SCHEME OF EXAMINATION

&

SYLLABUS

FOR

MASTER OF ARTS

(EDUCATION)

(I to IV semesters)

{Applicable w.e.f. Academic Session 2020-21 as per CBCS and Learning Outcome-Based Guidelines of the UGC}

DEPARTMENT OF EDUCATION

CHAUDHARY RANBIR SINGH UNIVERSITY, JIND-126102 (HARYANA)

(Estd. by the Govt. of Haryana Legislature Act No. 28 of 2014)

{Recognized u/s 12 (B) & 2(f) of UGC Act, 1956}

p Berwal
Cha...son,
De...nt of Education,
C... JIND (Haryana)

SCHEME OF EXAMINATION
M.A. (Education)
(I to IV semesters)
w.e.f. Academic Session 2020-21

SEMESTER-I

Sr. No.	Course Code	Nomenclature	L+T+P	Credits	Hours per week	Evaluation	
						Max. Marks	External: Internal
1.	20EDF01	Educational Studies-I	4+1+0	5	5	100	80:20
2.	20EDC02	Learner and Learning Process-I	4+1+0	5	5	100	80:20
3.	20EDC03	Research in Education-I	4+1+0	5	5	100	80:20
4.	20EDC04	Data Analysis in Education-I	4+1+0	5	5	100	80:20
5.	20EDC05	Teacher Education-I	4+1+0	5	5	100	80:20
6.	20EDC06	History, Politics & Economics of Education-I	4+1+0	5	5	100	80:20
7.	20EDEL07	Elective Course- (i) Guidance & Counselling (ii) Measurement, Evaluation & Assessment for Learning	4+1+0	5	5	100	80:20
		Total Credits		35		700	

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SEMESTER-II

Sr. No.	Course Code	Nomenclature	L+T+P	Credits	Hours per week	Evaluation Max. Marks	Evaluation External: Internal
1.	20EDF08	Educational Studies-II	4+1+0	5	5	100	80:20
2.	20EDC09	Learner and Learning Process-II	4+1+0	5	5	100	80:20
3.	20EDC10	Research in Education-II	4+1+0	5	5	100	80:20
4.	20EDC11	Data Analysis in Education-II	4+1+0	5	5	100	80:20
5.	20EDC12	Teacher Education-II	4+1+0	5	5	100	80:20
6.	20EDC13	History, Politics & Economics of Education-II	4+1+0	5	5	100	80:20
7.	20EDOEL 14	*Open Elective Course- (i) Value Education (ii) Basics of Inclusive Education-I	2+0+0	2	2	50	40:10
		Total Credits		**32**		**650**	

*These courses are only to be offered to students of other Departments of the University.

SEMESTER-III

Sr. No.	Course Code	Nomenclature	L+T+P	Credits	Hours per week	Evaluation Max. Marks	Evaluation External: Internal
1.	20EDF15	Curriculum Studies-I	4+1+0	5	5	100	80:20
2.	20EDC16	Inclusive Education-I	4+1+0	5	5	100	80:20
3.	20EDC17	Educational Management, Administration & Leadership-I	4+1+0	5	5	100	80:20
4.	20EDC18	Educational Technology-I	4+1+0	5	5	100	80:20
5.	20EDC19	Dissertation-I (Preparation of Proposal/Synopsis & Review of Related Literature)	0+5+0	5	5	100	80:20
6.	20EDC20	Academic & Professional Writing Skills	1+2+2	4	5	100	80:20
7.	20EDOEL 21	*Open Elective Course- (i) Open and Distance	2+0+0	2	2	50	40:10

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		Learning (ii) Basics of Inclusive Education-II						
		Total Credits		31		650		

*These courses are only to be offered to students of other Departments of the University.

SEMESTER-IV

Sr. No.	Course Code	Nomenclature	L+T+P	Credits	Hours per week	Evaluation	
						Max. Marks	External: Internal
1.	20EDF22	Curriculum Studies-II	4+1+0	5	5	100	80:20
2.	20EDC23	Inclusive Education-II	4+1+0	5	5	100	80:20
3.	20EDC24	Educational Management, Administration & Leadership-II	4+1+0	5	5	100	80:20
4.	20EDC25	Educational Technology-II	4+1+0	5	5	100	80:20
5.	20EDC26	Pedagogy, Andragogy and Assessment	4+1+0	5	5	100	80:20
6.	20EDC27	Dissertation-II (Data collection, data analyses, report writing, and viva-voce)	0+5+0	5	5	100	80:20
7.	20EDC28	Field Work	1+2+2	4	5	100	80:20
		Total Credits		34		700	

Total credits (1 to 4 semesters) = 35 (Semester-I) + 32 (Semester-II) + 31 (Semester-III) + 34 (Semester-IV) =132 credits

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Criteria of Internal Assessment for Foundation, Core and Elective Courses

Internal Assessment: 20 Marks

Sr. No.	Component	Marks
1.	One assignment in each course	5
2.	One seminar/oral presentation in each course	5
3.	One test in each course	5
4.	Attendance	5
	Below 75%	0 marks
	Up to 80%	2
	Up to 85%	3
	Up to 90%	4
	Above 90%	5

Criteria of Internal Assessment for Open Elective Course

Internal Assessment: 10 Marks

Sr. No.	Component	Marks
1.	One seminar/oral presentation in a course	5
2.	Attendance	5
	Below 75%	0 marks
	Up to 80%	2
	Up to 85%	3
	Up to 90%	4
	Above 90%	5
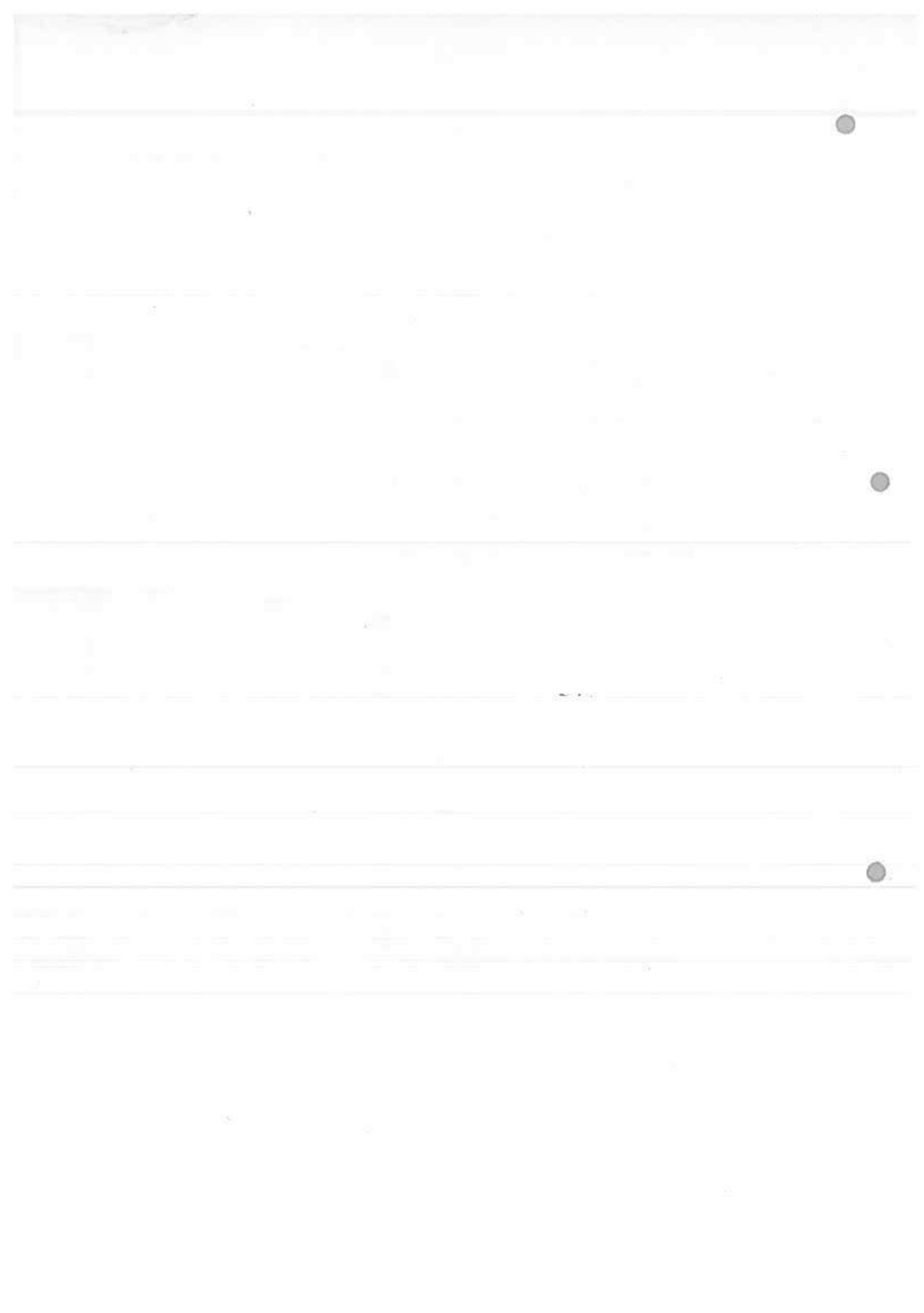
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SEMESTER-I

(FOUNDATION COURSE)
EDUCATIONAL STUDIES-I
(Course Code- 20EDF01)

Time: 3 hours

Max. Marks: 100

Credits: 5

(External: 80, Internal: 20)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-
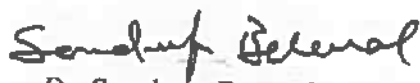
1. Define the concept of Philosophy of Education.

2. Describe the contribution of various Indian and Western Schools of thought to the fields of education.

3. Explain the concept of Sociology of Education.

4. Explain the role of various social institutions like family, school & society in socialization, and development of education.

5. Explain the national values enshrined in the Indian Constitution.

6. Discuss the concept of social stratification, social change, and social mobility.

COURSE CONTENT
UNIT-I
Philosophy of Education & Indian Schools of Philosophy

1.1 Education and Philosophy: Education--- Meaning, education v/s instruction, training, schooling, aims and objectives of education.

1.2 Philosophy: Concept of Philosophy of Education, the interrelationship between Philosophy and Education.

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1.3 Indian Schools of Philosophy:

1.3.1 Samkhya

1.3.2 Yoga

1.3.3 Vedanta

1.3.4 Buddhism

1.3.5 Jainism

Contribution of above Indian Schools of Philosophy with special reference to Vidya, Dayanand Darshan, and Islamic traditions towards educational aims and methods of acquiring valid knowledge.

UNIT-II

Western Schools of Philosophy

2.1 Idealism

2.2 Realism

2.3 Naturalism

2.4 Pragmatism

2.5 Marxism

2.6 Existentialism

Contribution of these western schools of thought to Education with special reference to information, knowledge, and wisdom.

UNIT-III
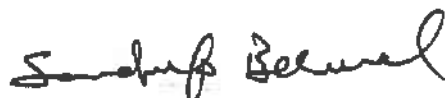
Sociology and Education

3.1 Sociology and Education: Meaning & nature of 'Educational Sociology' and 'Sociology of Education'.

3.2 Social institutions of Education: Family, school and society.

3.3 National Values as enshrined in the Indian Constitution: Socialism, Secularism, Justice, Liberty, Democracy, Equality, Freedom with reference to Education.
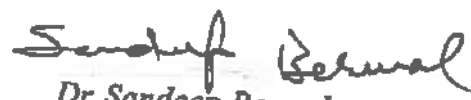
UNIT-IV

Sociology and Its Detriments

4.1 Socialization: Concept, factors affecting socialization, the role of Education for socialization.

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4.2 Social stratifications: Concepts of social stratification and its educational implications.

4.3 Social Change: Concept and education as a means of social change.

4.4 Social Mobility: Concept, kinds, and importance.

SUGGESTED READING

1) Atal, Y. (2014). *Samajshastra: Samaj ki samajh*. Pearson Publications, New Delhi.

2) Chatterjee, S. & Datta, D. (2007). *Introduction to Indian Philosophy*. Rupa Publications, New Delhi.

3) Gaur, R.R., Sangal, R. & Bagaria, G.P. (2016). *A foundation course in human values and professional ethics*. Excel Books, New Delhi.

4) Harton, P. B., Leonard, B., & Hunt, C. I. (1984). *Society (6th ed.)*. McGraw Hill, London.

5) Hiriyana, M. (1995). *The essentials of Indian philosophy*. Motilal Banarsidas Publishers Pvt. Ltd., New Delhi.

6) Indira, R. (2014). *Studies in Indian sociology: Themes in sociology of education* (1st Ed.), Sage publications.

7) Kappuswami, B. (1975). *Social change in India*. Vikas Publications, New Delhi.

8) Moore, B.N. & Bruder, K. (2014). *Philosophy: The power of ideas* (9th Ed.). McGraw-Hill Edition, New Delhi.

9) Rajput, J.S. (2016). *Indian education in times of global change*. Shipra Publications, New Delhi.

10) Rao, C.N.S. (2019). *Sociology: Principles of sociology with an introduction to sociological thoughts (7th ed.)*. S. Chand & Company, New Delhi.

11) Steve Bartlett-Diana Burton (2016). *Introduction to education studies* (4th edition). SAGE Publications, India

12) Thakur, A.S. & Berwal, S. (2007). *Education in emerging Indian society*. Mayur Paperbacks, Noida (UP).

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(CORE COURSE)

LEARNER AND LEARNING PROCESS-1

(Course Code- 20EDC02)

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Time: 3 hours   **Max. Marks: 100**

Credits: 5   **(External: 80, Internal: 20)**

Note:

1. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES:

After completing the course, the students would be able to-
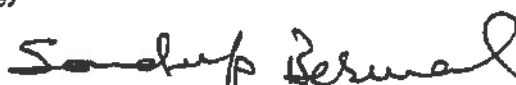
1. Discuss the concept and scope of Educational Psychology as applied science.

2. Draw connection among major schools of psychology.

3. Describe the process and principles of growth and development.

4. Judge the contribution of theories of development.

5. Explain the concept of individual differences.

6. Explain the concepts of gifted and mentally retarded children.

7. Discuss the concept and characteristics of creativity and the need of creativity in education.

8. Classify different theories of forgetting.

9. Defend the need of good mental health.

10. Identify ways & means to improve the mental health.

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COURSE CONTENT

UNIT-I

Educational Psychology & Major Schools of Psychology

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1.1   Relationship of Education and Psychology.

1.2   Scope of Educational Psychology.

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1.3 Methods of Educational Psychology: Experimental, clinical, and differential methods.

1.4 Major Schools of Psychology: Structuralism, functionalism, behaviourism, gestalt, psycho-analytic, humanistic and cognitive, and contribution of these schools to Education.

UNIT-II
Growth and Development of Learner

2.1 Growth and development: Concept and principles, cognitive processes, and stages of cognitive development.

2.2 Theories of development: Piaget's cognitive development, Freud's psychosexual development, Erikson's psycho-social development, Kohlberg's moral development.

2.3 Individual differences: Concept and areas, Determinants: Role of heredity and environment in developing individual differences, implications of individual differences for organizing educational programmes.

UNIT-III
Creativity and Its Theories for Learning Process

3.1 Creativity: Concept, characteristics, the role of a teacher in developing creativity, critical thinking, and brainstorming.

3.2 Needs and problems of creative persons.

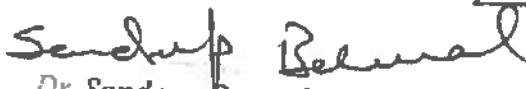3.3 Theories of creativity: Taylor's psychoanalytic and Ariet's theory of creativity, assessment methods.

UNIT-IV
Memory, Forgetting and Mental Health

4.1 Memory: Concept & types of memory, process of memorization, and training in memory.

4.2 Forgetting: Concept, types, theories, and Ebbinghaus's curve of forgetting.

4.3 Mental health and mental hygiene: Concept, characteristics of a mentally healthy person, causes of poor mental health, improving mental health- ways & means.

SUGGESTED READING

1) Chauhan, S.S. (2005). *Advanced educational psychology*. Vikas Publishing House, New Delhi.

2) Hallahan, D.P., Kauffman, J.W. & Pullen, P.C. (2011). *Exceptional learners: An introduction to special education* (12th Edition). Pearson Education, New Delhi.

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3)   Harris, M. & Butterworth, G. (2002). *Developmental psychology*. Psychological Press Ltd. Sussex, USA.

4)   Hurlock, E. B. (2009). *Child development* (6th Edition), Tata McGraw Hill, New Delhi.

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

6)   Mangal, S.K. (2009). *Essentials of educational psychology*. PHI, New Delhi.

7)   Morgan, C.T, King, R.A; Weiss, J.R. & Schopler, J. (1993). *Introduction to psychology*. Tata McGraw Publishing, New Delhi

8)   Siddiqui, M.H. (2004). *Early childhood education*. Ashish Publishing Corporation, New Delhi.

9)   Woolfolk, A. (2015). *Educational psychology (13th ed.)*. Pearson Education, New Delhi.

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(CORE COURSE)

RESEARCH IN EDUCATION-I

(Course Code- 20EDC03)

Time: 3 hours   **Max. Marks: 100**

Credits: 5   **(External: 80, Internal: 20)**

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES:

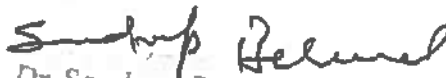After completing the course, the students will be able to-

1. Discuss the methods of acquiring scientific knowledge through experience and reasoning.

2. Define the meaning, nature, scope, and purposes of educational research.

3. Illustrate meaning, criteria, and sources for identifying the research problems.

4. Describe the importance and various sources of review of related literature and hypothesis.

5. Identify different issues related to plagiarism and tips on avoiding it.

6. Define the concept of population & sample, steps and types of sampling.

7. Generate hypothesis as per the requirement of the study.

8. Explain the types, tools, and techniques of data collection.

COURSE CONTENT

UNIT-I

Basics of Educational Research

1.1 Methods of acquiring scientific knowledge: Tradition, experience, reasoning– inductive & deductive, and the scientific method.

1.2 Meaning and steps of the scientific method, characteristics of the scientific method: Replicability, precision, falsifiability and parsimony; types of the scientific methods: Exploratory, explanatory, and descriptive.

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1.3 Meaning and scope of educational research.

1.4 Aims of research as a scientific activity: Problem-solving, theory building, and prediction.

1.5 Difference among discovery, invention, and research.

1.6 Types of research: Fundamental, Applied, and Action research.

1.7 Approaches to educational research: Quantitative and qualitative.

UNIT-II

Selecting Research Problem, Reviewing Literature, and Hypothesis Generation

2.1 Identifying/selecting a research problem: Sources, research questions, criteria for selecting a research problem, title writing, objective writing, delineating, and operationalizing the variables.

2.2 Review of related literature: Importance and various sources, writing review: chronological, thematic, and methodological styles.

2.3 Hypothesis: Concept, sources, rationale, and types (Research, Directional, Non-directional, Null), formulating a hypothesis, characteristics of a good hypothesis.
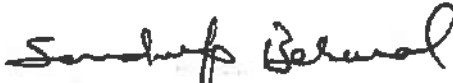
UNIT-III

Variables, Sampling, and Plagiarism

3.1 Variables: Meaning of concepts, constructs, and variables; types of variables: independent, dependent, extraneous, intervening, and moderator.

3.2 Concept of Universe and Sample, Characteristics of a good sample, techniques of sampling: Probability and non-probability sampling.

3.3 Plagiarism: Concept, University Grants Commission Regulations, 2018 on curbing plagiarism: Objectives, duties of Higher Education Institutions, similarity checks for exclusion from plagiarism, levels of plagiarism, penalties in case of plagiarism in the submission of the thesis, dissertations, academic and research publications, avoiding plagiarism, references, and bibliography.

UNIT-IV

Tools and Techniques for Data Collection

4.1 Tools of Research: Meaning and characteristics of a good research tool--- Objectivity, validity, reliability, the difference between a standardized and non-standardized tool, procedure of development and standardisation of a tool.

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4.2   Types of Tools: Rating Scale, Attitude Scale, Questionnaire, Aptitude Test, Achievement Test, and Inventory.

4.3   Techniques of Research: Observation Schedule, Interview Schedule, and Projective Techniques.

4.4   Data collection: Quantitative and Qualitative data.

SUGGESTED READING

1)   Aggarwal, Y.P. (1998). *The science of educational research: A source book*. Nirmal Publications, Kurukshetra.

2)   Best, J. W. & Kahn, J.V. (2006). *Research in education (10th Edition)*. Prentice-Hall of India, New Delhi.

3)   Kerlinger, F.N. (1973). *Foundation of behavioral research*. Holt, Rinehart, and Winston, New York.

4)   Koul, L. (1988). *Methodology of educational research*. Vikas Publishing House, New Delhi

5)   McMillan, K. & Weyers, J. (2014). *How to write dissertations and project reports*. Pearson Education, London.

6)   Sansanwal, D.N. (2020). *Research methodology and applied statistics*. Shipra Publications, New Delhi.

7)   Travers, R.M.W. (1978). An introduction to educational research. McMillan Publishers, New York.

8)   Van Dalen, D.B. (1962). Understanding educational research. McGraw Hill, New York.

9)   UGC (2018). University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018. Available on https://www.ugc.ac.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf

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(CORE COURSE)
DATA ANALYSIS IN EDUCATION-I
(Course Code- 20EDC04)

Time: 3 hours   **Max. Marks: 100**

Credits: 5   **(External: 80, Internal: 20)**

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Explain different types of measurement scales.

2. Classify quantitative and qualitative data.

3. Compute different types of statistical measures.

4. Select and use the appropriate data analysis techniques.

5. Explain the concept and application of measures of central tendency, dispersion, and relative positions.

6. Describe the meaning and assumptions of parametric and non-parametric tests.

7. Discuss the concept of the null hypothesis, Type-I and Type-II errors, One-tailed and two-tailed tests, and confidence limits.

8. Discuss the process of application of the t-test, and z-test.

9. Describe the meaning, significance & application of the Normal Probability Curve (NPC).

COURSE CONTENT
UNIT-I
Fundamentals of Statistics

1.1. Scales of measurement, concept of quantitative and qualitative data, descriptive and inferential statistics.

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1.2   Organization of data: Statistical tables, rank order, and frequency distribution.

1.3   Graphical representation of data: Meaning and advantages

    1.3.1 Graphical representation of ungrouped data: Bar graph, pie diagram, pictograms, line graphs.

    1.3.2 Graphical representation of grouped data: The Histogram, Frequency Polygon, Cumulative Frequency Graph, and Ogive.

UNIT-II

Descriptive Statistics

2.1 Measures of Central Tendency: Concept, characteristics, computation and uses of Mean, Median, and Mode.

2.2 Measures of Dispersion/Variability: Concept, characteristics, computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation, and Variance.

2.3. Measure of Relative Position: Percentiles and Percentile Ranks.

UNIT-III

Tests of Significance

3.1 Parametric and Non-Parametric tests: concept, assumptions, and difference.

3.2 Basic concepts in tests of significance:

    3.2.1 Null hypothesis

    3.2.2 Standard error, confidence limits/fiduciary limits, levels of significance

    3.2.3 Type-I and type-II errors

    3.2.4 Types of tests: One-tailed and two-tailed tests.

3.3 Tests of significance (Z-test & t-test): Difference between means, Difference between percentage and proportions, Difference between correlations.

UNIT-IV

Normal Probability Curve (NPC)

4.1. Normal Probability Curve (NPC): Meaning, characteristics, and applications.

4.2 Divergence from Normality: Skewness and Kurtosis.

SUGGESTED READING

1)   Aggarwal, Y.P. (2015). *Statistical methods*. Sterling Publication, New Delhi.

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2) Asthana, H.S. & Bhushan, B. (2007). *Statistics for social sciences: With SPSS application.* PHI Learning Pvt. Ltd., New Delhi.

3) Best, J. W. & Kahn J.V.(2006). *Research in education.* Prentice-Hall of India, New Delhi.

4) Bhandarkar, K.M. (2014). *Statistics in education.* Neelkamal Publications Pvt. Ltd., New Delhi.

5) Garrett, H.E. (2005). *Statistics in psychology and education.* Paragon International Publishers, New Delhi.

6) Kothari, C.R. (2004). *Research methodology: Methods and techniques.* New Age International Publisher, New Delhi.

7) Koul, L. (2009). *Methodology of educational research.* Vikas Publications, New Delhi.

8) Rajaretnam, T. (2015). *Statistics for social sciences.* SAGE Publishing India.

9) Sansanwal, D.N. (2020). *Research methodology and applied statistics.* Shipra Publications, New Delhi.

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(CORE COURSE)
TEACHER EDUCATION-I
(Course Code- 20EDC05)

Time: 3 hours   **Max. Marks: 100**

Credits: 5   **(External: 80, Internal: 20)**

Note:

1. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Explain the concept and historical background of Teacher Education in India.

2. Critically analyse the nature and scope of Teacher Education.

3. Describe the historical developments in the field of Teacher Education in India.

4. Explain the objectives of Teacher Education at elementary, secondary, and senior secondary levels.

5. Identify the objectives and modes of pre-service Teacher Education.

6. Discuss the concept, structure, and modes of in-service Teacher Education.

7. Critically analyse different models of Teacher Education.

8. Explain the role of various international, national, and state agencies in Teacher Education.

9. Discuss current trends in pre-service and in-service Teacher Education.

10. Discuss various challenges faced by Teacher Education in the 21st century.

COURSE CONTENT
UNIT-I
Concept and Historical Development of Teacher Education

1.1 Concept, nature, and scope of Teacher Education.

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1.2 The structure of teacher education curriculum and its vision in curriculum documents of National Council of Educational Research and Training (NCERT) and National Council for Teacher Education (NCTE) at:

    1.2.1 Elementary Level

    1.2.2 Secondary Level

    1.2.3 Senior Secondary Level

1.3 Historical Development of Teacher Education (with emphasis on Kothari Education Commission Report, 1964-66) in India.

UNIT-II

Pre-Service Teacher Education

2.1 Pre-Service Teacher Education: Concept, nature, objectives, and scope.

2.2 Organization of components of pre-service teacher education, transactional approaches (for foundation courses): expository, collaborative, and experiential learning.

2.3 Modes of pre-service teacher education: face-to-face (linear and integrated), distance and online; relative merits and limitations.

2.4 Needs for innovation in pre-service teacher education programme.

UNIT-III

In-service Teacher Education

3.1 Concept, structure, and modes of in-service teacher education.

3.2 In-service teacher education: Concept, need, objectives, and areas of professional development.

3.3 Understanding the knowledge base of teacher education from the viewpoint of Schulman (1986), Deng and Luke (2008), and Habermans (1971).

3.4 Concept of reflective teaching and strategies for practicing reflective teaching.

UNIT-IV

Agencies and Institutions of Teacher Education

4.1 Agencies and institutions of in-service teacher education: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Samagra Shiksha Abhiyan (SSA), State Council of Educational Research and Training (SCERT), National Council of Educational Research and Training (NCERT), Institute of Advance Studies in Education (IASE),

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District Institute for Education and Training (DIET), National Council for Teacher Education (NCTE), and University Grants Commission (UGC).

4.2 Concept of profession and professionalism, teaching as a profession.

4.3 Professional ethics of teachers, personal and contextual factors affecting teacher development.

4.4 Current trends in pre-service and in-service teacher education.

4.5 Managing pre-service and in-service teacher education: Challenges in the 21st century.

SUGGESTED READING

1) Dwivedi, P. (1980). *Teacher education- A resource book.* NCERT, New Delhi.

2) Govt. of India (1966). *Education and national development.* Report of Education Commission, New Delhi.

3) Govt. of India (1986). *National policy of education.* Ministry of Human Resource and Development, New Delhi.

4) MHRD (1992). *Program of action.* Department of Education, Govt. of India, New Delhi.

5) NCFTE (2009). *National curriculum framework for teacher education: Towards preparing professional and humane teachers.* NCTE, New Delhi.

6) NIEPA (1984). *Report on status of teachers.* New Delhi.

7) Singh, L.C. (1990). *Teacher education in India: A source book.* NCERT, New Delhi.

8) Yadav, S.K. (2012). *Impact of In-service teacher training on classroom transactions. NCERT, New Delhi.* Available on http://14.139.60.153/bitstream/123456789/2132/1/Impact%20of%20In-service%20Teacher%20Training%20on%20Classroom%20Transaction.pdf

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HISTORY, POLITICS, AND ECONOMICS OF EDUCATION-I
(Course Code- 20EDC06)

Time: 3 Hours   **Max. Marks 100**

Credits: 5   **(External: 80, Internal: 20)**

Note:

1. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Describe the historical developments of the Indian education system.

2. Distinguish among education systems during Vedic, Buddhist and Medieval periods.

3. Explain recommendations of Macaulay Minutes, Woods Despatch, Adam's Report, and Lord Curzon's education Policy.

4. Report the emergence of national consciousness and national education movement in the 19th and 20th Centuries and its impact on political and economic aspects of the country.

5. Compare the contributions of Indian education Commission (1882), Calcutta University Commission (1917-19), and Wardha Scheme of Education.

6. Explain the contributions of different committees and commissions in the development of teacher education.

COURSE CONTENT
UNIT-I
Education in Ancient India

1.1 Education in the Vedic Period: Aims, institutions of learning, the learners, the teachers, the curriculum, pedagogy, methods of instructions, discipline, contribution of Vedic education.

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1.2 Education in the Buddhist Period: Aims, institutions of learning, the learners, the teachers, the curriculum, pedagogy, methods of instructions, discipline, contributions of Buddhist education.

1.3 Education during the Medieval Period: Aims, institutions of learning, the learners, the teachers, the curriculum, pedagogy, methods of instructions, discipline, contributions of Islamic education.

UNIT-II

Education in Early British Period

2.1 Western Education: Macaulay's Minute, Bentinck's Resolution and Adam's Report

2.2 The Wood's Despatch, 1854: Objectives and recommendations

2.3 Lord Curzon's Education Policy

UNIT-III

Education in Later British Period

3.1 Indian Education Commission, 1882

3.2 Calcutta University Commission, 1917-1919

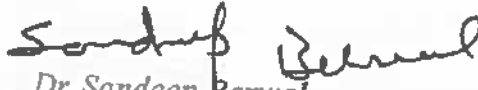3.3 Wardha Scheme of Education, 1937

3.4. Sargent Commission Report, 1944

UNIT-IV

Education in Independent India

4.1 University Education Commission (Radhakrishnan Commission), 1948

4.2 Secondary Education Commission (Mudaliar Commission), 1952

4.3 National (Kothari) Education Commission, 1964-66

4.4 National Policy on Education, 1986, and its revision in 1992

4.5 National Educational Policy, 2020

SUGGESTED READING

1) MHRD (1948). *Report of the University Education Commission*. Ministry of Education, Govt. of India, New Delhi.

2) MHRD (1953). *Report of the Secondary Education Commission*. Ministry of Education, Govt. of India, New Delhi.

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3) MHRD (1966). *Report of the Education Commission--- Education and National Development*. Ministry of Education, Govt. of India, New Delhi.

4) MHRD (1985*). Challenges of Education: A Policy Perspective*. Ministry of Education, Govt. of India, New Delhi.

5) MHRD (1986). *National Policy on Education*. Ministry of Education, Govt. of India, New Delhi.

6) MHRD (1990). *Towards an enlightened and humane society - A review (NPERC)*. Ministry of Education, Govt. of India, New Delhi.

7) MHRD (1992). *Programme of Action*. Ministry of Education, Govt. of India, New Delhi.

8) MHRD (1993). *Education for all: The Indian scene*. Ministry of Education, Govt. of India, New Delhi.

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11) Rao, D.D. (2001). *National Policy on Education: Towards an enlightened society*. Discovery Publishing House, New Delhi.

12) Thakur, A.S. & Berwal, S. (2008). Development of Education System in India. Shipra Publications, New Delhi.

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(ELECTIVE COURSE)
Opt. (i)-GUIDANCE AND COUNSELLING
(Course code- 20EDEL07)

Time: 3 hours

Max. Marks: 100

Credits: 5

(External: 80, Internal: 20)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Discuss the concept, need, principles, and types of guidance.

2. Explain the meaning, objectives, organization, techniques, advantages, and limitations of group guidance.

3. Describe various testing and non-testing devices in guidance, and difference between guidance & counseling.

4. Explain the concept, procedure, and types of counselling.

5. Classify different approaches and theories to counselling.

COURSE CONTENT
UNIT-I
Concept and Types of Guidance

1.1 Guidance: Concept, meaning, principles, need, and importance.

1.2 Types of Guidance: Educational, vocational, personal, health, and social guidance.

1.3 Group Guidance: Meaning, objectives, organization, techniques, advantages, and limitations.

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UNIT-II

Testing and Non-Testing Techniques

2.1 Testing techniques (Psychological Testing): Meaning, principles, and types of:

    2.1.1 Intelligence & intelligence tests

    2.1.2 Attitude & attitude scales

    2.1.3 Personality & personality inventories

    2.1.4 Creativity & creativity tests

    2.1.5 Achievement tests

2.2 Non-testing techniques:

    2.2.1 Interview

    2.2.2 Observation

    2.2.3 Cumulative Record

    2.2.4 Case Study

    2.2.5 Sociometry

UNIT-III

Concept and Types of Counselling

3.1 Counselling: Concept, objectives, need for counselling, and procedure.

3.2 Difference between guidance and counseling.

3.3 Types of Counselling (Directive, Non-Directive and Eclectic Counseling): Concept, procedure, advantages, and limitations.

UNIT-IV

Approaches and Theories of Counselling

4.1 Approaches to counselling

    4.1.1 Cognitive-Behavioural (Albert Ellis-REBT, 1955)

    4.1.2 Humanistic

    4.1.3 Person-centred Counselling (Carl Rogers,1959)

4.2 Theories of Counselling

    4.2.1 Behaviouristic theory

    4.2.2 Rational theory

    4.2.3 Emotive theory

    4.2.4 Reality theory

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SUGGESTED READING

1) Chaturvedi, R. (2007). *Guidance and counselling skills*. Crescent Publishing Corporation, New Delhi.

2) Gibson, R.L. & Mitchell, M.H. (2015). *Introduction to counseling and guidance*. Pearson Education, India.

3) Jones, R.N. (2006). *Theory and practice of counselling and therapy*. Sage publication, New Delhi.

4) Kinra, A.K. (2008). *Guidance and counselling*. Pearson Education, India.

5) Mary, V. (2008). *Guidance and counselling*. S. Chand Publishing, New Delhi.

6) Oberoi, S.C. (2016). *Nirdeshan aur paramarsh*. R. Lall Publisher, Meerut (UP).

7) Pandey, K.P. (2000). *Educational and vocational guidance in India*. Vishwa Vidyalaya Prakashan, Varanasi (UP).

8) Rao, S.N. & Sahajpal, P. (2013). *Counselling and guidance (3rd ed)*. Tata McGraw Hill Publishing Company Limited, New Delhi.

9) Sharma, R.A. (2015). *Fundamentals of guidance and counselling*. R. Lall publisher, Meerut (UP).

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Opt (ii) - MEASUREMENT, EVALUATION, AND ASSESSMENT FOR LEARNING
(Course code- 20EDEL07)

Time: 3 hours   Max. Marks: 100

Credits: 5   (External: 80, Internal: 20)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Discuss the concept of measurement, evaluation and assessment.

2. Explain the relationship among measurement, evaluation, and assessment.

3. Explain the tools and techniques of measurement and evaluation.

4. Discuss the different statistical tools of measurement and evaluation.

5. Analyze recent trends in measurement and evaluation like semester system, grading system, online examination, continuous & comprehensive evaluation, academic credit bank, and use of computers in evaluation.

COURSE CONTENT
UNIT-I
Measurement, Evaluation, and Assessment

1.1 Measurement: Concept, essentials, functions, scales, and methods of measurement.

1.2 Evaluation: Concept, objectives, types, need, and importance of evaluation.

1.3 Assessment: Concept, characteristics of an effective assessment, principles, types and techniques of assessment.

1.4 Difference among measurement, evaluation, and assessment.

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UNIT-II

Measurement and Assessment Tools

2.1 Characteristics of a good measuring instrument.

2.2 Testing tools: Essay type tests, objective type tests, diagnostic tests, and short answer type test, why the use of tools?

2.3 Norm-referenced test and criterion-referenced test; construction and standardization of an achievement test.

2.4 Measurement and assessment of intelligence, attitude, interest, and personality.

UNIT-III

Descriptive Statistics

3.1 Measures of Central Tendency: Concept, computation and uses of mean, median, and mode.

3.2 Measures of Variability: Concept, computation and uses of range, quartile deviation, average deviation, standard deviation.

3.3 Measure of Relative Position: Concept, computation and uses of percentile and percentile ranks.

3.4 Normal Probability Curve (NPC): Meaning, characteristics, applications, skewness and kurtosis.

UNIT-IV

Recent Trends in Measurement and Evaluation

4.1 Grading vis-à-vis marking system: Concept, merits, and limitations.

4.2 Semester system: Concept, advantages, and limitations.

4.3 Online examination: Meaning, merits, and demerits/limitations.

4.4. Use of computers in evaluation: Computer-assisted delivery of the test, construction of test/question paper, recording and analysis of results, and final scores.

4.5 Continuous and Comprehensive Evaluation (CCE): Concept, objectives, importance, assessment of scholastic and co-scholastic domains.

4.6 Academic Credit Bank: Concept and need.

SUGGESTED READING

1) Acharya, P.B. (2015). *Educational measurement and evaluation*. Canadian Academic Publishing, Ottawa (Ontario).

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2) Craig, A.M. (2015). *Introduction to educational research.* Sage Publications, New Delhi.

3) Gupta, R. (2017). *Measurement, evaluation and assessment for learning.* Shipra publications, New Delhi.

4) Hinton, P.R. (2014). *Statistics explained.* Routledge, London.

5) Kumar, R. (2005). *Research methodology- A step by step guide for beginners.* Pearson Education, New Delhi.

6) Mohan, R. (2016). *Measurement, evaluation and assessment in education.* PHI Ltd., New Delhi.

7) Pal, H. & Sharma, M. (2009). *Mapan, anklan evam mulyankan.* Shipra publications, New Delhi.

8) Popham, W. James (1993). *Educational Evaluation (3rd ed.).* Allyn and Bacon

9) Secolsky, C. & Denison, D.B. (2017). *Handbook on measurement, assessment and evaluation in higher education (2nd ed.).* Routledge, London.

10) Thorndike, R.M. & Thorndike, T.M. (2013). *Measurement and evaluation in psychology and education (8th ed.).* Pearson Education Limited, New Delhi.

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SEMESTER-II

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(FOUNDATION COURSE)
EDUCATIONAL STUDIES-II
(Course Code- 20EDF08)

Time: 3 hours   Max. Marks: 100

Credits: 5   (External: 80, Internal: 20)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Describe the contribution of Indian and Western thinkers to the fields of socialization and education.

2. Justify the stance of socially and economically disadvantaged sections of the society with special reference to Scheduled Castes, Scheduled Tribes, women and rural population.

3. Explain the role of education in national development and international understanding.

4. Explain the social movements and related theories.

5. Draw connection among different approaches to Sociology of Education.

6. Describe the different approaches to Sociology of Education, professional ethics of teachers and Millennium Development Goals.

COURSE CONTENT
UNIT-I

Contribution of Indian Thinkers to Socialization and Education

1.1 Swami Vivekananda

1.2 Rabindranath Tagore

1.3 Mahatma Gandhi

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1.4 Aurobindo

1.5 Savitribai Phule

1.6 Bhagat Phool Singh

UNIT- II

Contribution of Western Thinkers to Socialization and Education

2.1 Paulo Freire

2.2 Wollstonecraft

2.3 Nel Noddings

2.4 Friedrich Froebel

2.5 Maria Montessori

UNIT-III

Education for the Disadvantaged, National and International Development

3.1 Socially and economically disadvantaged sections of society with special reference to Scheduled Castes, Scheduled Tribes, Women, and rural population.

3.2 Education as a process for national development and international understanding.

3.3 Social Movements: Concept and theories: (i) Relative Deprivation (ii) Resource Mobilization (iii) Political Process Theory, and (iv) New Social Movement Theory.
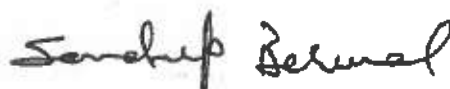
UNIT-IV

Sociological Approaches and Millennium Development Goals to Education

4.1 Approaches to Sociology of Education: Symbolic Interaction, Structural Functionalism, Conflict Theory.

4.2 Professional ethics of a teacher.

4.3 Millennium Development goals: Achieving Universal Primary/Elementary Education– The road travelled by India so far.

SUGGESTED READING

1) Atal, Y. (2014). *Samajshastra: Samaj ki samajh*. Pearson Publications, New Delhi.

2) Ainsworth, J. (2013). *Sociology of Education: An A-to-Z Guide*. SAGE Publications, India

3) Chandra, S.S. & Sharma, R.K (2004). *Principles of education*. Atlantic Publishers and Distributors, New Delhi.

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4) Gaur, R.R., Sangal, R. & Bagaria, G.P. (2016). *A foundation course in human values and professional ethics*. Excel Books, New Delhi.

5) Harton, P. B., Leonard, B., & Hunt, C. I. (1984). *Society (6th ed.)*. McGraw Hill, London.

6) Hiriyana, M. (1995). *The essentials of Indian philosophy*. Motilal Banarsidas Publishers Pvt. Ltd., New Delhi.

7) Indira, R. (2014). *Studies in Indian sociology: Themes in sociology of education* (1st Ed.), Sage publications.

8) Kappuswami, B. (1975). *Social change in India*. Vikas Publications, New Delhi.

9) Moore, B.N. & Bruder, K. (2014). *Philosophy: The power of ideas* (9th Ed.). McGraw Hill Edition, New Delhi.

10) Nigel, L., Smeyers. P., Smith, R., & Standish, P. (2003). *The Blackwell guide to the philosophy of education*. Blackwell Publishing Ltd.

11) Rajput, J.S. (2016). *Indian education in times of global change*. Shipra Publications, New Delhi.

12) Rao, C.N.S. (2019). *Sociology: Principles of sociology with an introduction to sociological thoughts (7th ed.)*. S. Chand & Company, New Delhi.

13) Thakur, A.S. & Berwal, S. (2007). *Education in emerging Indian society*. Mayur Paperbacks, Noida (UP).

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LEARNER AND LEARNING PROCESS-II

(Course Code- 20EDC09)

Time: 3 hours   **Max. Marks: 100**

Credits: 5   **(External: 80, Internal: 20)**

Note:

1. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Discuss the nature and concept of intelligence.

2. Discuss theories of intelligence.

3. Explain the measurement of intelligence.

4. Translate the development and measurement of emotional intelligence.

5. Define the meaning and determinants of personality.

6. Describe the theories of personality.

7. Explain the concept of attitude and draw connection among different theories of attitude change.

8. Classify the different tools and techniques for assessment of attitude.

9. Define learning and its theories.

10. Explain the concept and different theories of motivation.

11. Explain the concept, process, theories and methods of adjustment.

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COURSE CONTENT

UNIT-I

Intelligence and Its Assessment

1.1 Intelligence: Definition and nature of intelligence, Theories:(i) Two-factor theory (Spearman), (ii) Multifactor theory, (iii) Group factor theory, (iv) Guilford model of intellect, and (v) Hierarchical.

1.2 Approaches to intelligence from unitary to multiple: Concepts of social intelligence, multiple intelligence, emotional intelligence.

1.3 Assessment of intelligence, concepts of problem-solving, critical thinking, meta-cognition, and creativity.

1.4 Measurement of intelligence; verbal and non-verbal tests.

1.5 Development and measurement of emotional intelligence.

UNIT-II

Personality and Attitude

2.1 Personality: Concept and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka).

2.2 Type theories and Trait theories, assessment of personality by subjective and projective methods.

2.3 Attitude: Concept, theories of attitude change, and assessment of attitude.

UNIT-III

Learning and Its Theories

3.1 Learning: Concept and factors influencing learning

3.2 Theories of learning and their educational implications: Pavlov's classical conditioning, Skinner's operant conditioning, learning by insight, Hull's reinforcement theory, Lewin's field theory, Gagne's hierarchy of learning theory, Tolman's Sign Learning.

3.3. Pedagogy and technology, learning and pedagogy, learning and teaching, instructional design and learning. How to practice pedagogy, andragogy
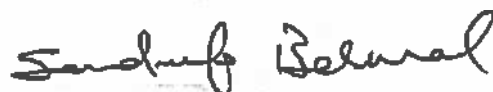
UNIT-IV

Motivation and Adjustment

4.1 Motivation: Concept and factors affecting motivation.

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4.1 Motivation: Concept and factors affecting motivation.

4.2 Theories of motivation: Physiological theory, Murray's Need theory, Psycho-analytical theory, Maslow's theory of the hierarchy of needs.

4.3 Adjustment: Concept, areas of adjustment, process of adjustment, theories of adjustment and methods of adjustment (Projection, substitution, sublimation, withdrawal, reaction formation and fixation, etc.).

SUGGESTED READING

1) Chauhan, S. S. (2005). *Advanced educational psychology*. Vikas Publishing House, New Delhi.

2) Dandipani, S. (2000). *A text book of advanced educational psychology*. Anmol Publications, New Delhi.

3) Hallahan, D.P., Kauffman, J.W. & Pullen, P.C. (2011). *Exceptional learners: An introduction to special education (12th Edition)*. Pearson Education, India.

4) Harris, M. & Butterworth, G. (2002). *Developmental psychology*. Psychological Press Ltd. Sussex, USA.

5) Hurlock, Elizabeth B. (2009). *Child development* (6th Edition), Tata McGraw Hill, New Delhi.

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

7) Siddiqui, M.H. (2004). *Early childhood education*. Ashish Publishing Corporation, New Delhi.

8) Woolfolk, A. (2015). *Educational psychology (13th ed.)*. Pearson Education, India.

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(CORE COURSE)
RESEARCH IN EDUCATION-II
(Course Code-20EDC10)

Time: 3 hours   **Max. Marks: 100**

Credits-5   **(External: 80, Internal: 20)**

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Critically discuss the major types of educational research.

2. Explain the quantitative, qualitative, and mixed-method research designs.

3. Prepare a research synopsis.

4. Identify various concepts related to publication of the research work.

5. Describe the preparation/drafting of a research report and its evaluation.
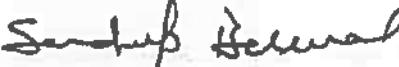
COURSE CONTENT
UNIT-I
Methods of Educational Research

1.1 Educational Research: Types and methods.

    1.1.1 Historical research: Purpose, hypotheses, sources of data, historical criticism, examples of historical research.

    1.2.2 Descriptive research: Purpose, the difference between assessment studies, evaluative studies and descriptive research, the survey, causal-comparative research, correlational research, examples of descriptive research.

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relationship between topic and experimental research, examples of experimental research.

1.1.4 Ex-post-facto research: Concept, purpose, the difference between ex-post-facto and experimental research, examples of ex-post-facto research.

1.1.5 Qualitative research and ethnographic studies: Purpose, themes, data collection and fieldwork strategies, observations and interviews, document or content analysis, the Case Study, examples of ethnographic studies.

UNIT-II

Research Designs and Its Types

2.1 Research Designs: Concept & characteristics of good research design.

2.2 Types of research design: Historical research design, Descriptive research design, and Experimental research design.

UNIT-III

Qualitative and Mixed-Method Designs

3.1 Qualitative Research Designs: Grounded theory designs (Types, characteristics, designs, steps in conducting grounded theory research, strengths and weaknesses of grounded theory)- Narrative Research Designs (Concept and key characteristics, steps in conducting narrative research design), Case Study (Meaning, characteristics, components of a case study design, types of case study design, steps of conducting a case study research, strengths and weaknesses).

3.2 Mixed-Method Designs: Characteristics, types of mixed-method designs (Triangulation, explanatory and exploratory designs), steps in conducting a mixed-method designs, strengths, and weakness of mixed-method research.

UNIT-IV

Research Proposal and Research Report

4.1 Developing a research proposal (synopsis): Relevance and feasibility.

4.2 Funding agencies for research projects.

4.3 The research report or Thesis/ Dissertation: format, chapter writing, bibliography, appendix.

4.4 Publishing the research work: Meaning and Significance of (i) indexing of a Journal, (ii) indexing and citation services, (iii) Journal Impact Factor, (iv) UGC list of Journals

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4.5   Evaluating a research report.

SUGGESTED READING

1) Aggarwal, Y.P. (1998). *The science of educational research: A source book.* Nirmal Publications, Kurukshetra

2) Best, J. W. & Kahn, J.V. (2006). *Research in education (10th Edition).* Prentice-Hall of India, New Delhi.

3) Kerlinger, F.N. (1973). *Foundation of behavioral research.* Holt, Rinehart, and Winston, New York.

4) Koul, L. (1988). *Methodology of educational research.* Vikas, New Delhi

5) McMillan, K. & Weyers, J. (2014). *How to write dissertations and project report.* Pearson Education, London.

6) Mills, J.E & Gay, L.R. (2019) Educational Research: Competencies for Analysis and Applications, 12th Edition. Pearson Education, London.

7) Sansanwal, D.N. (2020). *Research methodology and applied statistics.* Shipra Publications, New Delhi.

8) Travers, R.M.W. (1978). *An introduction to educational research.* McMillan Publishers, New York

9) UGC list of Journals. Available at https://ugc.ac.in/journallist

10) Van Dalen, D.B. (1962). *Understanding educational research.* McGraw Hill, New York.

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(CORE COURSE)

DATA ANALYSIS IN EDUCATION-II

(Course Code- 20EDC11)

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Time: 3 hours   **Max. Marks: 100**

Credits: 5   **(External: 80, Internal: 20)**

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Explain the meaning, characteristics, assumptions, process of computation and uses of different methods of correlation like Product Moment, Rank Difference, Partial, Multiple Correlations, etc.

2. Discuss the concept, assumptions and process of computation of further methods of correlation like Tetrachoric, Phi, Biserial, Point-Biserial, and Regression analysis.

3. Explain the concept, assumptions, process of computation, and uses of ANOVA.

4. Describe the Chi-Square test and qualitative data analysis.

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COURSE CONTENT

UNIT-I

Methods of Correlation

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1.1 Correlations: Meaning, Characteristics, assumptions, computation, and uses of:

    1.1.1 Product moment correlation

    1.1.2 Rank difference correlation

    1.1.3 Partial correlations (1st & 2nd order)

    1.1.4 Multiple correlations

UNIT-II

Advanced Methods in Correlation and Regression Analysis

2.1 Estimating relationship: Biserial, Point-Biserial, Tetra choric, Phi coefficient.

2.2 Regression and prediction: Concept of regression equations & computations of regression lines.

UNIT-III

Analysis of Variance

3.1 Analysis of Variance (ANOVA) One- way and Two-way: Meaning, assumptions, process of computation and uses.

UNIT-IV

Chi-Square test and Qualitative Data Analysis

4.1 Concept, assumptions, computation of Chi-square test (as equal probability, normal probability & independence).

4.2 Qualitative Data Analysis: Data reduction and classification, analytical induction, the concept of triangulation.

SUGGESTED READING

1) Aggarwal, Y.P. (2015). *Statistical methods*. Sterling Publication, New Delhi.

2) Asthana, H.S. & Bhushan, B. (2007). *Statistics for social sciences: With SPSS application*. PHI Learning Pvt. Ltd., New Delhi.

3) Best, J. W. & Kahn J.V. (2006*). Research in education*. Prentice-Hall of India, New Delhi.

4) Bhandarkar, K.M. (2014). *Statistics in education*. Neelkamal Publications, New Delhi.

5) Garrett, H.E. (2005). *Statistics in psychology and education*. Paragon International Publishers, New Delhi.

6) Kothari, C.R. (2004). *Research methodology: Methods and techniques*. New Age International Publisher, New Delhi.

7) Koul, L. (2009). *Methodology of educational research*. Vikas Publications, New Delhi.

8) Rajaretnam, T. (2015). *Statistics for social sciences*. Sage Publishing India.

9) Sansanwal, D.N. (2020). *Research methodology and applied statistics*. Shipra Publications, New Delhi.

10) Wiersma, W. & Jurs, S.G. (2009). *Research methods in education: An introduction*. Pearson Education Inc.

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(CORE COURSE)

TEACHER EDUCATION-II

(Course Code-20EDC12)

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Time: 3 hours   Max. Marks: 100

Credits: 5   (External: 80, Internal: 20)

Note:

1. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Gain insight on the concept of teaching and the status of teaching as a profession.

2. Discuss the roles and responsibilities of teachers and teacher educators.

3. Explain the professional ethics for teachers.

4. Explain the concept and preparation of quality teacher educators.

5. Prepare humane and reflective teachers.

6. Identify different types of Teacher Education Institutions in India.

7. Report the recommendations of National Curriculum Framework for Teacher Education (2009).

8. Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher education.

9. Reflect on the issues and problems related to teacher education in the country.

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COURSE CONTENT

UNIT- I

Teachers and Teaching Profession

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1.1   Teachers and Teaching Profession

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1.2 Teachers in India: Status, the changing profile; changing roles and responsibilities of teachers.

1.3 Concept of Profession; Teaching as a profession.

1.4 Professional ethics for teachers.

1.5 Social status of teachers: International Labour Organisation (ILO) version of the status of teachers.

UNIT-II

Aspects of Teacher Educators

2.1 Teacher Educators

2.2 Who is a quality teacher educator?

2.3 Roles and responsibilities of teacher educators.

2.4 Preparation of quality teacher educators.

2.5 Continuing education of teacher educators: Institutional mechanism and provisions for the continuing education of teacher educators.

UNIT-III

Teacher Education Systems in India

3.1 Pre-service and In-service Teacher Education systems in India

3.2 Role and functions of Teacher Education Institutions

3.3 Levels of teacher preparation-Early Childhood Care, Elementary and Secondary

3.4 Preparation of Teachers for specific areas: Work Education and Vocational Education, Health and Physical Education (HPE), Art Education.

3.5 Recommendations of National Curriculum Framework for Teacher Education (2009).

UNIT-IV

Teacher Education: Assessment, Accreditation, and Accountability

4.1 Information and Communication Technology (ICT) selection, integration, and application.

4.2 Quality Enhancement for Professionalization of Teacher Education.

4.3 Recognition, assessment, and accreditation of Teacher education Institutions: Role and process of National Council of Teacher Education (NCTE), and National Assessment & Accreditation Council (NAAC).

4.4 Innovations and best practices in Teacher Education.

4.5 Teacher Appraisal and accountability.

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SUGGESTED READING

1) Caggart, G.L. (2005). *Promoting Reflective Thinking in Teachers*. Crowin Press.

2) Kochar, S.K. (1985). *Methods & techniques of teaching* (2nd edition). Sterling Publishers, New Delhi.

3) Kumar, R., Chander, S. & Kaushik, B. (2018). *Teacher education in the 21st Century*. SAGE India.

4) Martin, D. J. & Kimberly S. Loomis (2006). *Building teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.

5) Mohan, R. (2011). *Teacher education*. PHI Learning, New Delhi

6) Ram, S. (1999). *Current issues in teacher education*. Sarup & Sons Publications, New Delhi.

7) Rajput, J.S (1994). *Experience and expectations in elementary education*. Anamika Pub & Distributors, New Delhi

8) Rajput, J.S. & Walia, K. (2002).Teacher education in India. Sterling Publishers Pvt. Ltd, New Delhi.

9) UNESCO (1976). *Exploring new dimensions in teacher education*. Regional office for Education in Asia, Bangkok.

10) UNESCO (1981). *A System approach to teaching & learning procedures a guide for teacher Educators*. UNESCO, Paris.

11) UNESCO (2006). *Teachers and Educational Quality*. UNESCO Institute for Statistics, Montreal.

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(CORE COURSE)

HISTORY, POLITICS, AND ECONOMICS OF EDUCATION-II

(Course Code- 20 EDC13)

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Time: 3 Hours   **Max. Marks: 100**

Credit: 5   **(External: 80 Internal: 20)**

Note:

1. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-
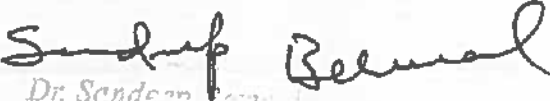
1. Discuss the different committees and commissions' on teacher education.

2. Develop a critical understanding of the challenges faced/confronted by the Indian education system today.

3. Discuss knowledge of the contemporary issues in Indian education in a global perspective.

4. Critically explain the development of education as a distinct discipline.

5. Explain the relationship among Policies, Education and National Development.

6. Identify the educational finance at micro and macro levels.

7. Classify various political approaches to Education system.

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COURSE CONTENT

UNIT-I

Committees and Commissions for 21st Century Education

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1.1. National Curriculum Framework, 2005

1.2 National Knowledge Commission, 2007

1.3 Yashpal Committee's Report, 2009

1.4 National Curriculum Framework for Teacher Education, 2009

UNIT-II

Administration and Education System

2.1 Administration and Education System: Relationship between Policies and Education system.

2.2 Linkage between Educational Policy and National Development.

2.3 Determinants of Educational Policy.

2.4 Administrative Process in Education System: Process of Policy formulation, Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

UNIT-III

Economics of Education System

3.1 Economics and Education System, Concept of Economics of Education: Cost-benefit analysis Vs. Cost-effective analysis in education, economic returns to higher education: Signalling Theory Vs. Human Capital Theory.

3.2 Finance and Education System: Concept of educational finance; educational finance at micro and macro levels, concept of budgeting.

UNIT-IV

Political and Education System

4.1 Political and Education System: Relationship between politics and education, perspectives of politics of education: liberal, conservative and critical.

4.2 Political Approaches to Education System: Approaches to understanding Politics: Behaviouralism, theory of Systems Analysis and Theory of Rational Choice, Education for political development and political socialization.

SUGGESTED READING

1) GOI (2007). National Knowledge Commission. Available at http://knowledgecommission.gov.in/

2) GOI (2009). Yashpal Committee Report. Available at https://www.mhrd.gov.in/prof-yashpal-committee-report-

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3) *GOI (2012). Justice Verma Committee's Report, 2012. Available at*
    https://www.mhrd.gov.in/justice-verma-commission-teacher-educationaugust-2012-0

4) *Mukerjee, R.K. (1969). Ancient Indian education. Motilal Banarsidas, Varanasi (UP).*

5) *Narvane, V.S. (1978). Modern India thought. Orient Longmans Ltd., New York.*

6) *NCERT (2005). National Curriculum Framework 2005. Available at*
    https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf

7) *Sarangapani, P.M. (2003). Constructing school knowledge: An ethnography of learning in*
    an Indian village. SAGE Publications, India

8) *Sharma, K.L (2019). Caste, Social Inequality and Mobility in Rural India:*
    Reconceptualizing the Indian Village. SAGE Publications, India

9) Sunderlal. P. ((2018). *British Rule in India.* SAGE Publications, India

10) Thakur, A.S. & Berwal, S. (2008). Development of Education System in India. Shipra
    Publications, New Delhi.

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Time: 1.30 hours   Max. Marks: 50

Credits: 2   (External: 40, Internal: 10)

Note:

1. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

2. Q. No. 1 will be compulsory and will carry 8 marks. It will comprise of 2 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each unit, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Explain the concept and nature of values and their role in human life.

2. Explain the need, importance, and types of values.

3. Explain the sources of values.

4. Discuss the concept, need and importance of value education.

5. Explain the national values and five universal values.

6. Discuss the policy perceptions on value education.

COURSE CONTENT
UNIT-I
Basics of Value Education

1.1 Concept and Nature of values, the role of values in human life

1.2 Different types of values: Human, social, moral, professional, and cultural values.

1.3 Sources of values, deterioration of values.

1.4 Why Education for Values? How Values are Acquired?

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UNIT-II

Dimensions of Value Education

2.1 National Values as enshrined in the Indian Constitution: Socialism, Secularism, Justice, Liberty, Democracy, Equality, Freedom with reference to Education.

2.2 Five Universal Values: Truth, righteous conduct, peace, love and non-violence.

2.3 Professional ethics in the light of the right understanding.

2.4 Policy perceptions on Value Education: Continuity of imperatives and implications.

SUGGESTED READING

1) Chand, J. (2007). *Value education.* Anshah Publishing House.

2) Gaur, R.R., Sangal, R. & Bagaria, G.P. (2016). *A foundation course in human values and professional ethics.* Excel Books, New Delhi.

3) Halstead, M. & Michael, J.R. (2003). *Values in sex education: From principles to practice.* Routledge Falmer, London.

4) Khera, Shiv (2014). *You can win.* McMillan Publications Ltd., USA.

5) NCERT (n.d). *Education for values in schools----A framework.* Available at https://ncert.nic.in/pdf/publication/otherpublications/Framework_educationCOMPLETEBOOK.pdf

6) Pandey, V.C. (2005). *Value education and education for human rights.* Isha Books, New Delhi.

7) Rajput, J.S. (2001). *Symphony of human values in education: A collection.* National Council of Educational Research and Training, New Delhi.

8) Rajput, J.S. (2016). *Indian education in times of global change.* Shipra Publications, New Delhi.

9) Rath, L.E., Hermin, M. & Simon, S.B. (1978). *Values and teaching: Working with values in classroom (2nd ed.).* Charles E. Merrill Publishing Company, Columbus.

10) Venkataiah, N. (1998). *Value education.* APH Publishing House.

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Opt (ii) – BASICS OF INCLUSIVE EDUCATION-I

(Course Code- 20EDOEL14)

Time: 1.30 hours **Max. Marks: 50**

Credits: 2 **(External: 40, Internal: 10)**

Note:

1. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

2. Q. No. 1 will be compulsory and will carry 8 marks. It will comprise of 2 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each unit, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Discuss the conceptual foundations of inclusive education namely types of learners with diverse needs; positive negative and multiple deviations; the concept of impairment, disability and handicap.

2. Explain the concept, characteristics, objectives, need, importance, and scope of inclusive education.

3. Explain the role of Information and Communication Technologies in Inclusive Education.

COURSE CONTENT

UNIT-I

Basics of Inclusive Education

1.1 Conceptual Foundations of Inclusive Education: Types of learners with diverse needs

1.2 Positive, negative and multiple deviations

1.3 Concept of impairment, disability, and handicap

1.4 Types, cases, and prevention of disabilities

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1.5 Continuum of special education services

UNIT-II

Concept and Evolution of Inclusive Education

2.1 Inclusive Education: Concept, characteristics, and objectives.

2.2 Evolution of Inclusive Education: Difference among Special, Integrated & Inclusive education.

2.3 Principles, need & importance and scope of Inclusive Education.

2.5 Benefits of inclusion for learners with diverse needs.

2.6 Information and Communication Technologies (ICTs) and Inclusive Education.

SUGGESTED READING

1. Alur, M. (2016). *A birth that changed a nation: A new model of care and inclusion.* SAGE Publications, India

2. Armstrong, A.C., Armstrong, D. & Spandagou, I. (2009). *Inclusive education: International policy & practice.* SAGE Publications, India

3. Dash, M. (2007). *Education of exceptional children.* Atlantic Publisher and distributors (Pvt. Ltd.), New Delhi.

4. Dash, N. (2012). *Inclusive education for children with special needs.* Atlantic Publisher and distributors (Pvt. Ltd.), New Delhi.

5. Hick, P.P. & Thomas, G. (2008). *Inclusion and diversity in education.* SAGE Publications, India

6. Jha, M.M. (2002). *School without walls: inclusive education for all.* Hiennmann Educational Publisher, Oxford.

7. Kirk, S.A. & Gallagher, J.J. (2002). *Education of exceptional children.* Houghton Mifflin Co., Boston.

8. Thakur, A.S. & Thakur, A. (2012). *Inclusive education: Concept, policies and practices.* Aggarwal Publications, Agra (UP).

9. Vijayan, P. & Geetha, T. (2016). *Integrated and inclusive education [DSE(VI) Manual,* Rehabilitation Council of India, Kanishka Publishers and Distributors, New Delhi.

10. Virk, J. & Arora, A. (2017). *Foundations of inclusive education.* Twenty-First Century Publications, Patiala (Punjab).

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SEMESTER-III

(FOUNDATION COURSE)
CURRICULUM STUDIES-I
(Course Code- 20EDF15)

Time: 3 hours   **Max. Marks: 100**
Credits: 5   **(External: 80, Internal: 20)**

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to:-
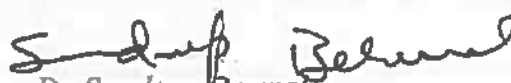
1. Discuss the concept and different perspectives of the curriculum.

2. Explain the philosophical, sociological, and psychological basis of curriculum development.

3. Discuss the different types of the curriculum with respect to their main orientation and approaches.

4. Explain the role of teachers, students, and educational administrators in curriculum change and improvement.

5. Describe different models of curriculum development and planning.

6. Discuss the scope of curriculum research and trends.

COURSE CONTENT

UNIT-I

Foundations of Curriculum Studies

1.1 Concept of 'Curriculum' and 'Syllabus' and their scope

1.2 Components of curriculum: Objectives, content, learning experiences, and evaluation system.

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1.3   Bases/Foundations of curriculum: Philosophical, sociological, and psychological.

UNIT-II
Process, Principles and Factors of Curriculum Development

1.1   Process of curriculum development.

1.2   Principles of curriculum development.

1.3   Factors affecting curriculum development.

UNIT-III
Types and Models of Curriculum

3.1   Types of curriculum: Knowledge-based, activity-based, skill-based and experienced-based, core curriculum, hidden curriculum, spiral curriculum, integrated curriculum, and their relevance.

3.2   Models of Curriculum Development and Planning

    3.2.1 Taba's model/Grass root model

    3.2.2 Administrative model

    3.2.3 System analysis model
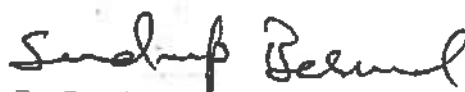
UNIT-IV
Trends in Curriculum Studies

4.1   Concept of curricular trends and curricular change, factors affecting curriculum change.

4.2   Approaches to curriculum change/improvement.

4.3   Role of students, teachers, and educational administrators in curriculum change and improvement.

4.4   Scope of curriculum research and types of research in curriculum studies.

SUGGESTED READING

1)   Central Institute of Educational Technology (2006). *The process of making National Curriculum Framework-2005*: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.

2)   Glatthorn, A. A., Boschee B.F., & Whitehead, B.M. (2016) *Curriculum leadership: Strategies for development and implementation.* SAGE Publications, India.

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3) Lawton, D. (2012). *Theory and practice of curriculum studies*.   Routledge Falmer, London.

4) Michael, F. C. et.al. (2007). The *SAGE handbook of curriculum and instruction*. SAGE Publications.

5) Schubert, W. H., (n.d.). "International Encyclopedia of Curriculum", *Encyclopedia of Curriculum Studies*, Thousand Oaks, California: SAGE, doi:10.4135/9781412958806.n266, ISBN 978-1-4129-5883-7

6) Srivastava, H.S. (2014). *Curriculum and methods of teaching*. Shipra Publication, New Delhi.

7) Srivastava, H.S. (2017). *Curriculum and instructional designing*. Shipra Publication, New Delhi.

8) Srivastava, H.S. (2020). *School curriculum structure and practices*. Shipra Publication, New Delhi.

9) Talla, M. (2012). *Curriculum development: Perspective, principles and issues*. Pearson Publication, India.

10) Thomas, G. (2019). Life skill education and curriculum. Shipra Publication, New Delhi

11) Wiles, J.W. & Joseph, C.B. (2006). *Curriculum development: A guide to practice (9ᵗʰ ed.)*. Pearson Publication, India.

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(CORE COURSE)

INCLUSIVE EDUCATION–I

(Course Code- 20 EDC16)

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Time: 3 hours	**Max. Marks: 100**
Credits: 5	**(External: 80, Internal: 20)**

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE LEANING OUTCOMES:

After completing the course, the students will be able to-

1. Define the concept and types of learners with diverse needs.

2. Describe the concept of impairment, disability, and handicap.

3. Discuss the evolution, and scope of inclusive education.

4. Explain various types of disabled children like intellectually disabled, physically disabled, learning disabled, etc. along with their prevalence, characteristics, and educational needs.

5. Discuss the planning and management of inclusive classrooms.

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COURSE CONTENT

UNIT-1

Disability and Related Aspects

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1.1 Types of students with diverse needs.

1.2 Positive, negative, and multiple deviations.

1.3 Concept of impairment, disability, and handicap.

1.4 Classification of disabilities on the basis of International Classification of Functioning Model.

1.5 Types, causes, and prevention of disabilities.

1.6 Identification of diverse students.

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UNIT-II

Students with Intellectual, Physical, and Multiple Disabilities

2.1 Students with intellectual disabilities: Prevalence, types, characteristics, and educational needs.

2.2 Students with physical disabilities: Prevalence, types, characteristics, and educational needs.

2.3 Students with multiple disabilities: Prevalence, types, characteristics, and educational needs.

2.4 Evaluation methods for students with disabilities: Techniques and tools.

UNIT-III

Concept of Inclusive Education

3.1 Inclusive Education: Concept, principles, scope, and target groups (Diverse students; including marginalized group and learners with disabilities).

3.2 Evolution of the philosophy of inclusive education: Special, integrated, inclusive education.

3.3 Models of inclusion.

3.4 Benefits of inclusive education.

3.5 Academic and financial concessions and facilities to students with disabilities.

3.6 Features of an ideal inclusive school.
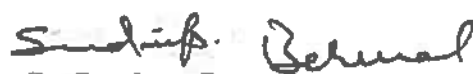
3.7 Problems faced by inclusive schools.
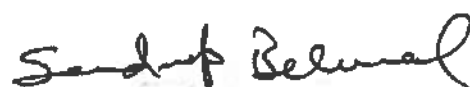
UNIT-IV

Managing Inclusive Education

4.1 Planning and Management of Inclusive Schools: Infrastructure, human resource and instructional practices, curriculum, and curricular adaptations for diverse learners/students with disabilities.

4.2 Assistive and Adaptive Technology for Diverse learners: Product (aids and appliances) including digital devices and Process (individualized education plan, remedial teaching).

4.3 Parent-Professional Partnership: Role of parents, peers, professionals, teachers, and school.

4.4 Technology for teaching, learning and assessment of students with disabilities in Indian context.

SUGGESTED READING

1) Dash, M. (2007). *Education of exceptional children*. Atlantic Publisher and distributors (Pvt. Ltd.), New Delhi.

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2) Dash, N. (2012). *Inclusive education for children with special needs*. Atlantic Publisher and distributors (Pvt. Ltd.), New Delhi.

3) Lindsay, K. G. (2007). *Inclusive education in India: Interpretation, implementation, and issues create pathways to access*. Research Monograph No 15. Available at http://www.create-rpc.org/pdf_documents/PTA15.pdf

4) Hallahan, D.P. & Kauffman, J.M. (1991). *Exceptional children: Introduction to special education*. Allyn & Bacon, London.

5) Hodkinson, A. (2016). *Key issues in special educational needs & inclusion* (2nd Edition). Sage Publications Pvt. Ltd., India.

6) International classification of impairments, disabilities and handicap (n.d.). Available at http://www.aihw.gov.au/WorkArea/Download

7) Jha, M.M. (2002). *School without walls: Inclusive education for all*. Hiennmann Educational Publisher, Oxford.

8) Kirk, S.A. & Gallagher, J.J. (2002). *Education of exceptional children*. Houghton Mifflin Co., Boston.

9) Loreman, T., Deppler, J. & Harvey, D. (2010). *Inclusive education: Supporting diversity in the classroom*. Routledge Falmer, London.

10) Mani, M.N.G. (2001). *Inclusive education in Indian context*. IHRDC, Shree Ramakrishnan Mission Vidyalaya, Coimbatore, India.

11) National Curriculum Framework (NCF 2005). National Council of Educational Research and Training (NCERT), New Delhi, India. Available at https://en.wikipedia.org/wiki/National_Curriculum_Framework_(NCF_2005)

12) Smith, T. E. C., Polloway, E. A., Doughty, T.T, Patton, T.R, & Dowdy, C.A (2012). *Teaching students with special needs in inclusive settings* (6th Ed.). Pearson Pvt. Ltd., New Delhi.

13) Thakur, A. S. & Thakur, A. (2012). *Inclusive education: Concepts, practices and issues*. Agarwal Publications, Agra (UP).

14) UNICEF (2003). *Examples of inclusive education in India*. Available at https://www.unicef.org/rosa/InclusiveInd.pdf

15) Vijayan, P. & Geetha, T. (2016). *Integrated and Inclusive Education* [DSE(VI) Manual], Rehabilitation Council of India, Kanishka Publishers and Distributors, New Delhi.

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EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP-I

(Course Code- 20EDC17)

Time: 3 hours   **Max. Marks: 100**
Credits: 5   **(External: 80, Internal: 20)**

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE LEARNING OUTCOMES:

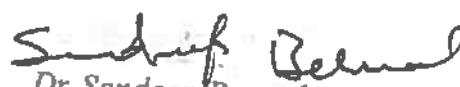After completing the course, the students will be able to-

1. Explain the concepts of education management and administration along with their significance.

2. Discuss the academic leadership as a change in educational system and characteristics of an effective educational leader.

3. Develop an understanding in students about education and problems of educational trends.

4. Discuss the concept of quality of education and evolution of quality trends in Education.

5. Describe the change management and models of change management.

COURSE CONTENT

UNIT-I

Educational Management and Administration

1.1 Meaning, nature, and scope of educational management and administration.

1.2 Principles and functions of management: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCOB), Cost Per Mile (CPM), Programme Evaluation Review Technique (PERT), and Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis in education institutions.

1.3 Administration as a process and as a bureaucracy.

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1.4   Relationship between management and administration.

UNIT-II
Academic Leadership

3.1   Academic leadership: Meaning, nature, and importance in educational leadership.

3.2   Approaches of leadership: Trait, Transformational, Transactional, Value-based, Cultural, Psychodynamic, and Charismatic.

3.3   Academic leadership as a change in educational system and characteristics of an effective educational leader

UNIT-III
Quality in Education

3.1   Concept of Quality and Quality in Education: Indian and international perspectives.

3.2   Evolution of quality trends: Inspection, quality control, quality assurance, total quality management (TQM), and six sigma.

UNIT-IV
Change Management

4.1   Change Management: Meaning and need for planned change in educational institutions

4.2   Models of change management.

4.2.1   Three Step-Model of Change: Unfreezing, Moving, and Refreezing.

4.2.2   The Japanese Models of Change: Just-in-Time, and Poka-yoke.

SUGGESTED READING

1)   Agarwal, M.N., Bhattacharya, S., Robbins, S.P. & DeCenzo, D.A. (2009). *Fundamentals of management: Essential concepts and applications*, (6th Ed.), Pearson Education, India.

2)   Gill, R. (2011). *Theory and practice of leadership*. SAGE Publications, India.

3)   Hanson, E. M. (2003). *Educational administration and organizational behaviour (3rd ed.)*. Allyn and Bacon.

4)   Koontz, H. & Weihrich, H. (2012). *Essentials of management. (Ninth Ed.)*, Tata McGraw Hill, New Delhi.

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5) Mathur, S.P. (2001). *Financial administration and management.* The Indian Publications, India.

6) Mythil, N. (2019). *Women in School Leadership.* SAGE Publications, India

7) Mukhopadhyay, M. *(2012). Leadership for institutional building in education.* Shipra Publication, New Delhi

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9) Prasad, J. (1995). *School organization and management.* Kanishka Publishers, New Delhi.

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11) Shukla, P.D. (1983). *Administration of education in India.* Vikas Publication, New Delhi.

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EDUCATIONAL TECHNOLOGY–I

(Course Code- 20EDC18)

Time: 3 hours
Credits: 5

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

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Discuss the concept, scope, and characteristics of educational technology.

2. Enable the students to differentiate between hardware and software approaches of educational technology.

3. Explain the system approach to instructional design and the process of communication.

4. Describe the different types of programmed instruction.

5. Discuss the various instructional strategies and strategies for modifying teacher behaviour.

6. Discuss the concept of e-learning/on-line learning.

7. Elucidate the instructional theories and procedures.

8. Explain the role of Information and Communication Technology (ICT) in pedagogy, evaluation, management and research.

COURSE CONTENT

UNIT-I

Educational Technology: Conceptual Framework

1.1 Concept and scope of Educational Technology.

1.2 Approaches to Educational Technology: Hardware and software.

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1.3 Historical development: Programmed learning stage, media application stage, and computer application stage.

1.4 Technology in Education and Technology of Education.

UNIT-II

System Approach, Communication Process and Programmed Instruction

2.1 Systems approach to education and its components: Goal setting, task analysis, content analysis, context analysis, and evaluation strategies.

2.2 Systems approach to instructional design.

2.3 Communication process: Concept of communication, principles, modes and barriers to communication, class room communication (interaction, verbal, and non-verbal).

2.4 Programmed Instruction: origin, principles and characteristics, types, preparation, writing, try out, and evaluation

UNIT-III

E-Learning

3.1. E-learning: Concept, and approaches to e-learning (Offline, online, synchronous, asynchronous, communication, blended learning, mobile learning), learning management, Online learning.

3.2 Digital/online education: Concept and modes, PRAGYATA—steps for digital and online education

3.3 DIKSHA--- One nation, one digital platform for teaching and learning.

3.4 SWAYAM PRABHA TV Channels

3.5 Concept of SWAYAM and MOOCs

UNIT-IV

Models and Theories of Teaching

4.1 Models of Teaching: Concept Attainment Model, Inquiry Training Model, Glaser's Basic Teaching Model, Mastery Learning Model, Inductive Thinking Model.

4.2 Instructional theories and procedures with special reference to Skinner, Piaget, and Ausubel.

4.3 Role of Information and Communication Technologies (ICTs) in pedagogy, evaluation, management and research.

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SUGGESTED READING

1) Akdeniz, C. (2016) *Instructional process and concepts in theory and practice: Improving the teaching process.* Springer.

2) Joyce, B. & Weil, M. (1992). *Models of teaching.* Prentice-Hall of India, New Delhi.

3) Ledford, B.R. & Sleeman, P.J. (2001). *Instructional design: A primer.* Information Age Publishing, Greenwich.

4) Mallik, U. (2001). *Leaning with computers level –III.* NCERT, New Delhi.

5) Mayer, R.E. (2009). *Multimedia learning, (Edition 2).* Cambridge University Press, New York.

6) Mukhopadhyay, M. *(2009). Story of Edusat.* Shipra Publication, New Delhi

7) Roblyer, M.D. (2007). *Integrating educational technology into teaching, (4th ed.).* Pearson Education, India.

8) Rosenberg, M.J. (2001). *E-learning.* McGraw Hill, New York.

9) Sharma, R.A. (1982). *Programmed instruction–An instructional technology,* International Publishing House, Meerut (UP).

10) Singh, Y.K., Sharma, T. K. & Upadhyay, B. (2008). *Education technology: Teaching learning:* APH Publishing, New Delhi.

11) Solomon, G. & Schrum, L. (2007). *Web 2.0: New tools; new schools.* International Society for Technology in Education, Washington, USA.

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(CORE COURSE)
DISSERTATION-I
(Course Code- 20EDC19)
(Preparation of Proposal/ Synopsis and Review of Related Literature)

Credits: 5

Max. Marks: 100

(External: 80, Internal: 20)

The dissertation is mandatory for all students. The students have to select a topic of their interest and required to submit the dissertation proposal/ synopsis which will include a comprehensive review of the literature. Each student will work under the guidance of a supervisor to be allotted by the Department. The evaluation and viva-voce of the submitted proposal/synopsis will be held at the end of the 3rd semester on a date to be fixed by the University. In order to ensure the relevance and meaningfulness of the proposed research topic, the proposal of each student will be evaluated by an external expert and on the basis of recommendations of external expert; the student will be allowed to take up the proposal further in 4th semester. Approval of research proposal by external expert is compulsory for submission of dissertation in the 4th Semester.

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(CORE COURSE)

ACADEMIC AND PROFESSIONAL WRITING SKILLS

(Course Code-20EDC20)

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Credits: 4   **Max. Marks-100**

(External: 80, Internal: 20)

COURSE LEARNING OUTCOMES:

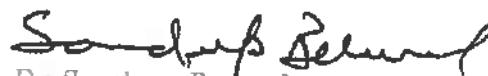After completing the course, the students will be able to-

1. Draft professional letters and mail, etc.
2. Use and differentiate different kinds of writings and writing style.
3. Reflect on essential requirements of academic writing & distinguish good academic writing from others.
4. Analyze academic sources and procedure to refer them.
5. Cite the sources, paraphrases, and acknowledge the source & edit one's writing.

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ACTIVITIES

(ANY FOUR)

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1) Prepare a resume/effective profile for an interviews
2) Prepare a professional letter and mail on any topic.
3) Write a professional report of any workshop/seminar.
4) Write a Book review or review of two research articles.
5) Write a research article/paper.
6) Critical reflections on any 05 current events/news related to the field of education.
7) Write an essay on any topic of your interest. Cite the sources/ acknowledge the source & edit it.

Note:-

i. The mode of the transaction of this course will be lecture/tutorial/discussion/ workshop / practical.

ii. The students are required to prepare a report/ file of any four activities given in the above list.

iii. The external evaluation of file work followed by Viva-voce will be conducted at the end of the semester.

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Opt-(i) OPEN AND DISTANCE LEARNING
(Course Code- 20EDOEL21)

Time: 1.30 hours	Max. Marks: 50
Credits: 2	(External: 40, Internal: 10)

Note:

1. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

2. Q. No. 1 will be compulsory and will carry 08 marks. It will comprise of 4 short answer type notes of 2 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE LEARNING OUTCOMES:

After completion of the course, the students will be able to-

1. Discuss the concept and processes of open and distance learning.

2. Describe the student support services, multimedia, multiple media, interaction strategies and evaluation process in distance education.

3. Discuss the preparation of self-learning materials and provisions of feedback.

4. Explain the concept of e-learning with its different tenets.

COURSE CONTENT

UNIT-I

Open and Distance Learning: Conceptual Framework

1.1 Introduction to Open and Distance Learning: Concept, characteristics, the genesis of distance education, advantages, problems and constraints, creating a learning society through open and distance education system.

1.2 Preparation and delivery of Self Learning Materials (SLMs).

1.3 Students support services in open and distance education.

1.4 Interaction strategies in open and distance learning.

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UNIT-II
Recent Trends in Open and Distance Learning

2.1 Multimedia and multiple media in open and distance learning: Accomplishment of objectives- Cognitive skills and values.

2.2 Continuous and term-end evaluation process in open and distance education.

2.3 E-Learning: Concept, history, features, modalities, skills required for e-Learning, the role of teacher and learner, merits and demerits.

SUGGESTED READING

1) Anderson, T. (2008). *The theory and practice of online learning.* Athabasca University Press, Edmonton.

2) Garg, S. (Eds.) (2012). *Four decades of distance education in India.* Viva books publisher, India.

3) Keegan, D. (2013). *Foundations of distance education.* Routledge publisher.

4) Latchem, C.R. & Robinson, B. (2003). *Teacher education through open and distance learning.* Psychology Press,

5) Moore, M.G. (2013). *Handbook of distance education.* Routledge publisher.

6) Olaf, Z.R. & Adnan, Q. (2019). Open *and distance education in Asia, Africa and the Middle East: National perspectives in a digital age.* Springer Singapore

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8) Sharma, M. (2016). *Distance education: Concepts and principles.* Kanishka Publications and Distributors, New Delhi.

9) Veletsianos, G. (2010). *Emerging technologies in distance education.* Athabasca University Press, Edmonton.

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Opt (ii)-BASICS OF INCLUSIVE EDUCATION-II
(Course Code- 20EDOEL21)

Time: 1.30 hours   **Max. Marks: 50**

Credits-2   **(External: 40, Internal: 10)**

Note:

1. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

2. Q. No. 1 will be compulsory and will carry 8 marks. It will comprise of 2 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each unit, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Discuss the concept of inclusive education.

2. Describe the legal and policy perspectives of inclusive education in the country.

3. Describe different pedagogies for inclusive settings like peer tutoring, cooperative learning, team teaching, collaboration & consultation, multi-sensory teaching, and adapted physical education.

4. Discuss the challenges of inclusive education in Indian context.

5. Explain the role of technology in teaching-learning.

COURSE CONTENTS
UNIT-I

Legal and Policy Perspectives of Inclusive Education

1.1 Features of an ideal inclusive educational institution

1.2 Legal and Policy Perspectives of Inclusive Education:

1.2.1 Salient features of Rehabilitation Council of India Act (1992)

1.2.2 Persons with Disabilities Act (1995)

1.2.3 The Rights of Persons with Disability Act (2016): Salient features and implications

1.2.3 Provisions on academic and financial concession to students with disabilities.

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UNIT-II

Pedagogy for Inclusive Settings

2.1 Pedagogies for Inclusive Settings:

   2.1.1 Peer Tutoring

   2.1.2 Co-operative Learning

   2.1.3 Collaboration and Consultation

   2.1.4 Team Teaching

   2.1.5 Multi-sensory Teaching

   2.1.6 Adapted Physical Education

2.2 Technology-enabled teaching and learning.

SUGGESTED READING

1.   Dash, M. (2007). *Education of exceptional children.* Atlantic Publisher and distributors (Pvt. Ltd.), New Delhi.

2.   Dash, N. (2012). *Inclusive education for children with special needs.* Atlantic Publisher and distributors (Pvt. Ltd.), New Delhi.

3.   Florian, L. & McLaughlin (2008). *Disability classification in education: Issues and perspectives.* SAGE Publications, India

4.   Ghai, A. (2018). *Disability in South Asia: Knowledge and Experience.* SAGE Publications, India

5.   Hegarty, S. & Alur, M. (2002). *Education & Children with Special Needs: From Segregation to Inclusion.* SAGE Publications, India

6.   Jha, M.M. (2002). *School without walls: Inclusive education for all.* Heinemann Educational Publisher, Oxford.

7.   Kirk, S.A. & Gallagher, J.J. (2002). *Education of exceptional children.* Houghton Mifflin Co., Boston.

8.   Thakur, A.S. & Thakur, A. (2012). *Inclusive education: Concept, policies and practices.* Aggarwal Publications, Agra (UP).

9.   Thambirajah, M.S. & Ramanujan, L.L. (2016). *Essentials of Learning Disabilities and Other Developmental Disorders.* SAGE Publications, India

10. Virk, J. & Arora, A. (2017). *Foundations of inclusive education.* Twenty-First Century Publications, Patiala (Punjab).

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SEMESTER-IV

SEMESTER-IV
(FOUNDATION COURSE)
CURRICULUM STUDIES-II
(Course Code- 20EDF22)

Time: 3 hours
Credits: 5

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

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1.   Explain the various models of curriculum designing.

2.   Describe the need assessment and situational analysis with respect to individual and environment, the concept of school readiness, curricular skills at different domains.

3.   Elucidate the role of the instructional system, instructional media, instructional techniques and material in enhancing curriculum transactions, and methods of curriculum evaluation.

4.   Discuss the role of national institutions in curriculum designing.

5.   Analyse the National Curriculum Framework (NCF, 2005) and National Curriculum Framework for Teacher Education (NCFTE, 2009).

COURSE CONTENT

UNIT-I
Concept and Models of Curriculum Designing

1.1 Concept of curriculum planning and designing.

1.2 Models of curriculum designing: Academic/discipline-based model, competency-based model, social functions/activities model (social reconstruction), individual needs and interests model, outcome-based integrative model, and intervention model.

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UNIT-II

Curriculum Transaction

3.4 Need assessment and situational analysis with respect to individual and environment.

3.5 Selection of content and method.

3.6 Concept of school readiness, basic curricular skills related to the cognitive, conative, and affective domain.

3.7 Classroom planning, preparation, and specific teaching strategies with examination considerations in the context of curriculum development.

3.8 Role of the instructional system, instructional media, instructional techniques, and material in enhancing curriculum transaction.

UNIT-III

Approaches and Models of Curriculum Evaluation

3.1 Approaches/Methods of curriculum evaluation: Academic and competency-based approaches.

3.2 Models of curriculum evaluation: Tyler's model, Stakes' Model, Scriven's model, Kilpatrick's model.

3.3 Role of teacher in curriculum development and its evaluation.

UNIT-IV

Curriculum Design: Organizations and Recent Trends

4.1 Role of organizations like the National Council of Educational Research and Training (NCERT), the State Council of Educational Research and Training (SCERT), the the University Grant Commission (UGC), and the National Council for Teacher Education (NCTE) in curriculum designing.

4.2 Salient features of National Curriculum Framework (NCF, 2005) and National Curriculum Framework for Teacher Education (NCFTE, 2009), National Skills Qualification Curriculum (NSQF, 2014), National Skills Qualification Curriculum (NSQF, 2014).

4.3 Recent developments and research trends in curriculum studies.

SUGGESTED READING

1) Central Institute of Educational Technology (2006). *The process of making National Curriculum Framework-2005*: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.

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2) Connelly, F.M., He, M. F. & Phillion, J.A. (2007). *The SAGE Handbook of Curriculum and Instruction*. SAGE Publications, India.

3) Gakhar, S. C. (2008). *Curriculum development*. N. M. Publishers, Panipat.

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5) Joseph, P.B. (2011). *Cultures of curriculum: 2nd Edition*, Routledge Falmer, London.

6) Lawton, D. (2012). *Theory and practice of curriculum studies*. Routledge Falmer, London.

7) Marsh, C.J. (2009). *Key concepts for understanding curriculum*. Taylor and Francis.

8) Michael, F. C. et.al. (2007). The *SAGE handbook of curriculum and instruction*. SAGE Publications.

9) Pratt, D. (1980). *Curriculum design and development*. Harcourt, Brace and Jovanvich, New York.

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12) Wiles, J.W. & Joseph, C.B. (2006). *Curriculum development: A guide to practice (9th ed.)*. Pearson Publication, India.

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(CORE COURSE)

INCLUSIVE EDUCATION-II

(Course Code- 20EDC23)

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Time: 3 hours   **Max. Marks: 100**

Credits: 5   **(External: 80, Internal: 20)**

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Discuss the provisions on inclusive education enshrined in national and international policies and legislation.

2. Explain the pedagogical practices in inclusive settings.

3. Explain various types of barriers and facilitators to inclusive education.

4. Describe the educational programmes for gifted, creative, and juvenile delinquents.

5. Explain the research trends of Inclusive Education.

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COURSE CONTENT

UNIT-I

Legal and Policy Perspectives of Inclusive Education-I

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1.1 National Policy on Education (1986), and Programme of Action (1992) in the context of Inclusive/ Integrated Education.

1.2 Salient features of Rehabilitation Council of India Act, 1992

1.3 National Curriculum Framework, 2005 and Inclusive Education.

1.4 Project Integrated Education for the Disabled (PIED).

1.5 Inclusive Education under Sarva Shiksha Abhiyan (SSA).

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1.6 United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), and its implications on the education sector.

UNIT-II

Legal and Policy Perspectives of Inclusive Education-II

2.1 Inclusive Education with special reference to:

2.1.1 National Policy for Persons with Disabilities, 2006

2.1.2 The Right to Education Act, 2009

2.1.3 Inclusive Education for Disabled at Secondary Stage (IED-SS) Scheme, 2009

2.1.4 The Rights of Persons with Disability Act, 2016: Salient features and implication on the education sector.

2.1.5 National Education Policy, 2020

UNIT-III

Pedagogies for Inclusive Education

3.1 Pedagogies for inclusive settings

3.1.1 Peer tutoring

3.1.2 Cooperative learning

3.1.3 Collaboration and consultation

3.1.4 Team teaching

3.1.5 Multi-sensory teaching

3.2. Guidance and counselling needs of learners with disabilities.

3.3 Adapted physical education for students with disabilities.

UNIT-IV

Recent Trends of Inclusive Education

4.1 Barriers to Inclusive Education: Attitudinal, physical, social, and educational, interventions to remove the barriers.

4.2 Current status and ethical issues of Inclusive Education in India.

4.3 Facilitators to Inclusive Education: Role of stakeholders.

4.4 Vocational/Skill Education for students with disabilities.

4.5 Research trends of Inclusive Education.

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SUGGESTED READING

1) Dash, N. (2012). *Inclusive education for children with special needs.* Atlantic Publisher and distributors (Pvt. Ltd.), New Delhi.

2) Lindsay, K. G. (2007). *Inclusive education in India: Interpretation, implementation, and issues create pathways to access.* Research Monograph No 15. Available at http://www.create-rpc.org/pdf_documents/PTA15.pdf

3) Hallahan, D.P & Kauffman, J.M. (1991). *Exceptional children: Introduction to special education.* Allyn & Bacon, London.

4) Hodkinson, A. (2016). *Key issues in special educational needs & inclusion* (2nd Edition). Sage Publications Pvt. Ltd., India.

5) Jha, M.M. (2002). *School without walls: Inclusive education for all.* Hiennmann Educational Publisher, Oxford.

6) Loreman, T., Deppler, J. & Harvey, D. (2010). *Inclusive education: Supporting Diversity in the classroom.* Routledge Falmer, London.

7) Mani, M.N.G. (2001). *Inclusive education in Indian context.* IHRDC, Shree Ramakrishnan Mission Vidyalaya, Coimbatore.

8) National Curriculum Framework (NCF 2005). National Council of Educational Research and Training (NCERT), New Delhi, India. Available at https://en.wikipedia.org/wiki/National_Curriculum_Framework_(NCF_2005)

9) Smith, T. E. C., Polloway, E. A., Doughty, T.T., Patton, T.R., & Dowdy, C.A (2012). *Teaching students with special needs in inclusive settings* (6th Ed.). Pearson Pvt. Ltd., New Delhi.

10) Thakur, A. S. & Thakur, A. (2012). *Inclusive education: Concepts, practices and issues.* Agarwal Publications, Agra (UP).

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EDUCATIONAL MANAGEMENT, ADMINISTRATION, AND LEADERSHIP-II
(Course Code- 20EDC24)

Time: 3 hours **Max. Marks: 100**
Credits-5 **(External: 80, Internal: 20)**

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Acquaint with Taylor and Foyal's scientific contribution in educational management.

2. Discuss the specific trends in educational management.

3. Explain the concept of leadership and models of leadership.

4. Discuss the various aspects of cost of quality and quality gurus.

5. Describe the role and functions of national and international quality assurance agencies in higher education.

COURSE CONTENT
UNIT-I
Educational Administration

1.1 Evolution of management thoughts: Taylor and scientific management. Fayol's contribution: System and contingency approach to management.

1.2 Human relations approach to administration.

1.3 Specific Trends in Educational Administration: Organisational structure and design, Organisational compliance, Organisational development, and organisational climate.

1.4 Creating a learning organisation.

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UNIT-II

Styles and Models of Leadership

1.1 Leadership Styles: Autocratic, democratic, and free-rein.

1.2 Models of Leadership: Blake and Mouton's managerial grid, Fiedler's contingency model, tri-dimensional model, Hersey and Blanchard's model, leader-member exchange theory.

UNIT-III

Cost of Quality and Quality Gurus

3.1 Cost of Quality: Appraisal costs, failure costs and preventable costs, cost-benefit analysis, cost-effective analysis, quality control, and inspections.

3.2 Quality Gurus: Walter Shewart, Edward Deming, and C.K Pralhad.

UNIT-IV

Indian and International Quality Assurance Agencies

4.1 Indian and International Quality Assurance Agencies: Objectives and functions.

4.2 Performance Indicators: Roles and initiatives of National Assessment Accreditation Council (NAAC), National Institute Ranking Framework (NIRF), Internal Quality Assurance Cell (IQAC), and Academic Audit.

4.3 Functions of Quality Council of Indias (QCI) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

SUGGESTED READING

1) Agarwal, M.N., Bhattacharya, S., Robbins, S.P. & DeCenzo, D.A. (2009). *Fundamentals of management: Essential concepts and applications* (6th Ed.). Pearson Education, India.

2) Glatthorn, A.A., Jones, B.K. & Bullock, A.A. (2005). *Developing highly qualified teachers: A handbook for school leaders*. SAGE Publications, India

3) Gill, R. (2011). *Theory and practice of leadership*. SAGE Publications, India.

4) Mohanty, J. (2011). School administration, supervision and organization.

5) Mukhopadhyay, M. (2020). *Total quality management in education*. SAGE Publishing, India.

6) Peter Gronn, P. (2003). *The New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform*. SAGE Publications, India

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7) Prakash, V. & Biswal, K. (2012). Perspectives on education and development: Revisiting education commission and after. Shipra Publication, New Delhi

8) Prasad, J. (1995). *School organization and management.* Kanishka Publishers, New Delhi.

9) Shukla, P.D. (1983). *Administration of education in India.* Vikas Publication, New Delhi.

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(CORE COURSE)

EDUCATIONAL TECHNOLOGY–II

(Course Code-20EDC25)

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Time: 3 hours   **Max. Marks: 100**
Credits: 5   (External: 80, Internal: 20)
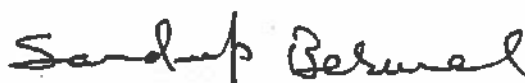

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1.   Develop the concept and evolution of Information Technology (IT), Communication Technology (CT), Information and Communication Technology (ICT), Instructional Technology (IT), and Educational Technology (ET).

2.   Explain process and stages of development of instructional design.

3.   Classify different models of development of the instructional design.

4.   Describe the various emerging trends in e-learning, the ethical issues for e-learner and e-teacher.

5.   Explain the concept and application of Open Education Resources, Creative Common, Massive Open Online Courses, Swayam Prabha, e-yantra, Free and open-source software, National Digital Library.

6.   Discuss the application of educational technology in formal, informal, non-formal, and inclusive education systems.

7.   Explain the role of computers in education such as Computer Assisted Instruction (CAI), Computer Assisted Learning (CAL), Computer Based Training (CBT), and Computer Managed Learning (CML).

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COURSE CONTENT

UNIT-I
Multi-media Approach in Educational Technology

1.1 Explain the concept and evolution of, Information Technology (IT), Communication Technology (CT) & Information and Communication Technology (ICT), Instructional Technology (IT), and Educational Technology (ET).

1.2 Multi-media approach in Educational Technology: Meaning, uses and limitations.

UNIT-II
Process, Models and Elements of Instructional Design

2.1 Process and stages of development of instructional design.

2.2 Models of development of instructional design: Analyze, Design, Develop, Implement, and Evaluate (ADDIE) Model, ASSURE instructional design model, Dick and Carey Model.

2.3 Elements of constructivist instructional design.

UNIT-III
Emerging Trends in E-Learning

3.1 Emerging trends in e-learning: Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum.

3.2 Concept and application of Open Education Resources, creative common, Massive Open Online Courses, Swayam Prabha, e-yantra, Free and open-source software, National Digital Library.

3.3 Ethical Issues for e-Learner and e-Teacher in teaching, learning, and research.

UNIT-IV
Instructional Theories and Application of Computers in Education

4.1 Instructional theories and procedures with special reference to Bruner and Vygotsky.

4.2 Application of educational technology in formal, non-formal, informal, and inclusive education systems. Differentiate between Distance and Open Learning Systems.

4.3 Application of computers in education: Computer Assisted Instruction (CAI), Computer Assisted Learning (CAL), Computer Based Training (CBT), Computer Managed Learning (CML).

4.4 Concept and process of preparing Open and Distance Learning Materials (ODLM).

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SUGGESTED READING

1) Akdeniz, C. (2016) *Instructional process and concepts in theory and practice: Improving the teaching process.* Springer.

2) Chauhan, S. S. (1978). *A text book of programmed instruction. (2nd Ed).* Sterling Publishers Pvt. Ltd., New Delhi / Bangalore.

3) Cheng, I., Safont, L.V. & Basu, A. (2009). *Multimedia in education: Adaptive learning and testing.* World Scientific Pub Co Inc., New Jersey.

4) Jonassen, D.H., Peck, K.L. & Wilson, B.G. (1999). *Learning with technology: A constructivist perspective.* Merrill, California.

5) Joyce, B. & Weil, M. (1992). *Models of teaching.* Prentice-Hall of India, New Delhi.

6) Ledford, B.R. & Sleeman, P.J. (2001). *Instructional design: A primer.* Information Age Publishing, Greenwich.

7) Mallik, Utpal (2001). *Leaning with computers level – III.* NCERT, New Delhi.

8) Mayer, R.E. (2009). *Multimedia learning, (Edition 2).* Cambridge University Press, New York.

9) Roblyer, M.D. (2007). *Integrating educational technology into teaching, (4th ed.).* Pearson Education, India.

10) Rosenberg, M.J. (2001). *E-learning.* McGraw-Hill, New York.

11) Singh, Y.K., Sharma, T. K. & Upadhyay, B. (2008). *Education technology: Teaching learning*: APH Publishing, New Delhi.

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(CORE COURSE)

PEDAGOGY, ANDRAGOGY, AND ASSESSMENT

(Course Code-20EDC26)

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Time: 3 hours   **Max. Marks: 100**

Credits: 5   **(External: 80, Internal: 20)**

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt five questions.

2. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Discuss the concept of pedagogy, pedagogical analysis, and critical pedagogy.

2. Explain the levels of teaching.

3. Explain the concept, principles, and theory of Andragogy.

4. Describe the concept, types of assessment and assessment of cognitive, affective and psychomotor domains of learning.

5. Identify the criteria for teacher evaluation.

6. Explain the assessment through rubrics and peer evaluation.

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COURSE CONTENT

UNIT-I

Concept of Pedagogy and Andragogy

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1.1 Pedagogy & pedagogical analysis: Concept and stages.

1.2 Critical Pedagogy: Meaning, need and its implications in teacher education.

1.3 Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison Teaching Model), Reflective Level (Bigge and Hunt Teaching Model).

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1.4 Concept of Andragogy in Education: Meaning, principles, the theory of andragogy (Malcolm Knowles), competencies of self-directed learning, the dynamic model of learner autonomy.

UNIT-II
Concept of Assessment

2.1 Assessment: Meaning, nature, and perspectives (assessment for learning and assessment of learning).

2.2 Types of Assessment: Placement, formative, diagnostic, and summative.

2.3 Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl), and psychomotor domains (R.H. Dave) of learning.

UNIT-III
Assessment Techniques and Devices

3.1 Feedback Devices: Meaning, types, criteria, and guidance as a feedback device.

3.2 Assessment of portfolios, reflective journal, field engagement using rubrics, and competency-based evaluation.

3.3 Assessment of teacher prepared Information and Communication Technology (ICT) resources.

UNIT-IV
Techniques of Teacher Evaluation

4.1 Interaction Analysis

4.1.1 Flanders' interaction analysis

4.1.2 Galloway's system of interaction analysis (recording of classroom events, construction and interpretation of the interaction matrix).

4.2 Criteria for teacher evaluation: Product, process, and presage criteria.

4.3 Rubrics for Self and Peer evaluation: Meaning and steps of construction.

SUGGESTED READING

1. Agrawal, R. & Husain, N. (2013). *Encyclopedia of educational technology and ICT*. Shipra Publications, New Delhi

2. Bhatia, S.K. & Jindal, S. (2016). *A text book of curriculum, pedagogy and evaluation*. Paragon International Pvt. Ltd., New Delhi.

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3. Brookhart, S.M. (2008). *How to give effective feedback to your students.* ASCD publications, USA.

4. Brookhart, S.M. (2013). *How to create and use rubrics for formative assessment and grading.* ASCD publications, USA.

5. Dahiya, S.S. (2005). *Educational technology: Towards better teacher performance.* Shipra publications, New Delhi.

6. Huang, R., Kinshuk, Price, J.K. (2014). ICT *in education in global context.* Springer Nature. Switzerland

7. Huang, R., Spector, J., Michael, Y., Junfeng (2019). *Educational technology: A primer for the 21st Century.* Springer Nature Switzerland.

8. Mangal, S.K. & Mangal, S. (2019). *Learning & teaching.* Prentice-Hall of India (PHI) Learning Pvt. Ltd., New Delhi.

9. Newby, T.J. (2011). *Educational technology for teaching and learning (4th ed.).* Pearson Publisher, India.

10. Pathak, R.P. & Chaudhary, J. (2011). *Educational technology.* Pearson Education, India.

11. Mohan, R. (2016). *Measurement, evaluation and assessment in education.* Prentice-Hall India (PHI) Learning Pvt. Ltd., New Delhi.

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DISSERTATION-II
(Data collection, data analyses, report writing, and viva-voce)
(Course code- 20EDC27)

Credits: 5

Max. Marks: 100

(External: 80, Internal: 20)

The dissertation is compulsory for all students. In semester-IV, the students will complete the research work on a topic approved in Semester-III. They will work under the guidance of a supervisor allotted by the Department. The students will submit three copies of the Dissertation in the Department by 30th April of the session. The evaluation of the dissertation and viva-voce will be held on a date fixed by the University.

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(CORE COURSE)
FIELD WORK
(Course Code-20EDC28)

Credits-5

Max. Marks: 100

(External: 80, Internal: 20)
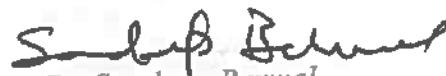
COURSE LEARNING OUTCOMES:

After completing the course, the students will be able to-

1. Understand the purpose, functioning and ongoing academic programmes /activities of NCERT, SCERT, DIETs etc.

2. Have acquaintance to the contextual problems and difficulties of specific localities/target groups of the community.

3. Get orientations regarding content analysis of educational issues published in newspapers and magazines.

4. Discuss the organizational structure, functioning and academic programmes being offered by the concerned boarding educational institutions.

Field Work will be compulsory for all students. Field work provides an opportunity to the students to test and apply their class-room learning in real life situations as well as to understand the functional diversity of educational institutions/community. These will include visits to the sites of knowledge creation, preservation, dissemination and application. Each student will work under the guidance of a supervisor allotted by the Department. The students will submit three copies of fieldwork report to the Department by 30th April of the session. The evaluation of fieldwork report (50 marks) and viva-voce (30 marks) will be done by the external examiner on a date fixed by the University.

Each student will be allotted any two tasks by the supervisor concerned, out of the following, to submit a comprehensive field-work report:

1. Community visit for survey related to study the prevalence and awareness of disability and facilities (physical and human) available for the persons with disabilities- 25 Marks

2. Community visit to rural /slums/ orphanage/ old age homes / juvenile jail/ leprosy cured institutions for orientation to the students with reference to the problems and contextual solutions - 25 Marks

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3. Visit one of the institutes: National Council of Education Research and Training (NCERT), State Council of Education Research and Training (SCERT), District Institute of Education and Training (DIET), National Institutes for Empowerment of Persons with Disabilities for orientation with regard to purpose, functioning and ongoing programmes/activities- 25 Marks

4. Educational tours to visit to the institutions of national importance and report writing based on experiences gained- 25 Marks

5. Content analysis of newspapers/magazines with reference to school education/teacher education by visiting a library- 25 Marks

6. Visit to residential/boarding school- 25 Marks

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