

# **NATIONAL EDUCATION POLICY-2020**

**Sri Dev Suman Uttarakhand University,  
Badshahithaul, Tehri Garhwal (Uttarakhand)**




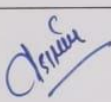
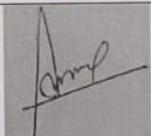

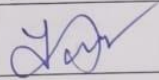
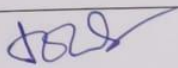
**Syllabus for all Colleges Affiliated to Sri Dev Suman  
Uttarakhand University for  
Bachelor (Research Degree in Education) and  
Post Graduate Course in Education**

**SYLLABUS FRAMED AS PER THE  
NATIONAL EDUCATION POLICY-2020**



## Curriculum Design Committee, Uttarakhand

<b>Sr. No.</b>	<b>Name &amp; Designation</b>	
<b>1.</b>	Prof. N.K. Joshi Vice-Chancellor, Sridev Suman Uttarakhand University, Badshahithaul, Tehri Garhwal, Uttarakhand	<b>Chairman</b>
<b>2.</b>	Dr. Manmohan Singh Chauhan, Vice-Chancellor, Kumaon University, Nainital, Uttarakhand	<b>Member</b>
<b>3.</b>	Prof. O.P.S. Negi Vice-Chancellor, Uttarakhand Open University	<b>Member</b>
<b>4.</b>	Prof. Jagat Singh Bisht, Vice-Chancellor, Soban Singh Jeena University, Almora	<b>Member</b>
<b>5.</b>	Prof. Surekha Dangwal Vice-Chancellor, Doon University, Dehradun	<b>Member</b>
<b>6.</b>	Prof. M.S.M. Rawat Advisor, Rashtriya Uchcharat Shiksha Abhiyan, Uttarakhand	<b>Member</b>
<b>7.</b>	Prof. K.D. Purohit Advisor, Rashtriya Uchcharat Shiksha Abhiyan, Uttarakhand	<b>Member</b>

**Sri Dev Suman Uttarakhand University,  
Badshahithaul, Tehri Garhwal (Uttarakhand)**  
**List of Members of Board of Studies (Education)**

Sl. No.	Name of the Members	Designation	Nominated as	Signature
1	Prof. Dinesh Chandra Goswami	Dean of Arts, SDSUV, Pt. LMS Campus-Rishikesh	<b>Chairman</b>	
2	Dr. Atal Bihari Tripathy	Asst. Professor and Head, SDSUV, Pt. LMS Campus-Rishikesh	<b>Member</b>	
3	Prof. Anil Nautiyal	Professor, HNBSGU, Srinagar, Garhwal (Uttarakhand)	<b>Member</b>	
4	Prof. Rashmi	Professor, MJPRU, Bareilly (UP)	<b>Member</b>	
5	Prof. Janki Panwar	Principal	GPGC Kotdwar	
6	Prof. Lovely Rajvanshi	Principal	GPGC, Jaiharikhal	
7	Prof. K. L. Talwar	Principal	GPGC, Chakrata	
8	Nideshak, Uttarakhand Bhasha Sansthan	-	Rajpur Road, Dehradun (Uttarakhand)	

## CURRICULUM PREPARATION COMMITTEE

Sl. No	Name	Designation	Department	Signature
1	Dr. Atal Bihari Tripathy	Assistant Professor	Education	
2	Dr. Nibedita Priyadarshani	Assistant Professor	Education	

<b>Year</b>	<b>Sem</b>	<b>Course code</b>	<b>Paper/ Title</b>	<b>Theory/ Practical</b>	<b>Credits</b>
<b>Bachelor (Research in Education)</b>					
Fourth Year	VII		<b>Philosophical Foundations of Education</b>	Theory	(04)
			<b>Sociological Foundations of Education</b>	Theory	(04)
			<b>Methodology of Educational Research</b>	Theory	(04)
			<b>Educational Technology &amp; Information and Communication Technology</b>	Theory	(04)
			<b>Dissertation (Preparation of Synopsis)</b>		(02)
	VIII		<b>Psychological Foundations of Education</b>	Theory	(04)
			<b>Gender Education</b>	Theory	(04)
			<b>Comparative Education</b>	Theory	(04)
			<b>Environmental Education</b>	Theory	(04)
			<b>Dissertation (Submission of brief report based on review of related literature)</b>		(02)
<b>Master of Arts in Education</b>					
Fifth Year	IX		<b>Statistics in Education</b>	Theory	(04)
			<b>Special Education</b>	Theory	(04)
			<b>Curriculum Planning and Development</b>	Theory	(04)
			<b>Teacher Education</b>	Theory	(04)

			Dissertation (Writing of Chapters Based on Data/ Theoretical Constructs)		(02)
			PRACTICAL (EDUCATIONAL PSYCHOLOGY)	Practical	(02)
Sixth Year	X		EDUCATIONAL MEASUREMENT AND EVALUATION	Theory	(04)
			ADMINISTRATION, MANAGEMENT AND PLANNING IN EDUCATION	Theory	(04)
			DISTANCE EDUCATION	Theory	(04)
			Dissertation (Submission of Dissertation)		(04)

Programme: <b>Bachelor (Research in Education)</b>	YEAR IV	SEMESTER VII/PAPER I
<b>Subject: Education</b>		
Course code	Course Title: <b>Philosophical Foundations of Education</b>	
<b>Course Outcomes</b>		
The students shall be able to:		
<ul style="list-style-type: none"> <li>• Explain the concept and importance of educational philosophy.</li> <li>• Analyze the views of educational thinkers.</li> <li>• Discuss Indian and western Schools of philosophy, their salient features and implication.</li> </ul>		
Credits: 4		Core Compulsory
<b>Max. Marks: 100</b> <b>External Exam: 75</b> <b>Internal assessment: 25</b>		<b>Min. Passing Marks: 36</b>
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0		
<b>UNIT</b>	<b>TOPIC</b>	<b>No. of Lectures</b>
<b>UNIT I</b>	<b>Education &amp; Philosophy</b> <ul style="list-style-type: none"> <li>• Meaning and scope of Philosophy.</li> <li>• Meaning and scope of Education.</li> <li>• Aims of Education and Philosophy</li> <li>• Nature and scope of educational philosophy.</li> <li>• Relationship between education and philosophy.</li> </ul>	<b>15</b>
<b>UNIT II</b>	<b>Indian Schools of Philosophy</b> <ul style="list-style-type: none"> <li>• Nyaya, Sankhya, Yog, Vedanta, Jainism, Buddhism with special reference to knowledge, reality, value and educational implications</li> </ul>	<b>15</b>
<b>UNIT III</b>	<b>Western Schools of Philosophy</b> <ul style="list-style-type: none"> <li>• Idealism, Naturalism, Pragmatism, Realism, Existentialism, Humanism with special reference to knowledge, reality, value and educational implications</li> </ul>	<b>15</b>
<b>UNIT IV</b>	<b>Educational Thinkers</b> Indian	<b>15</b>

	<ul style="list-style-type: none"> <li>Swami Vivekanand, Sri Aurobindo, Giju Bhai Badheka J. Krishnamurthy Western</li> <li>Plato, John Dewey, Herbert Spencer, Bertrand Russell</li> </ul>	
	<p style="text-align: center;"><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>Modern Philosophy of education, Brubacher, John S.</li> <li>Philosophy Bases of education, Kilpatrick</li> <li>Philosophy of Education, John Dewey</li> <li>Theory and principles of Education, J. C. Agarwal</li> <li>Outlines and Indian Philosophies, Sinha J.</li> <li>Great Educators, Rusk RR</li> <li>Great Educators, Mukherji, S</li> <li>Principles of education, Chandra, S.S., Sharma, R. K</li> </ul>	
<b>Course Prerequisite:</b> As per the university ordinance.		
	<p style="text-align: center;"><b>Suggested Equivalent Online Courses</b></p> <p>1. Swayam Prabha - DTH Channel, <a href="https://www.swayamprabha.gov.in/">https://www.swayamprabha.gov.in/</a></p> <p>2. MOOC developed and as approved by BOS and Faculty Board (based on credit conversion).</p>	
<b>Bachelor (Research in Education)</b>		
Programme: <b>Bachelor (Research in Education)</b>	YEAR IV	SEMESTER VII/PAPER II
<b>Subject: Education</b>		
Course code	Course Title: <b>Sociological Foundations of Education</b>	
<b>Course Outcomes</b>		
Students shall be able to: <ul style="list-style-type: none"> <li>Explain the concept &amp; importance of educational sociology.</li> <li>Analyze the views of educational thinkers.</li> <li>Understand the salient features with educational implications.</li> </ul>		
Credits: 4		Core Compulsory
<b>Max. Marks: 100</b> <b>External Exam: 75</b> <b>Internal assessment: 25</b>		<b>Min. Passing Marks: 36</b>
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0		



UNIT	TOPIC	No. of Lectures
<b>UNIT I</b>	<p><b>Education and Sociology</b></p> <ul style="list-style-type: none"> <li>• Relation between education and sociology.</li> <li>• Meaning and nature of Educational Sociology and Sociology of Education.</li> <li>• Social organizations and its concepts.</li> <li>• Factors influencing social organizations – Folkways, Mores, Institutions, Values.</li> <li>• Dynamic characteristics of social organizations and its educational implications.</li> </ul>	<b>15</b>
<b>UNIT II</b>	<p><b>Educations and Social Structure</b></p> <ul style="list-style-type: none"> <li>• Inter-relation of Educational process and social system.</li> <li>• Socialization and social progress.</li> <li>• Social interaction and its role in education.</li> <li>• Concept of group dynamics and its Educational implications.</li> <li>• Meaning of Social Stratification &amp; Social mobility and their Educational implications.</li> <li>• Social change and Education</li> </ul> <p>❖ Meaning nature and factors of social change.</p> <p>❖ Role of education as an effective tool of social change.</p> <ul style="list-style-type: none"> <li>• Concept of Urbanization, Modernization, Westernization Sanskritization and globalization with special reference to Indian society and its Educational Implications.</li> <li>• Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population.</li> </ul>	<b>15</b>
<b>UNIT III</b>	<p><b>Culture and Education</b></p> <ul style="list-style-type: none"> <li>• Meaning and nature of culture.</li> <li>• Cultural determinants of education</li> <li>• Role of education in conservation of culture and cultural change.</li> <li>• Socio-cultural change with special reference to <ul style="list-style-type: none"> <li>✓ Cultural Log</li> <li>✓ Cultural conflicts</li> <li>✓ Cultural unity</li> <li>✓ Composite culture</li> </ul> </li> </ul>	<b>15</b>
<b>UNIT IV</b>	<p><b>Social Theories and Social Thinkers Indian</b></p> <ul style="list-style-type: none"> <li>• Functionist, conflict and feminist theories of sociology of education.</li> <li>• Contribution of social thinkers <ul style="list-style-type: none"> <li>✓ Western Sociologist Emile Durkheim, Karl Marx and Max Weber.</li> <li>✓ Indian Sociologists M.N. Srinivas and Andre Beteille.</li> </ul> </li> </ul>	<b>15</b>

	<p style="text-align: center;"><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Sociological Bases of Education, Dr. S. Chaube</li> <li>2. Fundamentals of educational sociology, Banerji A.</li> <li>3. Social Change in Modern India, Srinivas, M.N.</li> <li>4. Principal of Education- Raman Bihari Lal.</li> <li>5. mnh;eku Hkkjrh; lekt esa f'k{kd] ,u0 vkj0 Lo: i IDIsukj MkWO ,IO prosZnh ,o MkWO Mh0 diekj</li> <li>6. mnh;eku Hkkjrh; lekt esa f'k{kd] MkWO jke"ky ik.Ms;</li> <li>7. f'k{kk d' nk"kfud ,o lkef'kd vk/kkj] MkWO tso ,IO okfy;k</li> <li>8. Principles of sociology with an introduction to social thought, Rao C.N.S.</li> <li>9. Educational Sociology, Brown F J</li> <li>10. Sociological perspectives in education, Mannhiem, karl &amp; Stewart, W.A.C</li> <li>11. Fundamentals of Educational Sociology, Banerji A</li> <li>12. An Introduction to sociology of education, Mannhiem, Karl &amp; Stewart, W.A.C</li> <li>13. Sociology: The study of social system, Michtcheli Duncan.</li> <li>14. Papers in the sociology of education, NCERT</li> <li>15. Social Stratification in India, Sharma K.L.</li> </ol>	
<b>Course Prerequisite:</b> As per the university ordinance.		
	<p style="text-align: center;"><b>Suggested Equivalent Online Courses</b></p> <ol style="list-style-type: none"> <li>1. Swayam Prabha - DTH Channel, <a href="https://www.swayamprabha.gov.in/">https://www.swayamprabha.gov.in/</a></li> <li>2. MOOC developed and as approved by BOS and Faculty Board (based on credit conversion).</li> </ol>	

<b>Bachelor (Research in Education)</b>		
Programme: <b>Bachelor (Research in Education)</b>	YEAR IV	SEMESTER VII/PAPER III
<b>Subject: Education</b>		
Course code	Course Title: <b>Methodology of Educational Research</b>	
<b>Course Outcomes</b>		
<p>Students shall be able to:</p> <ul style="list-style-type: none"> <li>• Understand importance of review of literature.</li> <li>• Write and report review in research in appropriate manner.</li> <li>• Identify and classify data in terms of various level of measurement.</li> </ul>		
Credits: 4	Core Compulsor	

		y
<b>Max. Marks: 100</b>		<b>Min. Passing Marks: 36</b>
<b>External Exam: 75</b>		
<b>Internal assessment: 25</b>		
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0		
<b>UNIT</b>	<b>TOPIC</b>	<b>No. of Lectures</b>
<b>UNIT I</b>	<b>Introduction to educational Research</b> Meaning, nature and definitions Need and purpose Qualitative and Quantitative Research Types of Educational Research <ul style="list-style-type: none"> <li>✓ Fundamental</li> <li>✓ Applied</li> <li>✓ Action Research</li> </ul>	<b>10</b>
<b>UNIT II</b>	<b>Research Methods and Designs</b> Historical Research, Descriptive Research, Experimental Research, Ex- post facto research, Ethnography, Case Study <ul style="list-style-type: none"> <li>▪ Hypothesis – characteristics, type and formulation</li> <li>▪ Development of Research proposal, Synopsis</li> <li>▪ Characteristics and Formats.</li> </ul>	<b>15</b>
<b>UNIT III</b>	<b>Sampling and Data Collection Techniques</b> <ul style="list-style-type: none"> <li>• Concept of Population and sampling</li> <li>• Methods of sampling</li> <li>• Probability and non-probability sampling <ul style="list-style-type: none"> <li>✓ Sampling size and sampling error</li> <li>✓ Data Collection Tools: development of Questionnaire, Interview, Rating Scale, Achievement Test</li> </ul> </li> <li>• Projective and Sociometric Techniques.</li> <li>• Establishing Reliability and validity</li> </ul>	<b>20</b>
<b>UNIT IV</b>	<b>DATA ANALYSIS AND EDUCATIONAL RESEARCH REPORT WRITING</b> <ul style="list-style-type: none"> <li>• Data Analysis and Interpretation (Both qualitative and Quantitative)</li> <li>• Preparation Of Bibliography - APA and MLA Standards</li> <li>• Writing Of Research Report/Dissertation/Thesis</li> <li>• Writing Abstract of Thesis</li> <li>• Writing Research Paper and Article</li> <li>• Using ICT in Research</li> </ul>	<b>15</b>

	<b>Suggested Readings:</b>	
	<ol style="list-style-type: none"> <li>1) Research in Education: Best and Kahn</li> <li>2) Methodology of Education Research: Lokesh Kaul</li> <li>3) Fundamentals of Educational Research: R.A. Sharma</li> <li>4) Research Methodology in Education: Cohen and Marion</li> <li>5) Research Methods: Ram Ahuja</li> <li>6) 'kfk{kd vuqla/kku% ijlulFi jk;</li> <li>7) 'kfk{kd vuqla/kku d: ewyrRo% lqff{k;k &amp; esgjk;</li> </ol>	
<b>Course Prerequisite:</b> As per the university ordinance.		
	<b>Suggested Equivalent Online Courses</b>	
	<ol style="list-style-type: none"> <li>1. Swayam Prabha - DTH Channel, <a href="https://www.swayamprabha.gov.in/">https://www.swayamprabha.gov.in/</a></li> <li>2. MOOC developed and as approved by BOS and Faculty Board (based on credit conversion).</li> </ol>	

<b>Bachelor (Research in Education)</b>		
Programme: <b>Bachelor (Research in Education)</b>	YEAR IV	SEMESTER VII/PAPER IV
<b>Subject: Education</b>		
Course code	Course Title: <b>Educational Technology &amp; Information and Communication Technology</b>	
<b>Course Outcomes</b>		
Students shall be able to: <ul style="list-style-type: none"> <li>• Understand the hardware &amp; software requirements for using ICT in Education.</li> <li>• Appreciate the significance of ICT in effective teaching-learning.</li> <li>• Understand ICT related terminology and new developments in the field.</li> </ul>		
Credits: 4		Core Compulsory
<b>Max. Marks: 100</b>		<b>Min. Passing Marks: 36</b>
<b>External Exam: 75</b>		
<b>Internal assessment: 25</b>		
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0		
<b>UNIT</b>	<b>TOPIC</b>	<b>No. of Lectures</b>

<b>UNIT I</b>	<p><b>Meaning and Scope of Educational Technology</b></p> <ul style="list-style-type: none"> <li>• Educational Technology: Meaning, Concept, Nature, Scope and Significance.</li> <li>• Components of Educational Technology: Hardware and Software.</li> <li>• Educational Technology and Instructional Technology.</li> </ul>	<b>15</b>
<b>UNIT II</b>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Communication: Concept, Nature, Process, Principles, Types</li> <li>• Theories of Communication - structural and functional, cognitive and behavioral</li> <li>• Classroom Communication</li> <li>• Mass media approach</li> </ul>	<b>10</b>
<b>UNIT III</b>	<p><b>Emerging Trends in Educational Technology</b></p> <ul style="list-style-type: none"> <li>• Educational Technology in formal, Non-Formal, Distance Education and Open Learning Systems</li> <li>• Uses of Educational Technology in Teaching: Gamification, E-learning, Artificial Intelligence</li> <li>✓ Teleconferencing</li> <li>✓ Blended Learning</li> <li>✓ Flipped Learning</li> <li>✓ Audio tutorial system</li> <li>• Problems of introducing new technologies in the Indian context.</li> <li>• Resources centers for educational Technology- CIET, UGC, NOS, AVRC, EMRC, NIST.</li> </ul>	<b>20</b>
<b>UNIT IV</b>	<p><b>Innovations in Educational Technology</b></p> <ul style="list-style-type: none"> <li>• Computer Assisted Instruction.</li> <li>• Computer Managed Learning.</li> <li>• Virtual classroom.</li> <li>• E-Learning.</li> <li>• Researches in Educational Technology.</li> <li>• Future Priorities in Educational technology</li> </ul>	<b>15</b>
	<p style="text-align: center;"><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Designing a virtual classroom, Turoff Murray</li> <li>2. E-Learning, Rosenberg, M.J.</li> <li>3. E- Learning possibilities in education, Kumar, Santheesh J.</li> <li>4. Introduction to the language laboratory, Turner, L.D.</li> <li>5. Teleconferencing Ram Mohan Rao &amp; Srinivasan Ram</li> <li>6. Education Technology, B.D. Bhatt &amp; S.R. Sharma</li> <li>7. Computers in Education, Paul Merrill</li> </ol>	

	8. Communication in school, Sheela Taroi 9. Communication in Classroom, M.B. Buch & M.R. Santhanan 10. Essential of educational technology and management, Saxena & Oberoi 11. f'k{kk rduhdh] ,lO ds0 eaxy & mek eaxy 12. "k{f{k d rduhdh] ,lO lO vkscsjkV; 13. f'k{kk rduhdh] vkj0 ,0 "kekZ	
<b>Course Prerequisite:</b> As per the university ordinance.		
	<b>Suggested Equivalent Online Courses</b>	
	1. Swayam Prabha - DTH Channel, <a href="https://www.swayamprabha.gov.in/">https://www.swayamprabha.gov.in/</a> 2. MOOC developed and as approved by BOS and Faculty Board (based on credit conversion).	

**Research  
Dissertation**

**25 (Internal) + 50 (Internal+ External) + 25(Viva-voce)**

**Minimum Marks:100**

**Credits:4**

Dissertation is mandatory for all the students. Supervisor to the student will be allotted by the concerned HOD. The following procedures and activities must be followed:

- ✓ Dissertation work will be completed in IV- semester.
- ✓ Two (02) typed and printed (both side printing) copies of dissertation report of the topic approved by HOD in III semester shall be submitted to the department.
- ✓ The candidate shall be required to submit a declaration to the effect that the conducted work is candidate's own research work. The supervisor shall also be required to issue a certificate to the effect that the work had been conducted under his/her supervision.
- ✓ HOD will decide a date for pre dissertation submission seminar in the department. All faculty members of the department will evaluate the dissertation critically (20 Marks to be examined by each faculty member, the average marks awarded by the faculty members shall constitute the final marks awarded by the faculty members shall constitute the final marks of presentation of reports).
- ✓ Viva-voce Examination (25 marks to be examined jointly by Supervisor, HOD and external Examiner.)

<b>Bachelor (Research in Education)</b>			
<b>Programme:</b> Bachelor (Research in Education)		<b>YEAR IV</b>	<b>SEMESTER VIII/PAPER I</b>
<b>Subject: Education</b>			
Course code		Course Title: <b>Psychological Foundation of Education</b>	
<b>Course Outcomes</b>			
Students shall be able to:			
<ul style="list-style-type: none"> <li>• Explore the interrelation between Education and psychology.</li> <li>• Aware themselves about different pattern of development.</li> <li>• Explore the different theories of learning.</li> <li>• Acquaint with the relation between different sources of Individual difference.</li> <li>• Develop an understanding of the role of individual difference and creativity with education.</li> </ul>			
Credits: 4		Core Compulsory	
<b>Max. Marks: 100</b>		<b>Min. Passing Marks: 36</b>	
<b>External Exam: 75</b>			
<b>Internal assessment: 25</b>			
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0			
UNIT	TOPIC		No. of Lectures
<b>UNIT I</b>	<b>Understanding Educational Psychology</b> <ul style="list-style-type: none"> <li>• Meaning and Nature of Educational Psychology</li> <li>• Interrelationship between Education and Psychology</li> <li>• Method and Scope of Education Psychology.</li> <li>• Significance of Education Psychology</li> </ul>		<b>15</b>
<b>UNIT II</b>	<b>Developmental and its theories</b> <ul style="list-style-type: none"> <li>• Physical Development</li> <li>• Cognitive Development: Piaget's Cognitive Developmental theory</li> <li>• Social Development: Vygotsky's Sociocultural Theory</li> <li>• Moral Development: Piaget's theory of Moral Development.</li> </ul>		<b>15</b>
<b>UNIT III</b>	<b>Personality and Intelligence</b> <ul style="list-style-type: none"> <li>• Personality: Concept of Personality</li> <li>• Determinants of Personality- Biological/ Hereditary, Psychological, Social &amp; Cultural</li> <li>• Theories of Personality- Allport Trait Theory, Freud's Personality theory &amp; Jung's Personality Theory</li> <li>• Assessment of Personality</li> <li>• Intelligence: meaning of intelligence</li> </ul>		<b>15</b>

	<ul style="list-style-type: none"> <li>• Theories of Intelligence: Guilford theory of intelligence</li> <li>• Gardner's theory of multiple intelligence</li> <li>• Intelligence Quotient and its computation.</li> <li>• Measurement of Intelligence</li> </ul>	
<b>UNIT IV</b>	<p><b>Learning and Creativity</b></p> <ul style="list-style-type: none"> <li>• Learning: Meaning and Characteristics</li> <li>• Theories of Learning- Gestalt Theory, Kurt Lewin Topological theory of learning</li> <li>• Styles of learning.</li> <li>• Creativity: Meaning, Nature and characteristics.</li> <li>• Nurturing and stimulation of creativity.</li> <li>• Relation of Creativity and education</li> <li>• Motivation: meaning and theories-Maslow</li> </ul>	<b>15</b>
	<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Allport, W. G., Pattern and Growth in Personality.</li> <li>2. Woolfolk, A., Educational Psychology (9th ed.)</li> <li>3. Santrock, W. J., Psychology Essentials 2 (Updated ed.).</li> <li>4. Sreevani, R., A Guide to Mental Health and Psychiatric Nursing (3rd. ed.).</li> <li>5. Hallahan, P.D., &amp; Kauffman, M. J. Exceptional Children; Introduction to Special Education (5th ed.)</li> <li>6. Mangal, K. S., Educating Exceptional Children; An Introduction to Special Education.</li> <li>7. Educational Psychology, S. P. Gupta</li> <li>8. Educational Psychology, S. K. Mangal, S. Bhatnagar &amp; A. Saxena.</li> <li>9. Advanced Educational Psychology, S. K. Mangal</li> <li>10. Child Development, E. Laura Berk</li> <li>11. Mental Hygiene: The Dynamics of Adjustment, H. A. Carroll</li> <li>12. Mental Health of Indian Children, M. Kapoor.</li> <li>13. शिक्षा मनोववज्ञान , एस० के० मंगल</li> <li>14. शैक्षक मनोववज्ञान, एस० एस० माथुर</li> </ol>	
	<b>Course Prerequisite:</b> As per the university ordinance.	
	<p><b>Suggested Equivalent Online Courses</b></p> <ol style="list-style-type: none"> <li>1. Swayam Prabha - DTH Channel, <a href="https://www.swayamprabha.gov.in/">https://www.swayamprabha.gov.in/</a></li> <li>2. MOOC developed and as approved by BOS and Faculty Board (based on credit conversion).</li> </ol>	



<b>Bachelor (Research in Education)</b>			
<b>Programme:</b> Bachelor (Research in Education)		YEAR IV	SEMESTER VIII/PAPER II
<b>Subject: Education</b>			
Course code		Course Title: <b>Gender Education</b>	
<p><b>Course Outcomes</b> Students shall be able to:</p> <ul style="list-style-type: none"> <li>• Sensitize students about the gender issues related to education.</li> <li>• Critically analyze the gender structure of the society.</li> <li>• Understand the policy perspectives related to education of girls in India.</li> <li>• Acquaint themselves with schemes and programmes for education of girls.</li> <li>• understand the concept and importance of gender justice and equality</li> <li>• Explore different challenges of girl's education sector in India.</li> <li>• Understand the scope and future possibilities within gender education.</li> </ul>			
Credits: 4		Core Compulsory	
<b>Max. Marks: 100</b> <b>External Exam: 75</b> <b>Internal assessment: 25</b>		<b>Min. Passing Marks: 36</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0			
UNIT	TOPIC		No. of Lectures
<b>UNIT I</b>	<b>Gender Studies</b> <ul style="list-style-type: none"> <li>• Concept, Need, Scope</li> <li>• Importance of Gender studies as an academic discipline</li> <li>• Relational values of Gender, Economy and Work Participation.</li> <li>• Globalized relevance and need of Gender education</li> </ul>		<b>15</b>
<b>UNIT II</b>	<b>Women education in India.</b> <ul style="list-style-type: none"> <li>• Family, Caste, Class, Culture and religious issues</li> <li>• Women's education - gender bias in enrolment and Curriculum content</li> <li>• Co-education as a process of empowering girls students.</li> <li>• Literacy and Non-formal education for women's development</li> <li>• Education of Girl child in India: present status and challenges ahead</li> </ul>		<b>15</b>

<b>UNIT III</b>	<p><b>Women's Movements in India</b></p> <ul style="list-style-type: none"> <li>• Pre-independent, Post Independent and Current women movements</li> <li>• National committees and Commissions for Women</li> <li>• Governmental and Non-Governmental Organizations for women and Child</li> <li>• Development, Community participation for girl education.</li> <li>• Constitutional Provisions, Policies for the empowerment of Women in India.</li> </ul>	<b>15</b>
<b>UNIT IV</b>	<p><b>Programmes and Strategies for promoting Girls'/women Education in India</b></p> <ul style="list-style-type: none"> <li>• Access, enrolment, retention of girls at school stages</li> <li>• Mahila samakshya,</li> <li>• Kasturba Gandhi Balika Vidyalaya.</li> <li>• Girl's education in SSA, RMSA, Samagra Siksha Abhiyan</li> </ul>	<b>15</b>
	<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Parvin, M.R., Empowerment of Women: Strategies and Systems for Gender Justice.</li> <li>2. Rao. D.B., Education for Women</li> <li>3. Rao. D.B., International Encyclopedia of Women</li> <li>4. Segal, L. Why Feminism? Gender, Psychology, Politics,</li> <li>5. Sindhuja, P., Economic Empowerment of Women Through Self-Help Groups.</li> <li>6. Skelton, C. The SAGE Handbook of Gender and Education.</li> <li>7. Unterhalter, E., Morley, L., and Gold, A., 2004. Special Edition on Gender Equity in Commonwealth Universities.</li> </ol>	
	<b>Course Prerequisite:</b> As per the university ordinance.	
	<p style="text-align: center;"><b>Suggested Equivalent Online Courses</b></p> <ol style="list-style-type: none"> <li>1. Swayam Prabha - DTH Channel, <a href="https://www.swyamprabha.gov.in/">https://www.swyamprabha.gov.in/</a></li> <li>2. MOOC developed and as approved by BOS and Faculty Board (based on credit conversion).</li> </ol>	

<b>Bachelor (Research in Education)</b>			
<b>Programme:</b> Bachelor (Research in Education)		<b>YEAR IV</b>	<b>SEMESTER VIII/PAPER III</b>
<b>Subject: Education</b>			
Course code		Course Title: <b>Comparative Education</b>	
<b>Course Outcomes</b>			
Students shall be able to:			
<ul style="list-style-type: none"> <li>• Compare and analyze the educational systems of different countries.</li> <li>• Develop an understanding about different educational systems, and process of dissemination.</li> <li>• Explore the developmental scenario and best practices under comparative education.</li> <li>• Encourage themselves to recognize different Social and cultural factors which influence the aims of comparative education.</li> <li>• Promote them to identify their role in improving education in India.</li> <li>• Strengthen their knowledge regarding role in constitutional matters in our democratic society.</li> </ul>			
Credits: 4		Core Compulsory	
<b>Max. Marks: 100</b>		<b>Min. Passing Marks: 36</b>	
<b>External Exam: 75</b>			
<b>Internal assessment: 25</b>			
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0			
UNIT	TOPIC		No. of Lectures
<b>UNIT I</b>	<b>Comparative Education as a specific Discipline</b> <ul style="list-style-type: none"> <li>• Comparative Education: Meaning, Nature, Concept and Scope.</li> <li>• Comparative Education as an academic discipline</li> <li>• Difference between Comparative and International Education</li> <li>• Historical Perspective of Comparative Education.</li> </ul>		<b>15</b>
<b>UNIT II</b>	<b>Factors of Comparative Education</b> <ul style="list-style-type: none"> <li>• Factors of comparative Education: Geographical, Political, Socio-cultural, Economic</li> <li>• Historical, Scientific, Technological</li> </ul>		<b>15</b>
<b>UNIT III</b>	<b>Problems of Comparative Education.</b> <ul style="list-style-type: none"> <li>• Social, cultural, political, and economic realities of particular countries.</li> <li>• Educational,</li> </ul>		<b>15</b>

	<ul style="list-style-type: none"> <li>• Poverty</li> <li>• Population Explosion</li> <li>• Unemployment</li> </ul>	
<b>UNIT IV</b>	<b>Comparative study of different Education systems</b> <ul style="list-style-type: none"> <li>• Elementary education in Sri Lanka, Bangladesh and India.</li> <li>• Secondary Education in USA, Japan and India</li> <li>• Vocational Education in USA, Japan and India.</li> <li>• Higher Education in USA, UK, France and India.</li> <li>• Teacher Education – USA, Finland, Germany and India.</li> <li>• Distance Education and Continuing Education in Australia, UK and India.</li> </ul>	<b>15</b>
	<b>Course Prerequisite:</b> As per the university ordinance.	
	<b>Suggested Equivalent Online Courses</b> <ol style="list-style-type: none"> <li>1. Swayam Prabha - DTH Channel, <a href="https://www.swayamprabha.gov.in/">https://www.swayamprabha.gov.in/</a></li> <li>2. MOOC developed and as approved by BOS and Faculty Board (based on credit conversion).</li> </ol>	

<b>Bachelor (Research in Education)</b>		
<b>Programme:</b> Bachelor (Research in Education)	YEAR IV	SEMESTER VIII/PAPER IV
<b>Subject: Education</b>		
Course code	Course Title: <b>Environmental Education</b>	
<b>Course Outcomes</b> Students shall be able to: <ul style="list-style-type: none"> <li>• Sensitize themselves towards their duty for environment.</li> <li>• Explore various problematic issues regarding environment.</li> <li>• Acquaint themselves with different methods and process of environmental protection.</li> <li>• Motivate themselves for active participation in environmental improvement Programmes.</li> <li>• Understand the role of environmental education in conservation of environment.</li> <li>• Provide opportunities to participate actively in resolution of environmental problems.</li> </ul>		
Credits: 4	Core Compulsory	
<b>Max. Marks: 100</b> <b>External Exam: 75</b> <b>Internal assessment: 25</b>	<b>Min. Passing Marks: 36</b>	

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0			
UNIT	TOPIC		No. of Lectures
<b>UNIT I</b>	<b>Education &amp; Environment</b> <ul style="list-style-type: none"> <li>• Meaning, Scope and Importance of environment.</li> <li>• Relation between education and environment.</li> <li>• Objectives of Environmental Education.</li> <li>• Approaches of Environmental Education.</li> <li>• Role of education in developing positive attitude towards environment.</li> </ul>		<b>15</b>
<b>UNIT II</b>	<b>Environmental Threats and Role of Awareness</b> <ul style="list-style-type: none"> <li>• Global Threats of Environment</li> <li>• Types</li> <li>• Causes</li> <li>• Effects</li> <li>• Environmental Hazards with reference to India</li> <li>• Pollution and its remedies.</li> <li>• Green House effect; Ozone Layer Depletion; Acid Rain, Polar Melting, Rise of Sea Level and their implications</li> <li>• Environmental Awareness through Education.</li> <li>• Various awareness Programmes for promoting healthy Environment.</li> </ul>		<b>15</b>
<b>UNIT III</b>	<b>Relation of Man with Environment</b> <ul style="list-style-type: none"> <li>• Human activities affecting the environment.</li> <li>• Relation between Man and nature.</li> <li>• Human Values and culture related to environment.</li> <li>• Learning to live in Harmony with Nature.</li> </ul>		<b>15</b>
<b>UNIT IV</b>	<b>Environmental Conservation and Development</b> <ul style="list-style-type: none"> <li>• Sustainable development- Role of environmental and natural resources</li> <li>• Environmental Education for Development and Conservation of natural resources</li> <li>• Soil, Water, Forests, Wild Life</li> <li>• Role of Eco-friendly Technology, National Parks, Sanctuaries and Zoos in conservation of environment</li> <li>• Various movement to save environment</li> <li>• Chipko movement</li> <li>• Project Tiger</li> <li>• Role of Earth Day, Environment Day, Water Day</li> </ul>		<b>15</b>

	<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. NCERT, Environmental Education at school level.</li> <li>2. Saxena, A. B; Environmental Education.</li> <li>3. Sharma, R. C.; Environmental Education.</li> <li>4. V.C. Pandey, Environmental Education</li> <li>5. Environmental Education- Principles and Practices: Edward</li> <li>6. George, Martin and Turner, Environmental studies.</li> <li>7. Odum, E.P., Fundamental of Ecology</li> <li>8. James M Major, Environmental Education Objectives and Field Activities</li> <li>9. Harendra Chakhaiya, Periwinkle Environmental Education Part IX</li> <li>10. Sharma, R. A. (2008). Environmental Education</li> <li>11. Sharma, B. L., &amp; Maheswari, B. K., Education for Environmental and Human Value</li> <li>12. Agarwal, S.P. and Aggarwal, J.C., Environmental Protection, Education and Development</li> </ol>	
	<p><b>Course Prerequisite:</b> As per the university ordinance.</p>	
	<p><b>Suggested Equivalent Online Courses</b></p> <ol style="list-style-type: none"> <li>1. Swayam Prabha - DTH Channel, <a href="https://www.swayamprabha.gov.in/">https://www.swayamprabha.gov.in/</a></li> <li>2. MOOC developed and as approved by BOS and Faculty Board (based on credit conversion).</li> </ol>	

**Review of related literature**

**Maximum marks-50 (25 marks-chapters, 25 marks viva)**

**Credit-02**

**Mode of examination- Internal**

**Course Objectives:** The objectives of Research Dissertation course for the second semester are specified as follows:

1. To equip the learner with an understanding of how survey of research work in relation to a particular area/topic is carried out.
2. To provide students an understanding of various sources/publications that report research work carried out in the field of education in particular and related social science disciplines in general.
3. To guide the learner as to how research literature is systematically studied, collected, analyzed and synthesized into a comprehensive review.
4. To guide the learner on how referencing is done while writing the review of research literature.
5. To provide the learner an opportunity to write a broad review of research literature on specific topic selected by him/her, and to present it before a panel of evaluators.

**Learning Outcomes:** Through undergoing the Course the learner is expected to attain the following:

1. The learner will be able to undertake an initial review of research literature in the field/topic

- selected by him/her.
2. The learner will be able to explore research-oriented publications, collect relevant information, analyze and summarize these and prepare a broad review of research work on selected topic in a suitable format.
  3. The learner will be able to develop an initial review of research work on his/her topic for dissertation work, identify broad trends, and develop suitable research questions/ hypotheses.
  4. The learner will become able to present above initial review of research before a panel of internal examiners designated by HOD.

**Course Content/activities:** During the semester the learner will undertake following activities under the supervision of dissertation-supervisor designated by Head of the department.

- Studying research and published material/article(s)/ studies etc related to the topic selected for dissertation-work.
- Prepare a list of online/off-line journals/periodicals in the area of educational research and explore these for studies/ articles related to his/her topic.
- Read select articles/studies related with his/her selected topic, and write a review in a journal- standard format.
- Undertake a book-review related with the topic selected by him/her.
- Write a preliminary review of research on the topic selected by him/her and present it before the HOD-designated faculty-panel, for feedback and internal evaluation.

**Paper-sixth**  
**Psychological practical**  
**Maximum marks-50**  
**Credit-02**  
**Mode of examination- Internal**

**Practical: -**

1. Intelligence test
2. Creativity
3. Aptitude Test
4. Achievement test
5. Attitude Scale
6. Personality Test
7. Emotional intelligence test

- Practical will be compulsory for all the students.
- 04 Test/Experiments and shall be conducted from the above-mentioned list in the department under the supervision of concern teacher.
- 100 % attendance of the student is mandatory in practical.
- The students will submit the practical record file to the Department/ College.
- The practical exam will be held before theory examination and will be evaluated by an internal examiner deputed by HOD.

Practical exam will be of 50 marks which will be divided as follow-

- Practical record file = 05 marks
- 02 Test/ Experiment = 10+10=20 marks
- Viva – Voce = 25 marks

<b>Master of Arts in Education</b>		
<b>Programme:</b> Bachelor (Research in Education)	YEAR V	SEMESTER IX/PAPER I
<b>Subject: Education</b>		
Course code	Course Title: <b>STATISTICS IN EDUCATION</b>	
<p><b>Course Outcomes</b> Students shall be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the meaning and significance of statistics as a subject of study.</li> <li>2. Acquaint them and understand the different statistical methods with their uses and interpretations.</li> <li>3. Develop computational skill.</li> <li>4. Compute parametric and non-parametric tests and apply the techniques to educational research.</li> <li>5. Analyze, interpret and generalize the statistical data for drawing interferences.</li> </ol>		
Credits: 4	Core Compulsory	
<b>Max. Marks: 100</b> <b>External Exam: 75</b> <b>Internal assessment: 25</b>	<b>Min. Passing Marks: 36</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0		
UNIT	TOPIC	No. of Lectures
<b>UNIT I</b>	<b>DESCRIPTIVE STATISTICS</b> <ul style="list-style-type: none"> <li>• MEANING, NATURE AND SCOPE OF STATISTICS.</li> <li>• Nature Of Educational Data - Qualitative and Quantitative</li> <li>• MEASURES OF CENTRAL TENDENCY - MEAN, MEDIAN AND MODE</li> <li>• Measures Of Dispersion/ Variability– Range, Quartile Deviation, Average Deviation, Standard Deviation</li> <li>• Measures Of Relative Position - Percentile and Percentile Ranks</li> <li>• Graphic Methods - Line Graph, Bar Diagram, Histogram, Pie Chart And</li> <li>• OGIVE THROUGH MICROSOFT SPREAD SHEET.</li> </ul>	<b>15</b>
<b>UNIT II</b>	<b>INFERENCEAL STATISTICS</b> <ul style="list-style-type: none"> <li>• Null Hypothesis</li> <li>• One And Two Tailed Test</li> </ul>	<b>15</b>



	<ul style="list-style-type: none"> <li>• Type 1 And Type 2 Errors</li> <li>• Standard Errors, Confident Intervals</li> </ul>	
<b>UNIT III</b>	<b>Parametric and Non-parametric statistics</b> <ul style="list-style-type: none"> <li>• Parametric: CONCEPT, ASSUMPTION, COMPUTATION AND USES</li> <li>• T-TEST</li> <li>• Anova test</li> <li>• ANCOVA test</li> <li>• NON-PARAMETRIC: CONCEPT, ASSUMPTION, COMPUTATION AND USES</li> <li>• chi square test</li> <li>• 2 x 2 contingency table</li> </ul>	<b>15</b>
<b>UNIT IV</b>	<b>Normal Probability Curve</b> <ul style="list-style-type: none"> <li>• Meaning and Importance of Normal Probability Curve (NPC)</li> <li>• Properties of Normal Probability Curve</li> <li>• Application of NPC</li> <li>• Measuring Divergence from Normality- Skewness and Kurtosis</li> <li>• Conversion of Scores to Standard Scores and Z Scores</li> </ul>	<b>15</b>
	<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. <b>AGARWAL. L. P. (2007). MODERN EDUCATIONAL RESEARCH, DOMINANT PUBLISHERS AND DISTRIBUTERS. NEW DELHI.</b></li> <li>2. <b>COHEN, LOUIS; MANION, LAWRENCE &amp; MORRISON, KEITH (2011). RESEARCH METHODS IN EDUCATION, 7TH EDITION. CAMBRIDGE UNIVERSITY PRESS, INDIA PRIVATE LIMITED.</b></li> <li>3. <b>KAUL, LOKESH (1984): METHODOLOGY OF EDUCATIONAL RESEARCH, VIKAS PUBLISHING HOUSE PVT. LTD., NEW DELHI.</b></li> <li>4. <b>KEEVES, JOHN. P. (1998). EDUCATIONAL RESEARCH METHODOLOGY AND MEASUREMENT, AN INTERNATIONAL HAND BOOK, PERGAMON PRESS, OXFORD.</b></li> <li>5. <b>KERLINGER, F.N. (1986). FOUNDATIONS OF BEHAVIORAL RESEARCH 3RD EDITION, NEW YORK, HOLT, RINEHART AND WINSTON.</b></li> </ol>	

	<p>6. <b>KOTHARI. C.R.(1998). QUANTITATIVE TECHNIQUES. VIKAS PUBLISHING HOUSE, NEW DELHI.</b></p> <p>7. <b>RADHA MOHAN (2006). RESEARCH METHODS IN EDUCATION. NEELKAMAL PUBLICATIONS PVT. LTD., HYDERABAD.</b></p> <p>8. <b>SIDDHU, KULBIR SINGH (2002). METHODOLOGY OF RESEARCH IN EDUCATION. STERLING PUBLICATIONS, NEW DELHI.</b></p> <p>9. <b>BEST, JOHN W. RESEARCH IN EDUCATION. NEW DELHI: PRENTICE HALL.</b></p> <p>10. <b>GARRETTE, H. E. STATISTICS IN EDUCATION</b></p> <p>11. <b>AGRAWAL, Y.P. EDUCATIONAL STATISTICS</b></p>	
	<p><b>Course Prerequisite:</b> As per the university ordinance.</p>	
	<p><b>Suggested Equivalent Online Courses</b></p> <p>1. Swayam Prabha - DTH Channel, <a href="https://www.swayamprabha.gov.in/">https://www.swayamprabha.gov.in/</a></p> <p>2. MOOC developed and as approved by BOS and Faculty Board (based on credit conversion).</p>	

<b>Master of Arts in Education</b>			
<b>Programme:</b> Bachelor (Research in Education)		YEAR V	SEMESTER IX/PAPER II
<b>Subject: Education</b>			
Course code		Course Title: <b>SPECIAL EDUCATION</b>	
<b>Course Outcomes</b> Students shall be able to:			
<ul style="list-style-type: none"> <li>• Understand the basic concepts involved in special education with reference to segregation and integration</li> <li>• Understand the principles, programs and practices in special education</li> <li>• Understand the etiology of various disabilities</li> <li>• Know about designing of educational programme for various categories of special children</li> </ul>			
Credits: 4		Core Compulsory	
<b>Max. Marks: 100</b> <b>External Exam: 75</b> <b>Internal assessment: 25</b>		<b>Min. Passing Marks: 36</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0			
UNIT	TOPIC		No. of Lectures
<b>UNIT I</b>	<b>Education Of the Children with Special Needs</b> <ul style="list-style-type: none"> <li>• Special Education: Meaning, Concept, Scope and Objectives <ul style="list-style-type: none"> <li>• Constitutional Provisions</li> <li>• Government Policies</li> <li>• Recommendations In National Policy of Education (1986), POA (1992), NEP (2020)</li> <li>• Person With Disability Act (1995)</li> </ul> </li> <li>• Right Of Persons with Disabilities Act 2016</li> <li>• HISTORY OF SPECIAL EDUCATION IN INDIA</li> </ul>		<b>15</b>
<b>UNIT II</b>	<b>Exceptional Learners</b> <ul style="list-style-type: none"> <li>• Exceptional Learners: Types, CHARACTERISTICS, CLASSIFICATION <ul style="list-style-type: none"> <li>○ Mentally Challenged Children</li> <li>○ Learning Disabled Children's</li> <li>○ Visually Impaired Children</li> </ul> </li> </ul>		<b>15</b>

	<ul style="list-style-type: none"> <li>○ Hearing Impaired Children</li> <li>○ Gifted And Talented Children</li> <li>● Problems Of Children with Special Needs</li> <li>● NATIONAL INSTITUTES OF HANDICAPPED</li> <li>● NIEPD</li> <li>● REHABILITATION COUNCIL OF INDIA</li> </ul>	
<b>UNIT III</b>	<b>Education of Exceptional Learners</b> <ul style="list-style-type: none"> <li>● EDUCATIONAL PROGRAM AND METHODS FOR <ul style="list-style-type: none"> <li>○ Mentally Challenged Children</li> <li>○ Learning Disabled Children</li> <li>○ Visually Impaired Children</li> <li>○ Hearing Impaired Children</li> </ul> </li> <li>● GIFTED AND TALENTED CHILDREN</li> </ul>	<b>15</b>
<b>UNIT IV</b>	<b>Educational Interventions</b> <ul style="list-style-type: none"> <li>● Special Schools: Nature and Objective</li> <li>● Main Streaming - Integrated School And</li> <li>● Supports Services: Resources Room, Resource Teacher, Counselor etc.</li> <li>● Remedial Teaching Specially for The Children Facing Learning Difficulties</li> <li>● Education Of Exceptional Children <ul style="list-style-type: none"> <li>○ ROLE OF TEACHER, PEER GROUP, FAMILY, Community</li> </ul> </li> </ul>	<b>15</b>
	<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. <b>KUNDU, C.L. (EDITOR IN CHIEF): STATUS OF DISABILITY IN INDIA 2000, NEW DELHI: REHABILITATION COUNCIL OF INDIA.</b></li> <li>2. <b>PANDA, K.C.: EDUCATION OF EXCEPTIONAL CHILDREN, NEW DELHI: VIKAS PUBLISHING HOUSE PVT. LTD., 1997.</b></li> <li>3. <b>DASH, M.: EDUCATION OF EXCEPTIONAL CHILDREN, NEW DELHI: ATLANTIC PUBLISHERS AND DISTRIBUTORS, 2000.</b></li> <li>4. <b>BIST, ABHA RANI: VISHISTHA BALAK, AGRA: VINOD PUSTAK MANDIR.</b></li> <li>5. <b>BHARGAVA, MAHESH: VISHISTHA BALAK – UNKI SHIKSHA EVAM</b></li> </ol>	

	<b>PUNARVAS, LUCKNOW: VEDANTA PUBLICATIONS, 2003.</b>	
	<b>Course Prerequisite:</b> As per the university ordinance.	
	<p><b>Suggested Equivalent Online Courses</b></p> <ol style="list-style-type: none"> <li>1. Swayam Prabha - DTH Channel, <a href="https://www.swyamprabha.gov.in/">https://www.swyamprabha.gov.in/</a></li> <li>2. MOOC developed and as approved by BOS and Faculty Board (based on credit conversion).</li> </ol>	

<b>Master of Arts in Education</b>		
<b>Programme:</b> Bachelor (Research in Education)	YEAR V	SEMESTER IX/PAPER III
<b>Subject: Education</b>		
Course code	Course Title: <b>CURRICULUM PLANNING AND DEVELOPMENT</b>	
<p><b>Course Outcomes</b> Students shall be able to:</p> <ul style="list-style-type: none"> <li>• Identify the different components of curriculum development</li> <li>• Understand the role of philosophy, sociology and psychology in shaping curriculum</li> <li>• Specify the steps of curriculum planning and development</li> <li>• Acquaint themselves with different principles of curriculum construction</li> <li>• Critically analyze different needs, sources and components of curriculum evaluation</li> <li>• Define curriculum evaluation in context of higher education</li> </ul>		
Credits: 4	Core Compulsory	
<b>Max. Marks: 100</b> <b>External Exam: 75</b> <b>Internal assessment: 25</b>	<b>Min. Passing Marks: 36</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0		
UNIT	TOPIC	No. of Lectures
<b>UNIT I</b>	<p><b>Curriculum Planning and Development</b></p> <ul style="list-style-type: none"> <li>• Curriculum: Meaning, Concept, Scope, Components and Types</li> <li>• Curriculum Development - Theories and Procedures</li> <li>• Sources Of Curriculum Development: PHILOSOPHICAL, PSYCHOLOGICAL, Sociological</li> <li>• Discipline Oriented and Administrative Consideration</li> </ul>	<b>15</b>
<b>UNIT II</b>	<p><b>Curriculum Construction</b></p> <p>Principles Of Curriculum Construction Criteria for selection, sequence, continuity structure and integration of contents</p>	<b>15</b>
<b>UNIT III</b>	<b>Models Of Curriculum Development and Implementation</b>	

	<ul style="list-style-type: none"> <li>• Models Of Curriculum Development: Need Assessment Model, Futuristic Model, Vocational Model</li> <li>• Models Of Curriculum Implementation: Administrative Model, Grassroot Model, Demonstration Model</li> </ul>	<b>15</b>
<b>UNIT IV</b>	<p><b>Curriculum Evaluation</b></p> <ul style="list-style-type: none"> <li>• Curriculum Evaluation: meaning and significance</li> <li>• Curriculum Evaluation: Components and Sources</li> <li>• Trends in Curriculum Evaluation</li> <li>• Recommendations of NEP 2020</li> </ul>	<b>15</b>
	<p>Suggested Readings:</p> <ol style="list-style-type: none"> <li>1) AGGARWAL, J. C. DEVELOPMENT AND PLANNING OF MODERN EDUCATION, VIKAS PUBLISHING HOUSE PVT. LTD., 2009.</li> <li>2) ANDREY AND NICHOLAS, HOWARD. DEVELOPING CURRICULUM: A PRACTICAL GUIDE. GEORGE, ALLEN AND UNWIN, LONDON, 1978.</li> <li>3) BEANE, JAMES A.; TOEPFER, CONRAD F. AND ALESSI, SAMUEL J. CURRICULUM PLANNING AND DEVELOPMENT, ALLYN AND BACON, 1986.</li> <li>4) COHEN, LOUIS; MANION, LAWRENCE AND MORRISON, KEITH. A GUIDE TO TEACHING PRACTICE.</li> <li>5) PARKAY, FORREST W.; ANCTIL, ERIC J. AND HASS, GLEN. CURRICULUM PLANNING – A CONTEMPORARY APPROACH. PEARSON, 2006.</li> <li>6) TALLA, MRUNALINI. CURRICULUM DEVELOPMENT: PERSPECTIVES, PRINCIPLES AND ISSUES, PEARSON EDUCATION, 2009.</li> </ol>	
	<b>Course Prerequisite:</b> As per the university ordinance.	
	<p style="text-align: center;"><b>Suggested Equivalent Online Courses</b></p> <ol style="list-style-type: none"> <li>1. Swayam Prabha - DTH Channel, <a href="https://www.swayamprabha.gov.in/">https://www.swayamprabha.gov.in/</a></li> <li>2. MOOC developed and as approved by BOS and Faculty Board (based on credit conversion).</li> </ol>	

<b>Master of Arts in Education</b>			
<b>Programme:</b> Bachelor (Research in Education)		YEAR V	SEMESTER IX/PAPER IV
<b>Subject: Education</b>			
Course code		Course Title: <b>TEACHER EDUCATION</b>	
<b>Course Outcomes</b>			
Students shall be able to:			
<ul style="list-style-type: none"> <li>• Acquaint themselves with objectives and aims of teacher education at different levels</li> <li>• Develop an understanding of teacher education programmes.</li> <li>• Analyze the historical background of teacher education.</li> <li>• understand need and significance for teacher education at higher education level</li> <li>• EXPLORE THE PROBLEMS IN TEACHER EDUCATION IN INDIA</li> <li>• DEVELOP AN UNDERSTANDING TOWARDS THE ROLE OF DIFFERENT AGENCIES/INSTITUTIONS IN IMPARTING TEACHER EDUCATION IN INDIA</li> </ul>			
Credits: 4		Core Compulsory	
<b>Max. Marks: 100</b>		<b>Min. Passing Marks: 36</b>	
<b>External Exam: 75</b>			
<b>Internal assessment: 25</b>			
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0			
UNIT	TOPIC		No. of Lectures
<b>UNIT I</b>	<b>TEACHER EDUCATION: OVERVIEW</b> <ul style="list-style-type: none"> <li>• TEACHER EDUCATION: CONCEPT AND SCOPE, AIMS AND OBJECTIVES AT LEVELS (ELEMENTARY, SECONDARY AND HIGHER EDUCATION LEVELS)</li> <li>• LEVEL SPECIFIC TEACHER EDUCATION PROGRAMMES</li> <li>• D.EL. ED. AND B.EL.ED.</li> <li>• B.ED. AND M. ED.</li> <li>• INTEGRATED COURSES (ITEP)</li> </ul>		<b>15</b>
<b>UNIT II</b>	<b>Historical Development of Teacher Education</b> <ul style="list-style-type: none"> <li>• HISTORICAL PERSPECTIVE OF THE DEVELOPMENT OF TEACHER EDUCATION IN LIGHT OF RECOMMENDATIONS MADE BY VARIOUS COMMITTEES AND COMMISSIONS</li> <li>• KOTHARI COMMISSION (1964- 66)</li> </ul>		<b>15</b>



	<ul style="list-style-type: none"> <li>• CHATTOPADHYAY COMMISSION (1983 – 85)</li> <li>• NATIONAL POLICY ON EDUCATION (1986 &amp; 1992), NEP 2020</li> </ul> <p style="text-align: center;">NCFTE (2009) OF TEACHER EDUCATION</p> <ul style="list-style-type: none"> <li>• NCFTE (2014) OF TEACHER EDUCATION</li> </ul>	
<b>UNIT III</b>	<p><b>TYPES AND AGENCIES OF TEACHER EDUCATION PROGRAMS (WITH SPECIAL REFERENCE OF COMPOSITION AND FUNCTIONS)</b></p> <p style="text-align: center;">TYPES OF TEACHER EDUCATION PROGRAMME IN SERVICE TEACHER PROGRAMME PRE - SERVICE TEACHER EDUCATION DISTANCE EDUCATION REFRESHER COURSE &amp; ORIENTATION COURSES TRAINING OF EDUCATIONAL ADMINISTRATOR</p> <p><b>AGENCIES OF TEACHER EDUCATION PROGRAMME</b>  <b>NCERT (NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING)</b>  <b>NCTE (NATIONAL COUNCIL FOR TEACHER EDUCATION)</b>  <b>NUEPA (NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION)</b>  <b>UNIVERSITY GRANTS COMMISSION FOR ACADEMIC STAFF COLLEGE (UGC HRDC)</b>  <b>NAAC (NATIONAL ACCREDITATION AND ASSESSMENT COUNCIL)</b></p>	<b>15</b>
<b>UNIT IV</b>	<p><b>PROBLEMS RELATED TO TEACHER EDUCATION</b></p> <ul style="list-style-type: none"> <li>• TEACHER EDUCATION CURRICULUM RELATED PROBLEMS</li> <li>• PRACTICING SCHOOL AND INTERNSHIP RELATED PROBLEMS</li> <li>• PROBLEM RELATED TO IMPLEMENTATION OF IN-SERVICE TEACHER TRAININGS</li> <li>• TEACHING EFFECTIVENESS AND TEACHERS' BEHAVIOUR RELATED</li> </ul>	<b>15</b>
	<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1) CHARISA, G. (1976): NEW ERA IN TEACHER EDUCATION, NEW DELHI.</li> <li>2) DIVEDI, PRABHAKAR (1980): TEACHER EDUCATION- A RESOURCE BOOK, N.C.E.R.T., NEW DELHI. GOVT. OF INDIA (1968): EDUCATION AND NATIONAL</li> </ol>	

	<p><b>DEVELOPMENT, REPORT OF EDUCATION COMMISSION, NEW DELHI.</b></p> <p><b>3) GOVT. OF INDIA (1986): NATIONAL POLICY OF EDUCATION, MINISTRY OF HUMAN RESOURCE AND DEVELOPMENT, NEW DELHI.</b></p> <p><b>4) GOVT. OF INDIA (1992): REPORT OF C.A.B.E. COMMITTEE DEPARTMENT OF EDUCATION, NEW DELHI.</b></p> <p><b>5) KOHLI, V.K. (1992): TEACHER EDUCATION IN INDIA, VIVEK PUBLISHERS, AMBALA.</b></p> <p><b>6) N.I.E.P.A. (1984): REPORT ON STATUS OF TEACHERS, NEW DELHI.</b></p> <p><b>7) SHARMA., R.A. (2005): TEACHER EDUCATION, LOYAL BOOK DEPOT, MEERUT.</b></p> <p><b>8) VISION DOCUMENT OF RASHTRIYA UCHCHTAR SHIKSHA ABHIYAN, MHRD, 2013.</b></p>	
	<b>Course Prerequisite:</b> As per the university ordinance.	
	<p><b>Suggested Equivalent Online Courses</b></p> <p>1. Swayam Prabha - DTH Channel, <a href="https://www.swayamprabha.gov.in/">https://www.swayamprabha.gov.in/</a></p> <p>2. MOOC developed and as approved by BOS and Faculty Board (based on credit conversion).</p>	

**PAPER —  
FIFTH  
PSYCHOLOGICAL  
PRACTICAL  
MAXIMUM  
MARKS-100  
CREDIT-04**

**MODE OF EXAMINATION - INTERNAL & EXTERNAL**

- 1. PSYCHOLOGICAL PRACTICAL IN 3RD SEMESTER WILL BE COMPULSORY FOR ALL THE STUDENTS**
- 2. THREE (3) TEST OR EXPERIMENTS SHALL BE CONDUCTED IN THE DEPARTMENT UNDER THE SUPERVISION OF CONCERNED TEACHER.**
- 3. 100% ATTENDANCE OF THE STUDENT IS**

**MANDATORY IN PRACTICAL.**

- 4. THE STUDENTS WILL SUBMIT THE PRACTICAL RECORD FILE TO THE DEPARTMENT.**
  - 5. THE PRACTICAL WILL BE HELD ON A DATE TO BE FIXED BY THE UNIVERSITY.**
  - 6. PRACTICAL EXAM WILL BE OF HUNDRED MARKS WHICH WILL BE DIVIDED AS FOLLOWS –**
    - a. PRACTICAL RECORD FILE - 20 MARKS**
    - b. 2 TEST OR EXPERIMENT - 30 MARKS**
    - c. VIVA VOCE - 50 MARKS**
- ❖ MARKS WILL BE AWARDED JOINTLY BY THE EXTERNAL AND INTERNAL EXAMINER. (EXTERNAL EXAMINER WILL BE APPOINTED BY THE UNIVERSITY)**

**❖ LIST OF PRACTICALS**

- 1) ABILITY TEST**
- 2) ADJUSTMENT SCALE**
- 3) ANXIETY TEST**
- 4) AWARENESS TEST /SCALE**
- 5) APTITUDE TEST**
- 6) ACHIEVEMENT TEST**
- 7) ATTITUDE SCALE**
- 8) CREATIVITY**
- 9) INTELLIGENCE TEST/SCALE**
- 10) PERSONALITY TEST**
- 11) STRESS SCALE**

<b>Master of Arts in Education</b>		
<b>Programme:</b> Bachelor (Research in Education)	YEAR VI	SEMESTER X/PAPER I
<b>Subject: Education</b>		
Course code	Course Title: <b>EDUCATIONAL MEASUREMENT AND EVALUATION</b>	
<p><b>Course Outcomes</b> Students shall be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding about the fundamentals of educational measurement and evaluation.</li> <li>• Understand the uses and purposes of testing.</li> <li>• Differentiate between evaluation, assessment and measurement.</li> <li>• Develop an understanding about the steps involved to construct a standard test.</li> <li>• Understand about various types of evaluation and tests.</li> <li>• Acquaint the students with new trends of evaluation.</li> </ul>		
Credits: 4	Core Compulsory	
<b>Max. Marks: 100</b> <b>External Exam: 75</b> <b>Internal assessment: 25</b>	<b>Min. Passing Marks: 36</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0		
UNIT	TOPIC	No. of Lectures
<b>UNIT I</b>	<p><b>MEASUREMENT AND EVALUATION PROCESS</b></p> <ul style="list-style-type: none"> <li>➤ MEASUREMENT: CONCEPT, SCOPE AND NEED.</li> <li>➤ EVALUATION: MEANING, FUNCTIONS AND BASIC PRINCIPLES.</li> <li>➤ NORM - REFERENCED AND CRITERION REFERENCED MEASUREMENT.</li> <li>➤ RELATIONSHIP BETWEEN MEASUREMENT AND EVALUATION IN EDUCATION.</li> </ul>	<b>15</b>
<b>UNIT II</b>	<p><b>Types Of Evaluation</b> TYPES OF EVALUATION -</p> <ul style="list-style-type: none"> <li>✓ FORMATIVE AND SUMMATIVE</li> <li>✓ EXTERNAL AND INTERNAL EVALUATION</li> </ul>	<b>15</b>

	<ul style="list-style-type: none"> <li>✓ CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)</li> </ul> <p>TOOLS OF MEASUREMENT AND EVALUATION</p> <ul style="list-style-type: none"> <li>✓ SUBJECTIVE AND OBJECTIVE TOOLS</li> <li>✓ ESSAY TYPE TEST, OBJECTIVE TEST</li> <li>✓ QUESTIONNAIRE, INTERVIEW</li> <li>✓ RATING SCALE, INVENTORIES</li> <li>✓ SCHEDULES AND PERFORMANCE TEST</li> </ul>	
<b>UNIT III</b>	<p><b>Construction and Standardization of tools</b></p> <p>General Principles of Test Construction And Its Standardization</p> <p>Basic Characteristics of Good Measuring Instruments</p> <ul style="list-style-type: none"> <li>✓ VALIDITY AND RELIABILITY</li> <li>✓ OBJECTIVITY, USABILITY AND NORMS</li> </ul> <p>Steps Of Test Construction -</p> <ul style="list-style-type: none"> <li>✓ ITEM WRITING, ITEM POOL, INITIAL FORMAT</li> <li>✓ TRY OUT, DIFFICULTY VALUE AND DISCRIMINATION INDEX</li> <li>✓ FINAL FORMAT AND STANDARDIZATION</li> </ul>	<b>15</b>
<b>UNIT IV</b>	<p><b>New Trends in Evaluation</b></p> <ul style="list-style-type: none"> <li>➤ GRADING SYSTEM, SEMESTER SYSTEM, CREDIT SYSTEM</li> <li>➤ QUESTION BANK, OPEN BOOK EXAMINATION</li> <li>➤ CONTINUOUS INTERNAL ASSESSMENT SYSTEM</li> <li>➤ E - LEARNING, E - CONTENT AND ONLINE EXAMINATION</li> </ul> <p>USE OF COMPUTER IN EVALUATION</p>	<b>15</b>
	<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>❖ AGGARWAL, J. C. ESSENTIALS OF EXAMINATION SYSTEM, VIKAS PUBLISHING HOUSE PVT. LTD.2005.</li> <li>❖ AGGARWAL, R. N. AND ASTHANA, VIPIN. EDUCATIONAL MEASUREMENT AND EVALUATION, VINOD PUSTAK MANDIR, AGRA, 1983.</li> <li>❖ BROWN, FREDERICK GRAMM. EDUCATIONAL TESTS AND</li> </ul>	

	<p>MEASUREMENT, F. E. PEACOCK PUBLISHERS, 1971.</p> <ul style="list-style-type: none"> <li>❖ MEHRENS, W. A. AND LEHMANN, I. J. MEASUREMENT AND EVALUATION IN EDUCATION AND PSYCHOLOGY, HOLT, RINEHART AND WINSTON, NEW YORK, 1984.</li> <li>❖ RANI, SWARUPA J; PRIYADARSAINI, J. R; RAO, D. BHASKARA. EDUCATIONAL MEASUREMENT AND EVALUATION, DISCOVERY PUBLISHING HOUSE PVT. LTD. 2004.</li> <li>❖ SIDHU, K. S. NEW APPROACHES TO MEASUREMENT AND EVALUATION, STERLING PUBLISHERS, NEW DELHI, 2005.</li> <li>❖ HkVukxj ,oa HkVukxj &amp; euksfoKku vkSj f{k{kk ekiu ,oa ewY;kaduA</li> <li>❖ vLFkkuk ,oa vxzoky &amp; euksfoKku vkSj f{k{kk ekiu ,oa ewY;kaduA</li> <li>❖ jeu fcgkjhyky &amp; euksfoKku vkSj "kSf{kd ekiu ewY;kadu ,o lkaf[;dhA</li> </ul>	
	<p><b>Course Prerequisite:</b> As per the university ordinance.</p>	
	<p style="text-align: center;"><b>Suggested Equivalent Online Courses</b></p> <ol style="list-style-type: none"> <li>1. Swayam Prabha - DTH Channel, <a href="https://www.swayamprabha.gov.in/">https://www.swayamprabha.gov.in/</a></li> <li>2. MOOC developed and as approved by BOS and Faculty Board (based on credit conversion).</li> </ol>	

<b>Master of Arts in Education</b>			
<b>Programme:</b> Bachelor (Research in Education)		YEAR VI	SEMESTER X/PAPER II
<b>Subject: Education</b>			
Course code		<b>Course Title: Administration, Management, and Planning in Education</b>	
<b>Course Outcomes</b> Students shall be able to:			
<ul style="list-style-type: none"> <li>• Acquaint them with the effective role of educational management.</li> <li>• Understand basic concepts of educational planning and financing.</li> <li>• Explore the educational management in India.</li> <li>• Acquire necessary knowledge of the principles and procedures of educational planning.</li> <li>• Recognize the role of effective leadership in educational administration.</li> <li>• Explore different constraints related to educational planning.</li> </ul>			
Credits: 4		Core Compulsory	
<b>Max. Marks: 100</b> <b>External Exam: 75</b> <b>Internal assessment: 25</b>		<b>Min. Passing Marks: 36</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0			
UNIT	TOPIC		No. of Lectures
<b>UNIT I</b>	<b>EDUCATIONAL MANAGEMENT AND ADMINISTRATION</b> Concept of Administration and Management Difference Between Management and Administration Educational Administration: Meaning, Purpose and Functions. Educational Management: Nature, Scope and Characteristics. Educational Management in India Sources Of Educational Financing Budgeting: process		<b>15</b>
<b>UNIT II</b>	<b>EDUCATIONAL PLANNING</b> Meaning And Nature of Educational Planning Approaches To Educational Planning <ul style="list-style-type: none"> <li>✓ Rate Of Return Approach</li> <li>✓ Social Demand Approach</li> <li>✓ Man Power Approach</li> </ul> Types Of Educational Planning <ul style="list-style-type: none"> <li>✓ Micro And Macro</li> </ul>		<b>15</b>

	<p style="text-align: center;">✓ Short Term and Long Term</p> <p>Need And Objectives for Educational Planning Historical Background of Educational Planning in India</p>	
<b>UNIT III</b>	<p><b>Leadership in Educational Administration</b></p> <p>Educational Leadership: Meaning, Need, Nature and Importance Styles Of Leadership</p> <ul style="list-style-type: none"> <li>✓ Autocratic</li> <li>✓ Democratic</li> <li>✓ Laissez-Faire</li> </ul> <p>Characteristics Of a Good Educational Administrator Theories Of Leadership</p> <ul style="list-style-type: none"> <li>➤ Characteristics Of a Good Leader</li> </ul>	<b>15</b>
<b>UNIT IV</b>	<p><b>Constraints And Trends in Educational Planning</b></p> <p>Political, Economic and Cultural Constraints Modern Trend in Educational Planning in India (With Special Reference To 5 Year Plans)</p>	<b>15</b>
	<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>❖ AGGARWAL J. C.: EDUCATIONAL PLANNING, BUDGETING AND FINANCING IN INDIA, ARYA BOOK DEPOT.</li> <li>❖ BHAGIA, N. M.: EDUCATIONAL ADMINISTRATION IN INDIA AND THEIR DEVELOPING COUNTRIES.</li> <li>❖ BHATNAGAR, R. P. AND VERMA: EDUCATIONAL ADMINISTRATION, PLANNING, SUPERVISION, LOYAL BOOK DEPOT, MEERUT.</li> <li>❖ CHAODHRI, N. R. : MANAGEMENT IN EDUCATION, APHPUBLISHING CORPORATION, NEW DELHI.</li> <li>❖ S. R. PANDYA: ADMINISTRATION AND MANAGEMENT OF EDUCATION- HIMALAYA PUBLISHING HOUSE</li> <li>❖ PREMILA CHANDRASEKARAN: EDUCATIONAL PLANNING AND MANAGEMENT, STERLING PUBLICATION PVT. LTD.</li> <li>❖ GOVERNMENT OF INDIA FIVE YEAR PLANS.</li> <li>❖ KHAN AND KHAN, EDUCATIONAL ADMINISTRATION, NEW DELHL, ASHISH PUBLICATION, 1980.</li> <li>❖ MATHUR S. S. EDUCATIONAL ADMINISTRATION, PRINCIPLES AND PRACTICES, JULLUNDER, KRINSHNA BROTHERS, 1966.</li> </ul>	



	<ul style="list-style-type: none"> <li>❖ MUKERJI S. N. ADMINISTRATION EDUCATION, PLANNING AND FINANCE, BARODA ACHARYA, BOOK, DEPOT, 1962.</li> <li>❖ SHUKLA P. D. ADMINISTRATION OF EDUCATION IN INDIA, NEW DELHI VIKASH PUBLICATION, 1982.</li> <li>❖ THEORY OF EDUCATIONAL ADMINISTRATION, NEW DELHI, DEPT. OF EDUCATIONAL ADMINISTRATION N.C.E.R.T.</li> <li>❖ lqf[k;k] ,0 ih0 &amp; fo ky; i"kklu ,o: laxBuA</li> <li>❖ lqjsUnz fllag &amp; fo ky; i:ca/ku ,oa fu;kstuA</li> <li>❖ dnsl"r;k;k] mes"r k pUnz &amp; "kSf{kd i"kkluA</li> </ul>	
<b>Course Prerequisite:</b> As per the university ordinance.		
	<p style="text-align: center;"><b>Suggested Equivalent Online Courses</b></p> <ol style="list-style-type: none"> <li>1. Swayam Prabha - DTH Channel, <a href="https://www.swayamprabha.gov.in/">https://www.swayamprabha.gov.in/</a></li> <li>2. MOOC developed and as approved by BOS and Faculty Board (based on credit conversion).</li> </ol>	

<b>Master of Arts in Education</b>			
<b>Programme:</b> Bachelor (Research in Education)		<b>YEAR VI</b>	<b>SEMESTER X/PAPER III</b>
<b>Subject: Education</b>			
Course code		Course Title: <b>DISTANCE EDUCATION</b>	
<p><b>Course Outcomes</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept, features, objectives and scope of distance education.</li> <li>• Familiarize with issues related to planning, management, promotion and coordination of distance education.</li> <li>• Understand the process of designing and development of self- learning print material.</li> <li>• Apply new technologies in the preparation of print material for distance learners.</li> <li>• Understand the role of ICT and electronic media in distance education.</li> <li>• Familiarize with the role of various agencies in distance education.</li> <li>• Understand the evaluation process of distance education.</li> </ul>			
Credits: 4		Core Compulsory	
<b>Max. Marks: 100</b> <b>External Exam: 75</b> <b>Internal assessment: 25</b>		<b>Min. Passing Marks: 36</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0			
UNIT	TOPIC		No. of Lectures
<b>UNIT I</b>	<p><b>GROWTH &amp; DEVELOPMENT OF DISTANCE EDUCATION</b></p> <ul style="list-style-type: none"> <li>➤ DISTANCE EDUCATION : MEANING, CONCEPT, SCOPE AND CHARACTERISTICS.</li> <li>➤ GOALS, OBJECTIVES, NEED AND IMPORTANCE OF DISTANCE EDUCATION.</li> <li>➤ DEVELOPMENT OF DISTANCE EDUCATION IN INDEPENDENT INDIA</li> <li>➤ SITUATION OF DISTANCE EDUCATION IN THE PRESENT PERSPECTIVE.</li> <li>➤ THE ROLE OF CENTRAL GOVT., STATE GOVT., NGO'S AND MASS COMMUNICATION IN THE</li> </ul>		<b>15</b>

	DEVELOPMENT OF DISTANCE EDUCATION.	
<b>UNIT II</b>	<b>LEARNING AT A DISTANCE</b> <ul style="list-style-type: none"> <li>➤ STUDENT-SUPPORT-SERVICES IN DISTANCE EDUCATION AND THEIR MANAGEMENT</li> <li>➤ PROBLEMS OF DISTANCE LEARNER'S.</li> <li>➤ <b>TECHNICAL AND VOCATIONAL PROGRAMMES THROUGH DISTANCE EDUCATION</b></li> <li>➤ <b>DISTANCE EDUCATION AND RURAL DEVELOPMENT</b></li> </ul>	<b>15</b>
<b>UNIT III</b>	Designing and Development of Self-learning material <ul style="list-style-type: none"> <li>➤ MEANING, IMPORTANCE AND FEATURES OF SELF-INSTRUCTIONAL LEARNING MATERIAL (SILM) IN THE AREA OF DISTANCE EDUCATION.</li> <li>➤ THE PROCESS OF DESIGNING AND DEVELOPMENT OF SELF-LEARNING MATERIAL.</li> <li>➤ <b>TYPES OF SELF-INSTRUCTIONAL LEARNING MATERIAL (SILM)</b> <ul style="list-style-type: none"> <li>✓ <b>PRINT MATERIALS</b></li> <li>✓ <b>ORAL MATERIALS</b></li> <li>✓ <b>AUDIO-VISUAL AIDS</b></li> </ul> </li> <li>➤ <b>ROLE OF ELECTRONIC MEDIA IN DISTANCE EDUCATION</b></li> <li>➤ <b>ICT AND THEIR APPLICATIONS IN DISTANCE EDUCATION (WITH REFERENCE TO EDUSAT AND E-LEARNING)</b></li> </ul>	<b>15</b>
<b>UNIT IV</b>	<b>QUALITY ENHANCEMENT AND EVALUATION PROGRAMMES IN DISTANCE EDUCATION</b> <ul style="list-style-type: none"> <li>➤ <b>CONCEPT AND NEED OF EVALUATION IN DISTANCE EDUCATION</b></li> <li>➤ <b>DIFFERENCE BETWEEN EVALUATION IN TRADITIONAL</b></li> </ul>	<b>15</b>

	<p style="text-align: center;"><b>LEARNING AND DISTANCE LEARNING</b></p> <ul style="list-style-type: none"> <li>➤ <b>TECHNIQUE OF EVALUATION IN DISTANCES EDUCATION</b> <ul style="list-style-type: none"> <li>✓ (GRADING SYSTEM AND SEMESTER SYSTEM, CONTINUOUS AND COMPREHENSIVE EVALUATION, ASSIGNMENTS, PROJECTS ETC.)</li> </ul> </li> <li>➤ QUALITY ASSURANCE, CHALLENGES AND PRIORITIES IN THE AREA OF DISTANCE EDUCATION.</li> <li>➤ <b>ROLE OF DISTANCE EDUCATION COUNCIL (DEC), IGNOU</b></li> </ul>	
	<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>❖ CHIB, S. S. (1986): DISTANCE EDUCATION. CHANDIGARH: CHADDA PUBLICATION.</li> <li>❖ CRISCITO PAT (2004): BARRON’S GUIDE TO DISTANCE LEARNING. BARRON’S E PUBLISHER.</li> <li>❖ DANIEL, J. S. ETAL; (1982): LEARNING AT A DISTANCE: A WORLD PERPECTIVE. ATHABASCA UNIVERSITY, EDMONTON.</li> </ul>	
	<p><b>Course Prerequisite:</b> As per the university ordinance.</p>	
	<p style="text-align: center;"><b>Suggested Equivalent Online Courses</b></p> <ol style="list-style-type: none"> <li>1. Swayam Prabha - DTH Channel, <a href="https://www.swayamprabha.gov.in/">https://www.swayamprabha.gov.in/</a></li> <li>2. MOOC developed and as approved by BOS and Faculty Board (based on credit conversion).</li> </ol>	

**SEMESTER**  
**IV**  
**PAPER**  
**—**  
**FOURTH**  
**H**  
**DISSERTATION**  
**MAXIMUM MARKS-**  
**100 CREDIT-04**

**COURSE OBJECTIVES:**

After going through this paper, the students will:

- To motivate and promote themselves to develop positive attitude towards the educational researches.
- To conduct need base educational research.
- To develop skill in different component of educational research.
- To identify a problem for undertaking the research project.
- To explore the areas of educational research with the help of supervisor.
- To develop the skill of designing a research proposal/synopsis, abstract and research report writing.
- To formulate educational synopsis/ research proposal.
- Acquaint with their responsibility toward society as a researcher.

**DISSERTATION**

- ❖ Formulation of dissertation in 4th semester will be compulsory for all the students.
- ❖ Formulation of dissertation shall be conducted in the department under the supervision of concern teacher.
- ❖ 100% attendance of the student is mandatory in this paper.
- ❖ The students will submit one copy of synopsis before completion of dissertation to the department.
- ❖ Viva-voce will be held on a date to be fixed by the university.
- ❖ **Practical exam will be of hundred (100) marks which**

will be divided as follows –

- preparing a copy of synopsis- 10 marks
  - dissertation - 20 marks
  - presentation - 20 marks
  - viva-voce (by external examiner) - 50 marks
- ❖ **10+20+20 marks (internal marks jointly awarded by HOD and supervisor).**
- ❖ **50 marks (jointly awarded by external examiner and supervisor)**
- ❖ Marks will be awarded jointly by the external and internal examiner. (External examiner will be appointed by the university)