathi, Sudha Murthy	12	

Suggested Readings:

1. Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development.Delhi: Kanishka
2. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls,* HeinemannEducational publishers, Multivista Global Ltd, Chennai, 600042, India.
3. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia.Economics and Political Weekly
4. NCERT (2005). National Curriculum Framework, New Delhi.
5. NCERT (2006). National Focus Group Report on Education of SCs and Sts, NewDelhi.
6. Ramchandran, V. (1998): Girls and women Education: Policies and implementationMechanism. Case study: India, Bangkok, UNESCO.
7. Singh U K & Nayak A K (1977) Women Education
8. Vishwanathan Maithili (1994) Development Orientation of Women's Education

M.A. in Education – 2nd Year
(As per NEP-2020, 5th year)
Semester- X
Course – Practical

Program/Class: M.A. in Education	Year: Fifth	Semester: Tenth
Subject: Education		
Course Code: 1050180	Course Title: Academic Writing Repository	

Course Learning Outcomes

After Completion of the course the students will be able to-
- comprehend the need and importance of Academic Writing
- describe essential steps in Academic Writings like Research Papers and Dissertation
- excel in writing good Research Papers.
- learn new methods and techniques of referencing in Academic Writing
- adapt competence of preparing abstract and reviewing books, articles and theses.

Credits: 4	Core Compulsory
Max. Marks: - 100 External Exam-75 Marks Internal Exam-25 Marks	Min. Passing Marks: 40

Total Instructional hours-Tutorials-Practical (in hours per week): P-8/w

Unit	Content	Instructional hours
I	CONCEPT OF ACADEMIC WRITING Definitions and characteristics of Academic Writing o Key terms of Academic Writing: • Discourse Community • Intertextuality • Academic Frame, • Facts and opinion of Significance of Academic writing in education. Types of Academic Writing Documents Used in Education • Print writing • Book writing • chapter writing, • Journal articles • Conference or seminar papers, • Dissertation, essay, Research paper, and Research report	30
II	GUIDING PRINCIPLES OF GOOD ACADEMIC WRITING • Clear purpose • Audience engagement • Clear point of view • Logical organization • Strong support to make independent claims • Clear and complete explanation • Observations, appropriate writing style	20

	• Correct Referencing as per set norms		
III	**ESSENTIALS OF ACADEMIC WRITING** • General Form of Formatting of Academic Writing-Font, spacing, margin, paragraph, page numbering highlighting, footnotes • Different Styles of Academic Writing: Features and Significance of Formal research reporting style, very objective (Quantitative research report) o Semi- formal: research report style with some scope of subjective preassumptions. (Qualitative research report)	20	
IV	**PROCESS OF ACADEMIC WRITING AND OTHER RESEARCH REPORTS** • Choosing topic • Brain storming on earlier claims • differing and supporting view points • identifying own claims • Planning (an Outline) • Write, Revise, edit, and proof reading.	20	
V	**DISSERTATION/THESIS WRITING** • Process of Research reports • Chapterization • Title • Acknowledgement of the contributions • Certification • Indexing • Features and Essentials of each chapter writing • Appendix • Bibliography (APA style)	30	

Note: In Final Examination report shall be examined by external and internal examiners.
Examination Method – Report Presentation and Viva-voce.
Marks Distribution: Report presentation and Viva (External Exam)- 75 Marks.
Report presentation and Viva (Internal Exam) - 25 Marks.

Suggested Readings:
1. Paul J. Silvia (2007) How to Write a Lot: A Practical Guide to Productive Academic Writing ,New York: American Psychological Association.
1. Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams (2016) A Manualfor Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers. Chicago: University of University of Chicago Press

Semester X, Year 5 **Course Code: 1050165** **Credit: 04**
Major Research Project: Dissertation-II Project I + Project II: Viva-Voce

Post-Graduation Diploma in Research in Education: P.G.D.R.
Semester- XI
Year- Sixth as per NEP-2020
(Pre-Ph.D. Coursework in Education)

Programme Specific Outcomes:

After completion of this programme learner will be able to:

- explain norms and standard of research in institution.
- Acquire knowledge of new emerging research areas or dimensions.
- develop power of critical thinking in particular area or issue.
- demonstrate the skill of tool construction i.e. survey and interviewfor research work.
- use different software for data analysis i.e. SPSS and Excel etc.
- demonstrate their abilities to discuss on original academic researchContent.
- discuss the results of their research work on theestablished parameters.
- defend his/her work in open discussions.
- show sufficient confidence in term of his/ her knowledge, ideas and skills during presentation of research works.
- elaborate and compare different types of research methods.
- select research area of their interest and Prepare research proposal.
- explore appropriate sample & statistical technique.
- Search innovative trends of research at local and global level.

Class/ Sem.	Course Code	Core/ Elective	Title of the Paper	Theory/ Practical/ Project	Credit	Total Marks
P.G.D.R. in Education/ Sem. XI	1150101	Core	Advanced Research Methodology in Education	Theory	6	100 (75+25)
	1150102	Core	Advanced Statistical Analysis and ICT in Research	Theory	6	100 (75+25)
	1150103	Core	Plagiarism and Ethics in Research	Theory	4	100 (75+25)
	1150165	Core	**Survey/Research Project**	Theory (Qualifying)		

Program/Class: Pre-Ph.D. Coursework in Education / P.G. D.R. in Education	Year: Sixth	Semester: Eleventh
Subject: Education		
Course Code: 1150101	Course Title: Advanced Research Methodology in Education	

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- explain and compare humanistic, scientific and policy research in education.
- use and apply advanced statistical procedures in analyzing data.
- prepare Synopsis.
- interpret research findings.

Credits: 6	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 55

Total Instructional hours-Tutorials-Practical (in hours per week): L- 6/w

Unit	Content	Instructional hours
I	**HUMANISTIC RESEARCH METHOD** • Humanistic research procedure • Analysis of evidence in Humanistic studies	15
II	**SCIENTIFIC RESEARCH PROCEDURE** • Sampling research procedure • Preparation of Synopsis • Differences among need, rationale and significance of the study Procedure of writing review: Integration of findings • Thesis writing: Steps, Chapters, Tables, Interpretation Discussion of result • Bibliography or References: Method and Procedure	**20**
III	**POLICY RESEARCH** • Educational research and policy making • Policy oriented research: Trends, developmental, experimental and evaluative studies • Implications of Policy research	**15**

IV	USE AND APPROACH OF ADVANCED STATISTICAL PROBLEM • ANCOVA with two three or more covariate • Canonical Analysis • Discriminant Analysis • Meta-Analysis Multilevel Analysis • Significance level v/s magnitude of effect size	20
V	RESEARCH DESIGNS • Randomized Group designs • Latin Square design • Factorial design of experiment	20

Suggested Readings

1. Edwards, A.L.(1968). Experimental Design in Psychological Research, New York, American Publishing Co. Pvt. Ltd.
2. Campbell, D.T. and Fiske, D.W.(1959). Convergent and Discrimination Validation by Multi Trait – Multi Method Matrix. Psychological Bulletin, 5, 81-105.
3. Keeves, J.P.(1988). Educational Research, Methodology and Measurement. An international Handbook Oxford, Pergamon Press.
4. Learner, D. & Lasswell, H.(Eds.) (1951). The Policy Science. California Stanford.
5. Meltsner, A.J.(1976). Policy Analysis in the Bureaucracy. California: University of California, Press. Wilson, J.Q.(1981). Policy Intellectual and Public Policy. Public Interest, 64, 31-46.
6. Winner, B.J.(1962). Statistical Principles in Experimental Design. Newyork: McGraw Hill.

Program/Class: Pre-Ph.D. Coursework in Education / P.G. D.R. in Education	Year: Sixth	Semester: Eleventh
Subject: Education		
Course Code: E010101T/1150102	Course Title: Advanced Statistical Analysis and Cyber Ethics in Research	
Course Learning Outcomes *On completion of the course, it is expected that the learner will be able to:* • acquire fundamental knowledge advanced statistical analysis techniques. • find out the authentic sources of information related to educational research. • use software applications for data analysis in educational research. • apply software applications for writing the thesis.		

Credits: 6	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 55
Total Instructional hours-Tutorials-Practical (in hours per week): L- 6/w	

(91)

Unit	Content	Instructional hours
I	**STATISTICAL ANALYSIS** • Parametric statistics • Non-parametric statistics • Simple statistical applications such as t, F, ANOVA • Non-parametric statistics such as x2 , Mannwhitney U tests, Kruskal-Wallis tests.	20
II	**STATISTICAL PACKAGES** • Use of spread sheet in Research • Online tools for Data collection • Online tools for Data Analysis • Various Statistical Packages: proprietary and open source packages (SPSS, PSPP, SAS, R, MINITAB)	**20**

Unit	Content	Instructional hours
III	**ICT AND Research** • ICT in Research • Computer Ethics & Security Policies • Guidelines to choose Web Browsers • Security measures for using Web Browsers	**15**
IV	**E-SOURCES IN RESEARCH** • Open sources • Electronic Library System • Online tools for Research • E- Content: Guidelines and creation	**20**
V	**CYBER EHTICS IN RESEARCH** • Meaning • Concept • Need and Scope	15

Suggested Readings

1. Garret, H.E(1975) Statistics in Psychology and Education, Vakils, Feffer andSimons Ltd, Bombay, India Print.
2. Guilford, J.P. (1956): Fundamental Statistics in Psychology and Education, Kogkusha,Tokyo.
3. Mc Call, R.B (1970) : Fundamentals Statistics for Psychology : New York : Harcourt,Brace & World Inc.
4. Robert, J.S (2000) : GGUM 2000 User's Guide: Versian L.O (on line) Availablehttp:/www.education.umd.edu/ EDMS tutorials/ index html.
5. Sax, Gilbert (1968) : Empirical Foundations of Educational Research, EnglewoodCliffs , J.J.

Program/Class: Prc-Ph.D. Coursework in Education / P.G. D.R. in Education	Year: Sixth	Semester: Eleventh

Subject: Education		
Course Code: 1150103	Course Title: Research Ethics and Plagiarism	

Course Learning Outcomes

On completion of the course, it is expected that the learner will be able to:

- acquire fundamental knowledge advanced statistical analysis techniques.
- find out the authentic sources of information related to educational research.
- apply software applications for data analysis in educational research.
- use software applications for writing the thesis.

Credits: 4	Core Compulsory
Max. Marks: -100 External Examination – 75 M Internal Examination – 25 M	Min. Passing Marks: 55

Total Instructional hours-Tutorials-Practical (in hours per week): L- 4/w

Unit	Content	Instructional hours
I	**CONCEPTS IN RESEARCH** Concept of • Peer Reviewed, Scholarly journal, Refereed Journal • Impact factor, Q-Index, H-Index • Target Journal, Online Submission	12
II	**COPY RIGHT AND SOURCES** • Copy Right transfer • Meta data • Institutional Repository	12
III	**DIFFERENT SOURCE OF PUBLICATIONS** • Scopus Index • ISSN, ISBN, Research Gate, UGC CARE list • ERIC, Internet archives • J-store, Shodh Ganga, Inflibnet • Google Scholar • Online data base - Manupatra, ProQuest, Ulrichsweb, Citation Index, Dissertation Abstracts International e-books and e-journals	14
IV	**RESEARCH ETHICS** • Ethics in Writing • Academic Integrity • Intellectual Property Rights	10

	CONCEPTS OF PLAGIARISM	
V	• Plagiarism Policies • Penalties and Consequences • Features and Functionalities of Anti-Plagiarism Software	12

Suggested Readings

1. Bird, A. (2006). *Philosophy of science.* Routledge.
2. MacIntyre, Alasdair (1967) *A Short History of Ethics.* London.
3. P. Chaddah, (2018) Ethics in Competitive Research: Do not get scooped; donot get plagiarized, ISBN: 978-9387480865
4. National Academy of Sciences, National Academy of Engineering, and Institute of Medicine. (2009) *On Being a scientist: A guide to ResponsibleConduct in Research: Third Edition.* National Academies Press.
5. Resnik, D. B. (2011). What is ethics in research and why is it important. *National Institute of Environmental Health Sciences*, 1 – 10. Retrieved from https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm
6. Beall J. (2012). Predatory publishers are corrupting open access. Nature,489(7415), 179– 179. https://doi.org/10.1038/489179a
7. Indian National Science Academy (INSA), Ethics in Science Education,Research and Governance (2019),ISBN: 978-81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics_Book.pdf

Semester XI, Year 6 **Course Code: 1150165** **Credit: 04**
Core Compulsory :Survey/Research Project- Qualifying