

R.M.P.S. STATE UNIVERSITY, ALIGARH



SYLLABUS FOR M.A. EDUCATION

As per the guideline of National Education Policy 2020 for The Semester Seventh
to Semester Tenth

Bachelor Degree with Research / M.A. Education

Syllabus for Four Semester
Two Year

Raja Mahindra Pratap Singh State university, Aligarh

Syllabus of post-Graduation Education

Supervising and advisory Committee for preparing syllabus for Raja Mahindra Pratap State University, Aligarh

S.N.	Name	Designation	Department	College/university
1.	Dr. Pradeep Kumar (convenor)	Associate Professor	Dept. of Education	D.S.College,Aligarh
2.	Dr. Seema Kaushik (Member)	Associate Professor	Dept. of Education	T.R.K.Mahavidhyalaya,aligarh
3.	Dr. Ranjana Gupta (Member)	Associate Professor	Dept. of Education	S.R.D.A.Hathras
4.	Dr. Meenu Sharma (Member)	Associate Professor	Dept. of Education	T.R.K.Mahavidhyalaya,aligarh
5.	Dr. Shaily Sharma (Member)	Associate Professor	Dept. of Education	T.R.K.Mahavidhyalaya,aligarh
6.	Shri Jagdish Kumar (Member)	Associate Professor	Dept. of Education	S.R.D.A.Hathras
7.	Dr. Sapana (Member)	Associate Professor	Dept. of Education	S.J.N.P.college Kasganj
8.	Prof. Abid Siddique (Expert)	Professor	Dept. of Education	A.M.U.Aligarh
9.	Dr. Ajay Kumar (Expert)	Principal	Dept. of Education	D.N.College Meerut

Semester wise titles of the papers in 4th and 5th Year Bachelor Degree with Research and M. A. Education

Year	Semester	Course Code	Paper Title	Theory/ Practical	Credits
4	VII	E010701T	C1- Historical Development of education in India. Major/ Minor (For students of other Faculty)	Theory	5/4
4	VII	E010702T	C2- Philosophical foundation of Education.	Theory	5
4	VII	E010703T	C3-Sociological foundation of Education.	Theory	5
4	VII	E010704T	C4- Research in Education – I	Theory	5
4	VII	E010705T	C5- Minor (From other faculty)	Theory	4
4	VII	E010706R	Design a Research Tool or community visit Rural/Slums/Orphanage/Old Age homes and juvenile	Research Project	4
4	VIII	E010801T	C6- Psychological foundation of Education.	Theory	5
4	VIII	E010802T	C7- Educational Administration and Management.	Theory	5
4	VIII	E010803T	C8- Research in Education II.	Theory	5
4	VIII	E010804T	C9- Inclusive Education. or	Theory	5
		E010805T	C10-Understanding Education.		
4	VIII	E010806R	* Visit of any educational school/ college (Gurukul or Math or Madarsa) and Report Preparation.	Research Project	4
5	IX	E010901T	C11- Educational Technology.	Theory	5
5	IX	E010902T	C12- Teacher Education.	Theory	5
5	IX	E010903T	C13- Pedagogy, Andragogy and assessment.	Theory	5
5	IX	E010904T	C14- Politics and Economics of Education. or	Theory	5
		E010905T	C15-Education for Empowerment of women.		
	IX	E010906R	*Preparation of Research Proposal	Research project	4
5	X	E011001T	C16- Environmental Education.	Theory	5
5	X	E011002T	C17- Population Education or	Theory	5
		E011003T	C18- Gender studies		
5	X	E011004T	C19- Value Education or	Theory	5
		E011005T	C20- Yoga Education		
5	X	E011006T	C21- Guidance and counselling or	Theory	5
		E011007T	C22- Distance Education.		
5	X	E011008R	*Research Project	Research Project	4

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fourth	Semester: Seven
Subject: Education		
Course Code: E010701T	Course Title: C1 Historical Development of Education in India	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the historical development of education in India. • To find out the characteristics of ancient Indian education. • To study about major commissions and committees. • To study the relevancy of ancient Indian thoughts in present scenario. 		
Credits: 5	Core Compulsory	
Max. Marks: -75+25	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week):		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Vedic education in India during Ancient period. • Buddhist education in India during Ancient period. • Muslim education in medieval Period. 	15
II	<ul style="list-style-type: none"> • British period- Charter Act-1793, Charter Acts of 1813 and 1833 and Orientalist Agilest Controversy. • Macaulay minute, Bentick Resolution, Filtration theory and Wood Dispatch (1854). • Hunter commission (1882 Gokhale Bill (1911), Calcutta University commission (1917-19) Hartog committee, Wardha scheme(1937) 	15

III	<ul style="list-style-type: none"> • Radhakrishnan commission (1948-49), • Secondary Education Commission (1952-53), • Kothari commission (1964-66). 	15
IV	<ul style="list-style-type: none"> • New Education policy of education (1986), • National commission for teacher (1999), • National curriculum Framework 2005 and National Knowledge commission 	15
V	<ul style="list-style-type: none"> • NEP 2020: Introduction and basic features, Primary education in NEP 2020 • Higher education in NEP 2020. • Strengthening, financing and implementation of NEP 2020 	15

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)
M.C.Q./assignment/presentation/any other activity related to content.**

Suggested Reading:

1. Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra.
2. Sharma, S. (2005) History and Development of Higher Education in free India. Jaipur; ABD Publishers.
3. Singh, B.P. (1990). Aims of Education in India. New Delhi: Ajanta Publication.
4. Aggarwal, J.C. (2004) Modern Indian Education. New Delhi: Shipra.
5. Sharma, R L. (2006) Comprehensive History of Modern Education. New Delhi: Cyber Tech Publications.
6. Kabir, H. (1959) Education in New India. London: Allen & Unwin Ltd.
7. Nurullah, S. and Naik, J.P. (1975) A Student's History of Education in India (1800-1961) Revised Fourth Edition. Bombay: MacMillan and Co. Ltd.
8. Report of the Education Commission (1964-66) Education and National Development. New Delhi: NCERT.
9. Report of the Secondary Education Commission (1952-53) Ministry of Education and Social Welfare. New Delhi: Government of India.
10. Report of the University Education Commission (1948-49) Ministry of Education Government of India.
11. भारतीय शिक्षा का विकास एवं समसामयिक समस्याएं, डॉ० मालती सारस्वत एवं प्रोफ० एच० एल० गौतम.
अलोक प्रकाशन लखनऊ
12. भारत में शिक्षा व्यवस्था का विकाश, जे० सी० अग्रवाल शिप्रा पब्लिकेशन दिल्ली
13. भारतीय शिक्षा का विकाश एवं समस्याएं, एस० पी० गुप्ता शारदा पुस्तक भवन प्रयागराज I

Program/Class Bachelor Degree with Research and M.A. Education	Year: Fourth	Semester: Seven
Subject: Education		
Course Code: E010702T	Course Title: C2 Philosophical foundation of Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning, nature, scope and aims of education and philosophy • To explain the factors of education and their interrelationship. • To become aware of different agencies of education that influence education. • To be acquainted with the knowledge of Indian darshan • To Explain the western philosophies • To study the ideas of major philosophers. 		
Credits: 5		Core Compulsory
Max. Marks: -75+25		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week):		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Meaning, nature and characteristics of Philosophy • Meaning, nature and characteristics of Education. • Relationship between Education & philosophy. 	12
II	<ul style="list-style-type: none"> • Vedanta and Samkhya: Their educational implications • Yoga and Buddhism and their educational implications. • Jainism and Islamic Philosophy and their educational implications. 	18

III	<ul style="list-style-type: none"> • Idealism and Naturalism and their educational implications. • Pragmatism and Realism and their educational implications. • Existentialism and Marxism and their educational implications. 	18
IV	<ul style="list-style-type: none"> • Contributions of Swami Vivekananda, Rabindranath Tagore to Educational thinking. • Contributions of Aurobindo, and Mahatma Gandhi to Educational thinking. • Contributions of J. Krishnamurthy and Savitribai Phule to Educational thinking 	17
V	<ul style="list-style-type: none"> • Contributions of Paulo Freire to Educational thinking • Contributions of Wollstonecraft to Educational thinking • Contributions of Nel Nodding to Educational thinking. 	10

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)
M.C.Q./assignment/presentation/any other activity related to content.

Suggested Reading:

1. Butler, J.D.(1968) Four Philosophies and their practice in Education and Religion, Third Edition , NewYork, Harper and Row co.,P.528.
2. Brubacher, J.S. (1950) Modern Philosophies of Education, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd.,P.393.
3. Hiriyana, M. (). Introduction to Indian Philosophy.
4. Rusk, R.R. (1928) The Philosophical Bases of Education ,London ,University of London Press Ltd.,P205.
5. Cahn, S.M. The Philosophical Foundations of Education, P.433
6. Park, J. Selected Readings in the Philosophy of Education, London, Macmillan and Co. Ltd.P.440. 7. Sharma,Y.K.(2002)The Doctrines of the Great Indian Educators, New Delhi, Kanishka Publishers, P.371.
8. Rusk, R.R. and Scotland, J.(1979) Doctrines of the Great Educators, (Fifth Edition), NewYork, The Macmillan Press Ltd.,P.310.
9. Radhakrishnan, S. (2004) Uddeshyapurna Jeevan, New Delhi, Hind Pocket Books., P.110.
10. Radhakrishnan, S. (2004) Bhartiya Sanskriti Kuchh Vichar, New Delhi, Hind Pocket Books., P.116. 11. Radhakrishnan,S. (2004) Hamari Virasat, New Delhi, Hind Pocket Books.,P.98.
12. Radhakrishnan,S. (2004) Upnishado Ka Sandesh, New Delhi, Hind Pocket Books., P.160.

13. Kirilenko,G. And Korshunova,L.(1988).What is philosophy? (Hindi translation by J.C.Pandey),Jaipur:Rajasthan Pupils Publishing House,Pp.272

- ओड, एल के (1990) शिक्षा के दार्शनिक एवं समाजशास्त्रीय भूमिका, मैकमिलन, नई दिल्ली।
- पाण्डेय आर.एस. (1988) शिक्षा दर्शन, विनोद पुस्तक मंदिर, आगरा (उ.प्र.)।
- रस्क आर.एस. (1990) शिक्षा के दार्शनिक आधार-राजस्थान हिंदी ग्रंथ अकादमी, जयपुर
- पाण्डेय, दुर्गादत्त (1995) चिंतन के विविध आयाम, प्रमानिक पब्लिकेशन्स, इलाहाबाद (उ.प्र.)
- डागर, वी.एस. (1988) मूल्य शिक्षा, हरियाणा हिंदी ग्रंथ अकादमी, चण्डीगढ़ |
- ब्रूबेकर जे.एस. (1969) मार्टिन फिलासफीज ऑफ एजुकेशन, मैक ग्रा हिल पब्लिशिंग हाउस, नई दिल्ली।
- हार्न.एच.एस. (1980) डेमोक्रेटिक फिलासाफी ऑफ एजुकेशन, मैकमिलन न्यूयार्क
- रेमण्ट (1982) प्रिन्सपल्स ऑफ एजुकेशन लांगमैन ग्रीन, लंदन।
- झा, नगेंद्र (1990) वैदिक शिक्षा पद्धति और आधुनिक शिक्षा पद्धति, वेंकटेश प्रकाशन, नई दिल्ली।
- मिश्र भास्कर (1988) वैदिक शिक्षा मीमांसा महर्षि संदीपनी वेद विद्या प्रतिष्ठान, उज्जैन।

<i>Program/Class: Bachelor Degree with Research and M.A. Education</i>	<i>Year: Fourth</i>	<i>Semester: Seven</i>
Subject: Education		
Course Code: E010703T	Course Title: C3 Sociological foundation of Education	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> • To understand the meaning, nature, scope of sociology of education. • To study the basic sociological concepts. • To explain the major sociological phenomena. • To understand the nature of social movement and changes. 		
Credits: 5	Core Compulsory	
Max. Marks: -75+25	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week):		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Meaning and Nature of Education and sociology and its characteristics & Relationship between Sociology and Education. • Meaning and definition of educational sociology, and Sociology of education • Approaches to Sociology of Education- Symbolic Interaction, Structural Functionalism and conflict Theory. 	15

<p style="text-align: center;">II</p>	<ul style="list-style-type: none"> • Education as related to culture, politics and religion with special reference to society. • Education as related to community & modernization with special reference to Indian society. • Education as related to Democracy with special reference to Indian society. 	<p style="text-align: center;">15</p>
<p style="text-align: center;">III</p>	<ul style="list-style-type: none"> • Meaning nature, theories of social change. • Constraints on social change in India-Cast, ethnicity, class, language, religion, and regionalism. • factors affecting of social change, Relation between Education and social change. 	<p style="text-align: center;">15</p>
<p style="text-align: center;">IV</p>	<ul style="list-style-type: none"> • Concept and theories of social movement, social movement and educational change. • Education as related to social stratification and social mobility. • Concept and types of social institution and their function- family, school. 	<p style="text-align: center;">15</p>
<p style="text-align: center;">V</p>	<ul style="list-style-type: none"> • Educational Provisions in Indian constitution with special reference to Education. • Socialism and secularism with special reference to Education. • Education of the socially and economically disadvantaged sections of the society and with special reference to Schedule cate. Schedule tribes, Other backward castes, minorities. Woman and rural population. 	<p style="text-align: center;">15</p>

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)
M.C.Q./assignment/presentation/any other activity related to content.

Suggested Reading:

1. Taneja V.R N.D. Socio-philosophical Approach to Education, Atlantic ·
2. Sharma S.R. Sociology of Education,
3. Kanishka N.D. · Durkheim. E. Suicide, MacMillan Canada ·
4. Havighurst R.J. Society and Education, Wattan Publications Srinagar ·
5. John Dewey, Democracy in Education, L.T. Srinagar Wattan publications.
6. Giddens Antony, Sociology · Salamtullah, Education in Social Context. NCERT
7. Brown F.J.C. Sociology Durkheim B. Study of Education, (London: Rutledge and Kegan Paul 1966).
8. Ottaway, A K.C. Sociology, Freire, P. Pedagogy of the Oppressed, Harmond-worth penguin Education.1973
9. Freire, P. Pedagogy of the Hope: Reliving Pedagogy of the Oppressed (Impacts) Published December 9th 2004 by Bloomsbury Academic (first published 1994)
10. Srinavas M.N, Social Change in Modern India, Bombay :Allied Publications 1967 · NCERT, Papers in Sociology of Education,
11. B. G. Tilak, Education, Society, and Development: National and International Perspectives. APH Publishing, 2003
12. David Snedden, Educational Sociology, 2010. William Estabr Chancellor, Educational Sociology, 2010.
13. Walter Robinso Smith, Introduction to Educational Sociology, 2010
14. Rob Moore, Madeleine Arnot, John Beck and Harry Daniels, Knowledge, Power and Educational Reform: Applying the Sociology of Basil Bernstein, 2006
15. Frederick Redman Clow, Principles of Sociology with Educational Applications, 2012.
16. Carol Fuller, Sociology, Gender and Educational Aspirations: Girls and Their Ambitions ,2009
 - ओड. एल के- शिक्षा के दार्शनिक एवं समाजशास्त्रीय भूमिका - नई दिल्ली
 - मिश्र अर्जुन - दर्शन की मूलधाराए, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल
 - पठार, ॥.॥.- 0शगंलबरए बाते शताटबीगा, [गाशजाग5 झल्या, [.गरातगा,
 - सिंह एम के - शिक्षा के दार्शनिक एवं सामाजिक आधार, इन्टरनेशनल पब्लिशिंग
 - सक्सेना, एम,आर स्वरूप - शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त लाल बुक डिपो
 - चौबे सरक्षुप्रसाद - शिक्षा के दार्शनिक ऐतिहासिक और समाजशास्त्रीय आधार
 - इन्टरनेशनल पब्लिशिंग हाउस, मेरठ
 - पाण्डेय. रामशकल- शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि अग्रवाल
 - पब्लिकेशन्सण आगरा
 - आड. एल.के - शिक्षा की दार्शनिक पृष्ठभूमि, रा.हि.ग्र. अकादमी जयपुर।

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fourth	Semester: Seven
Subject: Education		
Course Code: E010704T	Course Title: C4 Research in Education I	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning nature, type and uses of educational research. • To find out the measuring tools of educational research. • To understand the research methods and designs of educational research. • To understand the formulation of hypothesis. • To study the basics of educational research. 		
Credits: 5	Core Compulsory	
Max. Marks: -75+25	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week)		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Meaning and scope of Educational Research. • Meaning and steps of scientific Method, Characteristics of a scientific method (Replicability, Precision, falsifiability, parsimony) • Aims of Research as a scientific activity; Problem solving, Theory Building and prediction. 	07
II	<ul style="list-style-type: none"> • Types of Research (Fundamental, Applied and Action), • Approaches to Educational Research (Qualitative and Quantitative). • Concept and types of Variables. 	18
III	<ul style="list-style-type: none"> • Descriptive research: Nature, importance and types and steps. • Experimental research: Nature, importance, steps and type of experimental design. • Historical research: Nature, importance, types and steps. 	18

IV	<ul style="list-style-type: none"> • Review of the Related Literature and Selection of a Research problem • Hypothesis- Concept sources, Types, Formulating Hypothesis, Characteristics of a hypothesis. • Concept and Technique of Sampling (Probability & Non probability sampling). 	17
V	<ul style="list-style-type: none"> • Types of Measurement scale (Nominal, Ordinal, Interval and Ratio). • Tools of Research (Rating Scale, Attitude Scale, Questionnaire Aptitude test and Achievement test, Inventory). • Techniques of Research (Observation, Interview and Project techniques). 	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)
M.C.Q./assignment/presentation/any other activity related to content.

Suggested Reading:

1. Aggarwal, Y.P. (1998), The Science of Educational Research: A Source Book, Nirmal ,Kurukshetra · Best, John W. and Kahn James V (1995), Research in Education, prentice Hall, New Delhi ·
2. Burns, R.B. (1991), Introduction to research in education , prentice Hall, New Delhi ·
3. Edward, Allen L (1968), experimental Designs in psychological Research, Holt, Rinehart and Winston, New York ·
4. Good, C.V. and Douglas, E. Scates (1954), methods in Social Research , McGraw Hill, New York ·
5. Kerlinger, F.N. (1973), foundation of Behavioral Research, Holt, Rinehart and Winston, New York ·
6. Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi
7. McMillan, James H. and Schumarcher, S. (1989), research on Education: A Conceptual Introduction, Harper and Collins, New York ·
8. Mouly, A.J. (1963), the Science of Educational Research, Eurasia, New Delhi
9. Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston ·
10. Travers, R.M.W. (1978), An introduction to educational research, Mcmillan, New York ·
11. Van Dalen, D.B.(1962), understanding Educational research , McGraw Hill , new York
12. Young, P.V. (1960), Scientific Social Surveys and research, prentice hall, new Delhi.
13. शिक्षा अनुसन्धान : आर० ए० शर्मा, आर० लाल बुक डिपो मेरठ I
14. अनुसन्धान परिचय : पारसनाथ राय. लक्ष्मी नारायण अग्रवाल आगरा I
15. अनुसन्धान संदर्शिका संप्रत्यय कार्यविधि एवं प्राविधि एस० पी० गुप्ता शारदा पुस्तक भवन प्रयागराज I
16. मनोविज्ञान , समाजशास्त्र तथा शिक्षा में शोध विधियाँ ; अरुण कुमार सिंह , मोतीलाल बनारसी दस नई दिल्लीI
17. व्यावहारिक विज्ञानों में अनुसन्धान विधियाँ, एस० के० मंगल, शुभ्रा मंगल पाई पब्लिकेशन नई दिल्ली I
18. अनुसन्धान विधियाँ : एच० के० कपिल , एच० पी० भार्गव बुक डिपो हॉउस आगरा I

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fourth	Semester: Seven
Subject: Education		
Course Code: E010706R	Course Title: Design a Research Tool or community visit Rural/Slums/Orphanage/Old Age homes and juvenile Homes.	
<p>Course Learning Outcomes</p> <ul style="list-style-type: none"> • The students will be able to understand the implications of Research Tools. • Students will get the experiential learning opportunities in the specific institutions of the society. • Students will link their knowledge to society. 		
Credits: 4	Core Compulsory	
Max. Marks: -75+25	Min. Passing Marks:	
Total No.of Lectures-Tutorials-Practical (in hours per week): L-20, T-4		
	Topics	No. of Lectures
	<p>Design a Research Tool or community visit Rural/Slums/Orphanage/Old Age homes and juvenile jail.</p> <ul style="list-style-type: none"> • Meaning of a research tool • Characteristics of a research tool. • General principals of Test construction and standardization. <p>OR</p> <ul style="list-style-type: none"> • Research report writing: steps and methods. • Survey method: Meaning and types. 	60

Suggested Evaluation shall be done by Internal as well as External Examiners appointed by the university. (Total Marks-100)

Internal-25

External-75

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fourth	Semester: Eight
Subject: Education		
Course Code: E010801T	Course Title: C6 Psychological Foundation of Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • Explains the meaning, scope and functions of concepts of education and psychology. • Explains the history and fields of psychology. • Explains the importance and necessity of educational psychology. • Explains the fundamentals of development. • Explains the fundamental concepts of development. 		
Credits: 5	Core Compulsory	
Max. Marks: -75+25	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Growth and development, concept & principles, social emotional, Intellectual and language of Learner. • Problem solving and creative thinking, Language development • Individual differences - Role of Heredity & Environment implication of individual, differences for organizing educational programs 	15

II	<ul style="list-style-type: none"> • Learning- Concept of Learning, Theories of Learning- Behaviorist theories or connectionist Theories-Thorndike, Pavlov, skinner, Hull • Cognitive Theories or Learning by Insight, Tolman's theory of learning, Lewin's field theory, Gagne's hierarchy of learning. Bandura's social Learning. • Motivation- Concept and theories 	15
III	<ul style="list-style-type: none"> • Meaning and Theories of Personality. • Measurement of Personality. • Mental health and Mental hygiene 	15
IV	<ul style="list-style-type: none"> • Intelligence- Concept of Intelligence, factors determining Intelligence. • Theories of Intelligence. • Measurement of intelligence. • 	15
V	<ul style="list-style-type: none"> • Creativity: concept, nature characteristics. • Exceptional children- Creative, Gifted, Backward, and mentally retarded • Guidance and counselling- Concept, types and procedure 	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

Suggested Reading:

1. Allport, W. G. (1961). Pattern and Growth in Personality.
2. Woolfolk, A. (2006). Educational Psychology (9th ed.) Pearson Education.
3. Santrock, W. J. (2006). Psychology Essentials 2 (Updated ed.). Tata McGraw Hill Edition.
4. Sreevani, R. (2010). A Guide To Mental Health And Psychiatric Nursing (3rd. ed.).
5. Jaypee Brothers Medical Publishers. · Hallahan,
6. P.D., & Kauffman, M. J. (1991). Exceptional Children; Introduction to Special Education (5th ed.). Allyn & Bacon.
7. Mangal, K.S. (2007). Educating Exceptional Children; An Introduction to Special Education. PHI Learning Private Limited, New Delhi.
8. Friedman, S.H., & Schustack, W.M. (2003). Personality; Classic Theories & Modern Research (2nd ed.). Pearson Education.
9. Hergenhann, R.B., & Olson, H.M. (1997). An Introduction to Theories of Learning (5th ed.). Prentice Hall. ·

Program/Class: Certificate	Year: Fourth	Semester: Eight
Subject: Education		
Course Code: E010802T	Course Title: C7 Educational Administration and Management	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning nature and scope of administration and management. • To understand the major theoretical approaches of administration and management. • Understand the meaning nature and theories of leadership • To understand the modern approaches to administration and management. 		
Credits: 5		Core Compulsory
Max. Marks: -75+25		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Educational Management and Administration meaning, principle, function & Importance. • Institutional Building – PODCORB, CPM, PERT. • PERT, Management as a system, SWOT analysis 	15
II	<ul style="list-style-type: none"> • Taylorism, Administration as a process, Administration as a Bureaucracy, • Human Relations approach to Administration, • Meaning and Nature of Leadership. 	15
III	<ul style="list-style-type: none"> • Approaches of Leadership – Trait, transformational, Transactional, Value Based, Cultural, Psychodynamic and charismatic. • Models of Leadership (Blanke and Mouton’s Managerial grid, fiedler’s contingency model, Tri 	15

	<p>dimensional Model, Hersey and Blanchard's model, Leader-Moniber Frehaug Theory)</p> <ul style="list-style-type: none"> • Concept of Quality and Quality, in Education; Indian and International perspective. 	
IV	<ul style="list-style-type: none"> • Evolution of quality – Inspection, Quality control, Quality Assurance, total qualitymanagement. • Six sigma, Quality Gurus-walter shewart, Edward, Dewing, C.K., Pralhad • Change management meaning, need for planned changed. 	15
V	<ul style="list-style-type: none"> • Change management- Three step change (Unfreezing, Moving, Refreezing) The Japanese Model of change. • Cost of quality: Appraisal cost, failure cost and table cast, Lost Benefit Analysis, Cost effective analysis. • Indian and International quality Assure Agencies – NAAC, QCI, INQAAHE, NIRF. 	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

Suggested Reading:

1. Edward L. D. (1983). Educational Administration Glossary. Greenwood Press, .
2. Fenwick W. E, (2006). Encyclopaedia of Educational Leadership and Administration. ed., Sage Publications, 2 Vols, .
3. Richard A. Gorton; (1988). Encyclopaedia of School Administration & Supervision. Oryx Press,
4. J. Mohanty, (2005). Educational Administration, Supervision And School Management; Deep and Deep Publications,
5. Jeffrey G, Behar, L.S. (2000) Paradigm Debates in Curriculum and Supervision: Modern and Postmodern Perspectives Horenstein: Bergin & Garvey,
6. Nadeem N. A. & Basu Mudasir (2014) Profile of Effective Educational Administrator, Delpreet Publishing House, New delhi-110002
7. Waber, Clarence A. Fundamentals of Educational Leadership. New York : Exposition Press.
8. Mukerji, S.N.. Administration of Educational Planning and Finance. Baroda : Acharya Book Depo

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fourth	Semester: Eight
Subject: Education		
Course Code:E010803T	Course Title: C8 Research in Education II	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning, nature, scope and aims of educational research. • To understand the various data collection tools • To find out the various data analysis approaches • To understand the statistics in education • To understand how to write research report. 		
Credits: 5		Core Compulsory
Max. Marks: -75+25		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Parametric Techniques, non-parametric Techniques, Conditions to be satisfied for using Parametric Techniques. • Inferential data analysis, Use and interpretation of statistical tests and effect size. • Correlation concept type and uses. 	15
II	<ul style="list-style-type: none"> • T-test, ANOVA assumption and application. • Chi Square (Equal Probability and Normal probability hypothesis). • Qualitative data Analysis- Data Reduction and classification, Analytical Induction and constant comparison, concept of Triangulation. 	15
III	<ul style="list-style-type: none"> • Qualitative Research Design, Grounded theory Designs. It's type, Characteristics, Steps in conducting a GT Research, strength and weaknesses. • Narrative Research Design, its meaning, characteristics steps in conducting NR Design 	15

	<ul style="list-style-type: none"> • Case study, its meaning, Characteristics, Types, Steps in Conducting C.S. research, strength and weaknesses 	
IV	<ul style="list-style-type: none"> • Ethnography- Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic Research, Writing ethnographic account, Strengths and weaknesses. • Mixed Method designs- Characteristics, Types, (Triangulation, explanatory and exploratory designs) • Steps in conducting a Mixed Model design. Strength and weakness of Mixed Model 	15
V	<ul style="list-style-type: none"> • Regression Analysis its uses and procedure. • Normal probability curve characteristics and uses. • Conversion of scores from raw to Standard score. 	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

Suggested Reading:

1. Aggarwal, Y.P. (1998), The Science of Educational Research: A Source Book, Nirmal, Kurukshetra
2. Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
3. Burns, R.B. (1991), Introduction to research in education, Prentice Hall, New Delhi
4. Edward, Allen L (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York
5. Good, C.V. and Douglas, E. Scates (1954), Methods in Social Research, McGraw Hill, New York
6. Kerlinger, F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York
7. Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi
8. McMillan, James H. and Schumacher, S. (1989), Research on Education: A Conceptual Introduction, Harper and Collins, New York
9. Mouly, A.J. (1963), The Science of Educational Research, Eurasia, New Delhi
10. Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston
11. Travers, R.M.W. (1978), An Introduction to Educational Research, McMillan, New York
Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fourth	Semester: Eight
Subject: Education		
Course Code: E010804T	Course Title:C9 Inclusive Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning, nature, scope and aims of inclusive education. • To explain the factors of affecting inclusive education. • To understand the approaches to create an inclusive education. • To study the role of teacher parent and stockholders in inclusive education • To understand the various provisions about inclusive education in constitution and law. 		
Credits: 5	Core Compulsory	
Max. Marks: -75+25	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Inclusive Education- Concept, principles, Scope and Target Groups (Diverse learner Including Marginal group and Learner with disabilities). • Evaluation of the philosophy of Inclusive Education- Social, Integrated, Inclusive Education. • Legal Provisions; Policies and Legislations- National policy of Education (1986 and 2020), Programme of Action (1992). 	15
II	<ul style="list-style-type: none"> • Legal provisions- Policies and Legislations- Persons with Disabilities Act (1995), National policy of Disabilities (2006), • Concession and facilities to Diverse Learner (Academic & financial), Rehabilitation Council of India Act (1992), • Inclusive Education Under Sarva Shiksha Abhiyan (SSA), Features of UNCRAD and its Implication, RPWD Act (2016). <p>i.</p>	15

III	<ul style="list-style-type: none"> • Concept of Impairment, Disability and Handicap, Classification of Disabilities Based on ICF Model. • Readiness of school and models of Inclusion, Prevalence, Types, Characteristics and Educational Need of Diverse Learners. • Physical and Multiple Disabilities, Causes and Prevention of Disabilities. 	15
IV	<ul style="list-style-type: none"> • Identification of Diverse Learners for Inclusion, Educational Evaluation methods Techniques and Tools. • Planning and Management of Inclusive classrooms, Infrastructure, Human Resource and Instructional Practices. • Curriculum and curricular Adaptations for Diverse Learners, Assistive and Adaptive technology for Diverse Learners- product (Aids and Appliances) and process (Individualized Education plan, Remedial Teaching). 	15
V	<ul style="list-style-type: none"> • Parent-Professional Partnership; -Role of Parents, Peers, Professionals, Teacher, School • Barriers and facilitators in Inclusive Education; Attitude, Social, Educational, Current Status and Ethical issues of Inclusive Education in India. • Research Trends of Inclusive Education in India. 	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

Suggested Reading:

1. Jha, M. M. (2002), School Without Walls: Inclusive Education for All. Oxford: Heinemann.
2. Alur, M. and Bach, M. (2010), The Journey for Inclusive Education in the Indian Subcontinent. New York: Rutledge.
3. Daniels, H. (1999), Inclusive Education, London: Kogan.
4. Baker: Introduction to Exceptional Children
5. Blackhurst and Berlding: An Introduction to Special Education
6. Cruickshank: Education of Exceptional Children and Youth
7. Gearheart: Education of Exceptional Child
8. Kauffman: Exceptional Children
9. Kirk: Educating Exceptional Children

10. Magnifico: Education for the Exceptional Children and Youth

11. Payne: Exceptional Children in Focus

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fourth	Semester: Seven
Subject: Education		
Course Code: E010705T	Course Title: C10 Understanding Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning, nature, types of education. • To understand the meaning, nature of sociology of education. • To understand the meaning, nature of philosophy of education. • To understand the meaning, nature educational technology. 		
		Minor Elective
Max. Marks: -75+25		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week):		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Meaning, Nature, Types and Aims of education. • Educational Psychology: Meaning Nature and Scope. • History of Education in Ancient and Modern India. 	15
II	<ul style="list-style-type: none"> • Relationship between Education and philosophy • Indian educational philosophy: Sankhya and vedant. • Western Philosophy of education: Naturalism and pragmatism. 	15
III	<ul style="list-style-type: none"> • Sociological foundation of education • Education and social change and mobility. • Indian democracy and education. 	15
IV	<ul style="list-style-type: none"> • Educational technology and its uses in education. • Various approaches of educational technology. • ICT in education 	15

V	<ul style="list-style-type: none"> • Organizational structure of Education in India. • Role of The Teacher and principal in a Educational institution. • Importance of education in national development. 	15
----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----

**Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)
M.C.Q./assignment/presentation/any other activity related to content.**

Suggested Reading:

- Butler, J.D.(1968) Four Philosophies and their practice in Education and Religion, Third Edition , NewYork, Harper and Row co.,P.528.
- Brubacher, J.S. (1950) Modern Philosophies of Education, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd.,P.393
- ओड, एल के (1990) शिक्षा के दार्शनिक एवं समाजशास्त्रीय भूमिका, मैकमिलन, नई दिल्ली।
- पाण्डेय आर.एस. (1988) शिक्षा दर्शन, विनोद पुस्तक मंदिर, आगरा (उ.प्र.)।
- रस्क आर.एस. (1990) शिक्षा के दार्शनिक आधार-राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।
- Taneja V.R N.D. Socio-philosophical Approach to Education, Atlantic .
- Sharma S.R. Sociology of Education,
- Kanishka N.D. · Durkheim. E. Suicide, MacMillan Canada ·
- Havighurst R.J. Society and Education, Wattan Publications Srinagar ·
- John Dewey, Democracy in Education, L.T. Srinagar Wattan publications.
- Mohanty, J. Educational Technology, New Delhi, Deep & Deep Publication, 2001.
- Rastogi, S. Educational Technology for Distance Education, Guwahati, Eastern Book House, 1998

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fourth	Semester: Eight
Subject: Education		

Course Code: E010806R	Course Title: Visit of any Educational school/ college (Gurukul or Math or Madarsa) and Report Preparation.	
Course Learning Outcomes		
<ul style="list-style-type: none"> • The students will Get opportunity to know about various types of educational institutes. • The student s will be able to find out similarity and differences among these institutions. • The students will be able to understand technical report writing. 		
Credits: 8	Core Compulsory	
Max. Marks: -75+25	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, T-4		
	Topics	No. of Lectures
	He institution will organize educational visit (Gurukul, Math and Madarsa) and Report Preparation. And students will prepare a report	60

Suggested Evaluation Method (Total Marks-100)

Internal-50

External-50

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fifth	Semester: Ninth
Subject: Education		
Course Code: E010901T	Course Title: C11 Educational Technology	

Course Learning Outcomes

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

- To understand the meaning, nature, scope and aims of educational technology
- To understand the various approaches of education technology.
- To understand the uses of educational technology in classroom teaching. .
- To study the applied nature of resources to improve the quality of education

Credits: 5		Core Compulsory
Max. Marks: -75+25		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Meaning, and scope of Educational Technology. • Approaches to Educational Technology; Hardware, Software & Systems approach. • Applications of Educational Technology in formal, non formal (open and distance Learning), Informal & Inclusive education systems. 	15
II	<ul style="list-style-type: none"> • Overview of Behaviorist, Cognitive and Constructivist Theories and their Implication to Instructional Design. • Relationship Between Learning Theories and Instructional Strategies. • System Approach to Instructional Design 	
III	<ul style="list-style-type: none"> • Models of development of Instructional Design. ADDIE, ASSURE, DICK and Carey Model. • Gagne's Nine events of Instruction and five E's of constructivism, Nine Elements of constructivist Instructional design. • Application of computers in Education- CAI, CAL, CBT, CML, Concept processing, ODLM, concept of E-Learning, Approaches to E-Learning. 	15

IV	<ul style="list-style-type: none"> • Emerging Trends in E-Learning, Social Learning (concept, use of web 2.0 tools for Learning, Social Networking sites Blogs, Chats, Video conferencing, discussion form). • Open Education Resources (Creative, Common, Massive open online courses; Concept and application), Concept of E- Inclusion. • Application of Assistive Technology, in E-Learning, Quality of E-Learning, Measuring quality of system Information, System, Service, User satisfaction and Net Benefits (D and M IS success Model 2003). 	15
V	<ul style="list-style-type: none"> • Ethical issues for E-Learner and E- Teacher, Teaching, Learning and Research. • Use of ICT in evaluation, Administration and Research, E-Portfolios. • Online Repositories and Online Libraries, Online and Offline assessment tools-Concept & Development. 	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

Suggested Reading:

1. Mohanty, J. Educational Technology, New Delhi, Deep & Deep Publication, 2001.
2. Rastogi, S. Educational Technology for Distance Education, Guwahati, Eastern Book House, 1998
3. Sampath K. Instruction to Educational Technology, (3rd revised Edition), New Delhi, Sterling Publishers, 1992
4. Sharma R. A. Technology of Teaching, Meerut, International Publishing House, 1991.
5. Sharma R. A. Programmed Instruction: An Instructional Technology, Meerut, International Publishing House, 1982
6. S.k.Mangal subhra mangal shiksha takneeki published by Phi publication New Delhi.

Program/Class: Bachelor Degree	Year: Fifth	Semester: Ninth
-----------------------------------	-------------	-----------------

with Research and M.A. Education		
Subject: Education		
Course Code: E010902T	Course Title: C12 – Teacher Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning, nature, scope and aims of teacher education. • To understand the historical development of teacher education. • To study the nature and programs of preservice and in survive education. National and state level institutions of teacher education in India. 		
Credits: 5	Core Compulsory	
Max. Marks: -75+25	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Meaning, Nature and scope of Teacher Education, Types of Teacher Education program. • The structure of Teacher education curriculum and its vision in curriculum Document of NCERT and NCTE at Elementary, Secondary, and Higher secondary Level. • Organization of components of pre-service Teacher Education. 	15
II	<ul style="list-style-type: none"> • Transactional Approaches (for foundation Courses) Expository, Collaborative and Experiential Learning. • Understanding knowledge Base of Teacher Education from the view point of Schulman, Deng and Luke and Habermas. • Meaning of Reflective Teaching & Strategies for promoting Reflective Teaching. 	15

III	<ul style="list-style-type: none"> • Models of Teacher Education – Behavioristic Competency-Based and Inquiryoriented Teacher Education Models. • Concept, Need, Purpose and Scope of In- Service Teacher Education. • Organization of In-Service Teacher Education at District, State levels. 	15
IV	<ul style="list-style-type: none"> • Organization of In-Service at National levels (NCERT, NCTE, UGC). • Preliminary consideration in planning In-Service Teacher Education Programme(Purpose Duration). • Preliminary consideration in Planning In-Service Teacher Education Programme (Resources, Budget). 	15
V	<ul style="list-style-type: none"> • Concept of Profession and Professionalism Teaching as a Profession. • Professional Ethics of Teachers, Personal and contextual factors affecting TeacherDevelopment. • ICT Integration, Quality Enhancement for professionalization of Teacher Education, Innovation in Teacher Education. 	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

Suggested Reading:

1. Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
2. CIBE, 1992. Report of the CIBE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
3. Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press. Irvine, J.J. (2003): Educating Teachers for Diversity: Seeing with a cultural eye. New York: Teachers College Press.
4. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
5. Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
6. Deighton, Lec, C. The Encyclopedia of Education Vol. 1 & 11, MacMillan & Co. & Free Press, New York.
7. Delors, J. (1996) Learning : The Treasure with in UNESCO publishing.
8. Dunkin, J. Micheal (1987). The International Encyclopedia of Teaching and Teacher Education, Pergamum Press.

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fifth	Semester: Ninth
Subject: Education		
Course Code: E010903T	Course Title: C13 Pedagogy, Andragogy, and Assessment.	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning, nature, scope and aims of educational measurement and valuation • To study the tools and divides of measurement and evaluation. • To study the modern techniques using in pedagogy and andragogy. • To understand the errors in measurement and evaluation and ethics in measurement and evaluation. 		
Credits: 5	Core Compulsory	
Max. Marks: -75+25	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Pedagogy, Pedagogical Analysis- Concept and Stages, • Critical Pedagogy- Meaning, Need and its implications in Teacher Education. • Organizing Teaching: Memory Level (Herbartian Model), Understanding Level(Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model). 	15

II	<ul style="list-style-type: none"> • Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning. • Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy. • Assessment Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning) 	115
III	<ul style="list-style-type: none"> • Types of Assessment (Placement, formative, summative) Relations between objectives and outcomes. • Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning. • Assessment in Pedagogy of Education. 	15
IV	<ul style="list-style-type: none"> • Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices. • Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation. • Assessment of Teacher Prepared ICT Resources. 	15
V	<ul style="list-style-type: none"> • Assessment in Andragogy of Education- Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix). • Criteria for teacher evaluation Product, Process and Presage criteria, • Rubrics for Self and Peer evaluation. (Meaning, steps of construction). 	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

Suggested Reading:

1. Aggarwal, R.N. and Vipin Asthana (1983), Educational Measurement and Evaluation, Agra: Vinod Pustak Mandir

2. G.N. Masters (editor), J.P. Keeves (editor), *Advances in Measurement in Educational Research and Assessment* (1999), Pergamum Press
3. MHRD-NIEPA, (2000) *Assessment – Educational for All: INDIA*, New Delhi: Government of India
4. Aiken, L.R. (1985), *Psychological Testing and Assessment*, Boston: Allyn and Bacon.
5. Linn, R. L. & Gronlund, N. E. (2003), *Measurement and Assessment in Teaching*(8th ed.). New Delhi : Pearson Education.
6. Sharma R. A. *Technology of Teaching*, Meerut, International Publishing House, 1991.
7. Pradeep Kumar (2011). *Web Resources in Pedagogy*.Apple Academics: Oakvill

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fifth	Semester: Ninth
Subject: Education		
Course Code: E010904T	Course Title: C14 Politics and Economics of Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning, nature, scope and aims of politics and economics of education. • To explain the factors of education and economics and polity, interrelationship. • To become aware of different agencies of education that influenced by economics and politics. • Effects of polity and economics on education government policies. 		
Credits: 5		Core Compulsory
Max. Marks: -75+25		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Educational Provision in Indian Constitution. • Education and Human Rights; Right & Duties. • Role of State in education under Panchayati Raj, State Government and Central Government 	15

II	<ul style="list-style-type: none"> • Educational and Human development; Human Capital Theory. • Education as an employment. • Education as an Investment. 	15
III	<ul style="list-style-type: none"> • Approaches to understand politics and development strategies. • Economic returns to higher education. • Education for Political development and Economic development. 	15
IV	<ul style="list-style-type: none"> • Relationship between educational and Political System. • Politization of Education- Education and state, educational institutions as an instrument of state. • Privatization, Private Initiative and liberalization in education. 	15
V	<ul style="list-style-type: none"> • Role of education in ensuring sustainable development. • Role of International bodies in educational development- WHO, UNICEF, UNESCO, WORLD Bank with reference to India. • Contribution of Science and technology to education. 	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

Suggested Reading:

1. Natarajan, S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990.
2. Patteti, A.P and Thamarasseri, I (Eds) (2014) Economics of Education, APH Publishing Corp., New Delhi
3. Naik, J.P., the Role of Government of India in Education, Delhi Ministry of Education, 1963.
4. Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972
5. Nagpal, S.C. and Mital, A.C.: Economics of Education, Publication, New Delhi, 1993.
6. Singh, Baljit: Economics of Indian Education, Meenakshi Prakashan, New Delhi, 1992.
7. Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990 UNESCO: Readings in the Economics of Education, Paris, UNESCO Publications, 1968.

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fifth	Semester: Ninth
Subject: Education		
Course Code: E010905T	Course Title: C15 Education for Empowerment of women	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • Students will be able to under stand the role of Indian women in India. • Students will be aware about the present situation of women in India. • They shall understand the solutions for women’s problems. • Students will be able to develop a positive attitude towards women education. 		
Credits: 5	Core Compulsory	
Max. Marks: -75+25	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Place of women in Indian culture. • Women education in Indian historical development. • Role of women education in National development. 	15
II	<ul style="list-style-type: none"> • Problems of women facings in present society. • Social problems and Economic problems. • Crimes against women and law. 	15
III	<ul style="list-style-type: none"> • Problems of women education • Prejudices in women education. • Role of central and state Government for promoting women Education. 	15

IV	<ul style="list-style-type: none"> • Role of women education in social development. • Role of women education in economic development. • Role of women education in political development. 	15
V	<ul style="list-style-type: none"> • Government initiations to strengthen women education. • Educational schemes and programmes for women empowerment. • Improving safety and security for women. 	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

Suggested Reading:

1. Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra.
2. Sharma, S. (2005) History and Development of Higher Education in free India. Jaipur; ABD Publishers.
3. Singh, B.P. (1990). Aims of Education in India. New Delhi: Ajanta Publication.
4. Aggarwal, J.C. (2004) Modern Indian Education. New Delhi: Shipra.
5. Sharma, R L. (2006) Comprehensive History of Modern Education. New Delhi: Cyber Tech Publications.
6. Kabir, H. (1959) Education in New India. London: Allen & Unwin Ltd.
7. Nurullah, S. and Naik, J.P. (1975) A Student's History of Education in India (1800-1961) Revised Fourth Edition. Bombay: MacMillan and Co. Ltd.
8. Report of the Education Commission (1964-66) Education and National Development. New Delhi: NCERT.
9. Report of the Secondary Education Commission (1952-53) Ministry of Education and Social Welfare. New Delhi: Government of India.
10. Report of the University Education Commission (1948-49) Ministry of Education Government of India.

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fourth	Semester: Ninth
Subject: Education		
Course Code: E010906R	Course Title: Preparation of a Research Proposal	

Course Learning Outcomes <ul style="list-style-type: none"> • The students will Get opportunity to know about various types of educational institutes. • The student s will be able to find out similarity and differences among these institutions. • The students will be able to understand technical report writing. 		
Credits: 8		Core Compulsory
Max. Marks: -50+50		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
	Topics	No. of Lectures
	The student will prepare a Research Proposal under The Supervision of a Teacher on a relevant Topic in The Field of Education.	60

Suggested Evaluation Method (Total Marks-100, proposal-50, Presentation-50)

Internal-50

External-50

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fifth	Semester: Tenth
Subject: Education		

Course Code: E011001T	Course Title: C 16 Environmental Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning, nature, scope and aims of environmental education. • To explain the factors of education and their interrelationship to environment. • To understand the major environmental threats and sustainable approaches. • To under study the meaning and nature of education for sustainable education. • 		
Credits: 5		Core Compulsory
Max. Marks: -75+25		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Historical background, Meaning and concept of Environmental Education, Philosophy of Environmental Education • Aims and subjects of Environmental Education. Ecological perspectives and nature of Environmental Education. Some basic concepts- Holism, Ecosystem, Succession and Conservation. • Multidisciplinary and Inter-disciplinary environmental education, Approaches and strategies of Environmental Education 	15
II	<ul style="list-style-type: none"> • Challenges confronting India and other developing countries, global issues of Environmental disturbance. • Major Commissions and committees on Environmental issues. • Educational impacts on Environmental challenges, Needs and importance of Environmental Education. 	15
III	<ul style="list-style-type: none"> • Pollution: Cause, Effects and Remedies of Air, Water, Soil, Noise and Radiation Pollution. • Some basic concepts – Acid Rain, Green house effect, Global warming, Ozone depletion. • Management Disaster- Natural and man-made, Disaster and its litigation. 	15

IV	<ul style="list-style-type: none"> • Approach and Methods of teaching- Experiment, Project, Survey and lecture cumdemonstration method. • Role of Media- Print, films, T.V. and Audio-visual aids Eco-club, Exhibition inEnvironmental Education. • Environmental laws - Indian Environmental laws, National Environmental Policy(DRAFT), Implementation of Environmental law. 	15
V	<ul style="list-style-type: none"> • Ecosystem structure and function, Some basic concepts- Food chain, Food web andEcological pyramids. • Types of Ecosystems: Forest, Grassland, Desert and Aquatic; Effects of human Activitieson Eco-system. • Need for conservation of Environment, Sustainable development, Role of Education, Movement to save Environment. 	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

Suggested Reading:

1. Carson, Sean Mc B. Environmental Education- Principles and Practices: Edward Arnold Publishers, 1978.
2. George, Martin and Turner, Environmental studies, UK. Blend Education.
3. Odum, E.P., Fundamental of Ecology; W. B. Saunders Company London (1971).
4. NCERT (1981), Environmental Education at school level.
5. Saxena, A. B; Environmental Education, National Psychological Corporation (1986) .
6. Sharma, R. C.; Environmental Education, Metropolitan Publishers, New Delhi Justin Dillon, Michael Brody, Robert Stevenson, Edt. International Handbook of Research on Environmental Education
7. V.C. Pandey , Environmental Education
8. James M Major, Environmental Education Objectives and Field Activities
9. Harendra Chakhaiya, Periwinkle Environmental Education Part IX
10. Sharma, R. A. (2008). Environmental Education. Meerut: R. Lall Books Depot.

11. Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human Value. Meerut: R. Lall Books Depot.
12. Sharma, V. S. (2005). Environmental Education. New Delhi: Anmol publication.

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fifth	Semester: Tenth
Subject: Education		
Course Code: E011002T	Course Title: C17 Population Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning, nature, scope and aims of population education. • To explain the factors of education and population growth. • To become aware of different agencies of population education. • To be acquainted with the Constitutional values and educational provisions about population education. • Distinguish between different levels of the population education. • Explain the present status of different levels of Education. • Identify the level of Education and concern governing/regulatory bodies about population education. 		
Credits: 5		Elective
Max. Marks: -75+25		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Historical background of population Education. Nature, Scope and Importance of population studies. Elements of population studies- Size, Composition, Distribution. • Basic concepts of population studies- Change; Fertility, Mortality, Migration, Over population, Zero population and Negative or Under population. • Rationale of population Education; Approaches and strategies. 	15

<p style="text-align: center;">II</p>	<ul style="list-style-type: none"> • Population issues- Ageing of the population, Urbanization/ Migration, Implications of urbanization on the Quality of life. • Life Skills Education – Concept, Family life Education, Factor affecting family life Education, Needs of family welfare. • Use of Educational technology in population Education. Need of population Education, Levels of population incensement. 	<p style="text-align: center;">15</p>
<p style="text-align: center;">III</p>	<ul style="list-style-type: none"> • Population Education programmers, Contribution of population education • Impact of population Education on Economic, Social and Cultural, Political and Geographical areas. • Sex Education, Family planning Education and Demography. 	<p style="text-align: center;">15</p>
<p style="text-align: center;">IV</p>	<ul style="list-style-type: none"> • Population and Human Resource development, Population and women, Population and poverty Alleviation. • Population in India, Population in south Asian countries. • Research in population and Development, Data collection, Data analysis, Evaluation, Implementation plan and Legal framework. 	<p style="text-align: center;">15</p>
<p style="text-align: center;">V</p>	<ul style="list-style-type: none"> • Community Development, Rural Development, Development programmes and adult education process of integration programmes. • Population and formal Education (Teacher, Students, Administrators). Need of integration of population Education Curriculum framework for integrated population Education. • Population and Non formal education, Need of NFF curriculum framework, Approaches, problems and suggestions. 	<p style="text-align: center;">15</p>

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

Suggested Reading

7. Calhoun, J.B.(ed.): Education and Population
8. Cruz, L de la: Population Education: its nature and role (Rue A P Bangkok, UNESCO)
9. N.C.E.R.T.: Population Education- A conceptual framework, NCERT, New Delhi
10. Mohanty, S.C.: Population Education
11. Chandil, N.P.S.: Population Education
12. Salkar, K.R.: Population Education for developing countries
13. Upadhyay, P.: Bhartiya shiksha ki Naveen Pravritiyan
14. NCERT. 2014. Population Education: Source Material, New Delhi

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fifth	Semester: Tenth
Subject: Education		
Course Code E011003T	Course Title: C18 Gender studies	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning, nature, scope and aims of gender studies. • To explain the factors of education and gender studies. • To understand the various types of prejudices about gender. • To study the different approaches of gender studies. • To understand Importance of gender studies 		
Credits: 5		Elective
Max. Marks: -75+25		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P4		
Unit	Topics	No. of Lectures
I	Gender Studies · Concept, Need, Scope · Gender studies as an academic discipline · Gender, Economy and Work Participation · Gender, globalization and education	15

II	Issues of Indian women · Family, Caste, Class, Culture religion related issues · Women's education - gender bias in enrolment and Curriculum content · Co-education-its educational implications · Literacy and Non-formal education for women's development · Education of Girl child in India: present status and challenges ahead	15
III	Women's Movements in India · Pre-independent, Post Independent and Current women movements · National committees and Commissions for Women ·	15
IV	<ul style="list-style-type: none"> • Governmental and Non-Governmental Organizations for women and Child Development, Community participation for education of the girl child. · Constitutional Provisions, Policies, Programmes for Women Ethical values – Professional Ethics, Code of Ethics of engineers, Influence of Ethics on family life, Leadership, Qualities and personality development. 	15
V	Programmes and Strategies for promoting Girls'/women Education in India · Access, enrolment, retention of girls' at school stages · Mahila samakshya, · Kasturba Gandhi Balika Vidyalaya. Beti Bachao Beti Padhao, Sumangla Yojna, Sukanya Samridhi Yojna, Mahila Shakti Kendra Yojna, Meena Munch etc . Girl's education in SSA, RMSA .	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

Suggested Reading:

1. . Rao. D.B (2011). Education for Women. New Delhi: Discover Publishing House
2. Rao. D.B. (2011). International Encyclopedia of Women. New Delhi: Discover Publishing House
3. Sindhuja, P. (2011) Economic Empowerment of Women Through Self-Help Groups. New Delhi: Discover Publishing House
4. Skelton, C. (2009) The SAGE Handbook of Gender and Education. New Delhi: Sage
5. Stanley, L. (ed) Feminist Praxis: Research, Theory and Epistemology in Feminist Sociology, London: Rutledge
6. Olesen, V. (2000) Feminisms At and Into the Millennium. In N. Denzin, and Lincoln, Y.(eds.) Handbook of Qualitative Research, (2nd Edition) London: Sage.
7. Lather, P. (1991) Getting Smart: Feminist Research and Pedagogy With/in the Postmodern. New York: Rutledge.

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fifth	Semester: Tenth
Subject: Education		
Course Code: E011004T	Course Title: C19 Value Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning, nature, scope and aims of value education. • To explain the factors of education and value education. • To understand the various types of values. • To study the different approaches to value education. • To understand Importance of value education. 		
		Elective
Max. Marks: -75+25		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
Unit	Topics	No. of Lectures

<p style="text-align: center;">I</p>	<ul style="list-style-type: none"> • Meaning, Concept, Need and importance of values, Process and relevance of valuestransmission in the present scenario. • Nature and sources of values, Determinants of values. • Value orientation of Education, Values evaluation by Education, Relationship betweenvaluesand Education. 	<p style="text-align: center;">15</p>
<p style="text-align: center;">II</p>	<ul style="list-style-type: none"> • Values of Individual in traditional life style. • Salient Values- Truth, Commitment, Honesty and integrity, Forgiveness and love, Empathy and ability to sacrifice, Care, Unity, Punctuality, Interpersonal and Intra- personal, Relationship, Team work, Positive and creative thinking. • Classification of values- Eternal, Material, Social, Environmental, Psychological, Economical, Political, Cultural, Moral and Spiritual. 	<p style="text-align: center;">15</p>
<p style="text-align: center;">III</p>	<ul style="list-style-type: none"> • Bhagwadgita – Nishkam Karma Swadharma, Lapshgrahan and Stithpragya. • Bible – Concept of Trust, Composition and forgiveness. • Dhampnipada- Astrogmarg Aryostya and Madhymarg. 	<p style="text-align: center;">15</p>
<p style="text-align: center;">IV</p>	<ul style="list-style-type: none"> • Universal Declaration of Human Rights, Right to Information Act-2005, NationalIntegration, Peace and Nonviolence, The role of media in value building. • Social values- Social consciousness and responsibilities. Consumer rights andresponsibilities. • Ethical values – Professional Ethics, Code of Ethics of engineers, Influence of Ethics onfamily life, Leadership, Qualities and personality development. 	<p style="text-align: center;">15</p>
<p style="text-align: center;">V</p>	<ul style="list-style-type: none"> • Traditional Methods – Story telling, Ram Leela, Tamasha, Street play, Folk songs. • Practical Methods- Survey, Role play, Value clarification, Mechanical discussion. • Causes and value crisis- Material, Social, Economical, Religious evils and their peacefulsolution. 	<p style="text-align: center;">15</p>

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)
Documentation-10 Marks
Presentation-5 Marks
Question-answers (MCQ) Test-10 marks

Suggested Reading:

1. N.L. Gupta – Value Education- Theory and Practice
2. Diane Tillman- "Living Values: An Educational Programme"; Living Values Activities for Children;
3. Gilligan, C. 1982. In A Different Voice. Harvard University Press. Massachusetts.
4. God in Search of Man (1956); H. Richard Niebuhr,
5. Gustavo Gutierrez, A Theology of Liberation (1973);
6. Bull, N.J. (1973) Moral Education. Great Britain; Redwood Press
7. C. Seshadri, M.A. Khader& G.L. Ahuja – Education in Values
8. Deepak Chopra - "The Seven Spiritual Laws of Success" ; Published in USA
9. Musgrave, P.W. (1978), The Moral Curriculum: A Sociological Analysis. London: Methuen & Co. Ltd

Program/Class: Certificate	Year: Fifth	Semester: Tenth
Subject: Education		
Course Code: E011005T	Course Title: C20 Yoga Education	
<p>Course Learning Outcomes</p> <p>The students will be able to Understand the concept of yoga and apply its theory in practical life and leads to a healthy and happy life</p>		
Credits: 5	Elective	
Max. Marks: -	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
Unit	Topics	No. of Lectures

I	<ul style="list-style-type: none"> • The meaning and definitions of Yoga • Yoga as a way to healthy and integrated living • Yoga as a way to socio-moral upliftment of man • Yoga as a way to spiritual enlightenment. Atmanubhuti Pratykshanubhuti 	15
II	<ul style="list-style-type: none"> • Ashtanga Yoga of Patanjali • Gyna Yoga, Bhakti Yoga and Karma • Yoga of Bhagwad gita. 	15
III	<ul style="list-style-type: none"> • Integral Yoga of Aurobindo and modern off shoots of Yoga • Characteristics of a practitioner of Yoga 	15
IV	<ul style="list-style-type: none"> • The Five Yamas (observances) • The Five Niyamas (abstinences) • Asans – The right postures • Pranayam – controlling the senses • Pratyahara – controlling the senses • Dharana (concentration) and its methods • Dhyana (meditation) and its kinds • Samadhi – its various types 	15
V	<ul style="list-style-type: none"> • .Yoga and Bio-feedback • Therapeutic values of yoga • Different Asans and their effects to promote a sound physical and mental health • Dhyana, and its therapeutic value 	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

Suggested Reading:

1. MDNIY. 2010. “Yoga Teachers Manual for School Teachers|, New Delhi
2. Morarji Desai National Institute of Yoga, —Pranayamall, New Delhi

3. Morarji Desai National Institute of Yoga, —Yogasana” , New Delhi
4. Swami Satyanand Saraswati. 2013. “Asana Pranayama Mudra Bandha”, Bihar School of Yoga, Munger.
5. Gharote M.L. 2004. Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonvala
6. NCERT. 2015. Yoga: A Healthy Way of Living, Secondary Stage, New Delhi
7. NCERT (2015). Yoga: A Healthy Way of Living, Upper Primary Stage, New Delhi.
8. NCTE. 2015. Yoga Education-Bachelor of Education Programme, New Delhi

Program/Class: Certificate	Year: Fifth	Semester: Tenth
Subject: Education		
Course Code: E011006T	Course Title: C21 Guidance and Counselling	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning, nature, scope and aims of guidance and counseling. To understand the various techniques of guidance and counselling. • To study the various schools’ programs helpful in guidance and counseling. • To understand the uses and importance of uses of guidance and counselling. • To explain the factors of education guidance and counselling. . 		
Credits: 5		Core Compulsory
Max. Marks: -		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Nature, Concept and Principles of guidance. • Meaning, Need and importance of educational and vocational guidance. • Meaning, Need and importance of personal development of guidance. 	15
II	<ul style="list-style-type: none"> • Types of guidance – Health and Social, individual and group guidance. • Organization of guidance services at school level. • Problems in setting up guidance services and measures of improvement. 	15

III	<ul style="list-style-type: none"> • Meaning and nature of counselling. • Scope of counselling, Relationship between guidance and counselling. • Counselling services- Psychology of counselling, Process and psychology Climate of counselling, Moral codes of counsellor. 	15
IV	<ul style="list-style-type: none"> • Cognitive behavioral (Albert Ellis–REBT), Humanistic Person-centered counselling(CarlRogers). • Theories of counselling- Behavioristic, Rational, Emotive and Reality • Techniques of counselling- Directive, non-directive and elective. Yoga, Group and playtherapy, 	15
V	<ul style="list-style-type: none"> • Professional preparation and training for the counselor , characteristics traits of a counselor. • Skill in counselling (Listening, Questioning, Responding, commutating), Role of a teacher as a counsellor and professional ethics associated with it. • Career counselling and dissemination of occupational information promoting psychological well-being and peace, Planning of guidance in School. 	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

Suggested Reading:

1. Jaiswal, S.R.: Shiksha mein Nirdesan evam Paramarsh Rai, Amarnath and Asthana, Madhu: Nirdesan evam Paramarsh
2. Kochhar, S.K. : Guidance and Counselling in Colleges and Universities
3. Crow and Crow an Introduction to guidance. Eurasia Publishing House (P) Ltd., New Delhi, 1962
4. Hasnain Quraishi. Educational Counseling. Anmol Publications
5. Miller, C.H. : Foundations of Guidance
6. Johns, A.J. : Principles of Guidance
7. Mehdi B. & Stone. Guidance In School, New Delhi NCERT, 1978.
8. Miller, F.W. Guidance & Principles of Guidance, New York, McGraw Hill.

Program/Class: Certificate	Year: Fifth	Semester: Tenth
Subject: Education		
Course Code: E011007T	Course Title: C 22 Distance Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the meaning, nature, scope and aims of Distance Education. • To understand the various methods of Distance Education. • To study the Role of Distance education to promoting best learning practices. • To understand the uses and importance of uses of distance education. 		
Credits: 5		Core Compulsory
Max. Marks: -		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, P-4		
Unit	Topics	No. of Lectures
I	<ul style="list-style-type: none"> • Meaning and characteristics of Distance education • Need of distance Education in India. • Present distance learning system in India. 	15
II	<ul style="list-style-type: none"> • Use of ICt in Distance Education. • Designing of Felf Learning material' • Electronic and Print Media in Distance education. 	15
III	<ul style="list-style-type: none"> • Students support system in distance education • Technical and vocational programmes through distance education. • Distance education and Rural development. 	15

IV	<ul style="list-style-type: none"> • Quality assurance in distance education programmes. • Mechanism to maintain of standard in distance education • Distance programme evaluation 	15
V	<ul style="list-style-type: none"> • Cost analysis in distance education. • Extended contact programme in distance Education. • New dimensions of in distance education- promises for future. 	15

Suggested Comprehensive and continuous Evaluation Method (Total Marks-25)

Documentation-10 Marks

Presentation-5 Marks

Question-answers (MCQ) Test-10 marks

Suggested Reading:

1. Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra.
2. Sharma,S. (2005) History and Development of Higher Education in free India. Jaipur; ABD Publishers.
3. Singh, B.P. (1990). Aims of Education in India. New Delhi: Ajanta Publication.
4. Aggarwal, J.C. (2004) Modern Indian Education. New Delhi: Shipra.
5. Sharma, R L. (2006) Comprehensive History of Modern Education. New Delhi: Cyber Tech Publications.
6. Kabir, H. (1959) Education in New India. London: Allen & Unwin Ltd.
7. Nurullah, S. and Naik, J.P. (1975) A Student's History of Education in India (1800-1961) Revised Fourth Edition. Bombay:MacMillan and Co. Ltd.
8. Report of the Education Commission (1964-66) Education and National Development. New Delhi: NCERT.
9. Report of the Secondary Education Commission (1952-53) Ministry of Education and Social Welfare. New Delhi: Government of India.
10. Report of the University Education Commission (1948-49) Ministry of Education Government of India.

Program/Class: Bachelor Degree with Research and M.A. Education	Year: Fifth	Semester: Tenth
--------------------------------------------------------------------------	-------------	-----------------

Subject: Education		
Course Code: E011008R	Course Title: Research Project	
Course Learning Outcomes		
<p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> • To understand the process of complete research projects. • Students will be able to understand the process of research in education. • Students will understand the fundamentals of research process in social sciences. 		
Credits: 8	Core Compulsory	
Max. Marks: -50+50	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-20, T-4		
	Topics	No. of Lectures
	The student will prepare a Research Project under The Supervision of a Teacher on a relevant Topic in The Field of Education.	60

Suggested Evaluation Method (Total Marks-100, Project-50,viva-voce-50)

Internal – 50 (25+25)

External – 50(25+25)

- Concept of Economics of Education- Cost Benefit Analysis Vs cost effective Analysis in Education.
- Economic Returns to Higher Education, Signaling Theory Vs Human capital theory.
- Concept of Educational Finance; Educational Finance at micro and macro levels, Concept of Budgeting.
- Relationship between Politics and Education perspectives of politics of Education Liberal.
- Approaches to Understanding politics (Behaviorism, Theory of system Analysis and theory of Rational choice).
- Education for political Development a political Socialization.