



**SCHEME OF EXAMINATION
&
SYLLABUS
FOR
MASTER OF ARTS IN EDUCATION
(M.A. EDUCATION)**

(I to IV Semesters)

(Applicable w.e.f. Academic Session 2024-25)

**As per NEP-2020 Curriculum and Credit Framework for Post
Graduate Programmes**



Department of Education

**CHAUDHARY RANBIR SINGH
UNIVERSITY, JIND**

**(A Haryana State Government University)
(Established by the Haryana State Legislature Act 28 of
2014 and recognized by UGC Act 1956 U/S 2(f) & 12-B)**


M.A. (EDUCATION)
(I to IV SEMESTERS)
w.e.f. ACADEMIC SESSION 2024-25

SEMESTER-I

Sr. No.	Course Code	Nomenclature of the Course	L+P	Credits	Hours per week	Evaluation		Examination Hours
						Max. Marks	External + Internal	
Core Course(s)								
1.	24ED-CC1	Learner and Learning Process-I	4+0	4	4	100	70+30	3 Hours
2.	24ED-CC2	Research Methods in Education-I	4+0	4	4	100	70+30	3 Hours
3.	24ED-CC3	Methods of Data Analysis in Education-I	4+0	4	4	100	70+30	3 Hours
4.	24ED-CC4	History, Politics & Economics of Education-I	4+0	4	4	100	70+30	3 Hours
5.	24ED-CC5	Educational Studies	4+0	4	4	100	70+30	3 Hours
Practicum Course (PC1)								
6.	24ED-PC1	ICT in Education	0+4	4	8	100	70+30	-
Seminar								
7.	24ED-S	Seminar*	-	2	-	50	-	-
Total Credits of Ist semester				26	Total Marks	650		

Note:

*For Seminar Course of 2 credits, evaluation of whole 50 marks will be done internally at Departmental level and hence there will be no internal assessment.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

SEMESTER-II

Sr. No.	Course Code	Nomenclature of the course	L+P	Credits	Hours per week	Evaluation		Examination Hours
						Max. Marks	External + Internal	
Core course(s)								
1.	24ED-CC6	Learner and Learning Process-II	4+0	4	4	100	70+30	3 Hours
2.	24ED-CC7	Research Methods in Education-II	4+0	4	4	100	70+30	3 Hours
3.	24ED-CC8	Methods of Data Analysis in Education-II	4+0	4	4	100	70+30	3 Hours
4.	24ED-CC9	History, Politics & Economics of Education-II	4+0	4	4	100	70+30	3 Hours
5.	24ED-CC10	Teacher Education	4+0	4	4	100	70+30	3 Hours
Practicum Course (PC2)								
6.	24ED-PC2	Community Survey and Psychological Testing	0+4	4	8	100	70+30	-
Value Added Course (VAC)								
7.	M24-CHM-201	Constitutional Human and Moral Values & IPR (CHM & IPR)	2+0	2	2	50	35+15	3 Hours
Internship								
8.	24ED-IS	Internship	-	4	-	100	-*	-
Total Credits of IInd Semester				30	Total Marks	650		

Note:


- i. An internship course of 4-credits of 4 weeks duration during summer vacation after IInd semester is to be completed by every student. *The evaluation (External/Internal/Joint) of the same shall be done as per directions of the competent authority.
- ii. Constitutional Human and Moral Values & IPR will be common and compulsory for all students of UTDs.
- iii. If a student takes exit after the successful completion of first two semesters after earning 56Credits, then a **Post Graduate Diploma in Education** shall be awarded to that candidate.

SEMESTER-III

Sr. No.	Course Code	Nomenclature	L+P	Credits	Hours per week	Evaluation		Examination Hours
						Max. Marks	External+ Internal	
Core Course(s)								
1.	24ED-CC11	Basics of Educational Technology	4+0	4	4	100	70+30	3 Hours
2.	24ED-CC12	Curriculum Studies	4+0	4	4	100	70+30	3 Hours
Discipline Specific Elective Course(s) (Choose any three from 3-5, selecting one from each group)								
3.	24ED-DEC1	(i) Lifelong Learning (ii) Guidance and Counselling (iii) Early Childhood Care and Education (ECCE)	4+0	4	4	100	70+30	3 Hours
4.	24ED-DEC2	(i) Pedagogy, Andragogy and Assessment (ii) Open and Distance Education (iii) Indian Knowledge System and Education (IKSE)	4+0	4	4	100	70+30	3 Hours
5.	24ED-DEC3	(i) Inclusive Education (ii) Education for Sustainable Development-I (iii) Higher Education in India	4+0	4	4	100	70+30	3 Hours
Practicum Course (PC3)								
6.	24ED-PC3	Academic and Professional Writing Skills	0+4	4	8	100	70+30	-
Open Elective Course (s) (Choose any one of the following)								
7.	24ED-OEC*	(i) Pedagogy of Teaching and Learning (ii) Life Skills Education (iii) Basics of Inclusive Education	2+0	2	2	50	35+15	1:30 Hours
	Total Credits of IIIrd Semester			26	Total Marks	650		

Note:

- i. The staff council of the department will decide and declare the number of seats for Dissertation Work (12 Credits course to be conducted in the 4th Semester) at the beginning of the 3rd semester depending upon the availability of infrastructure, faculty, and expertise in the area of specialization.
- ii. *Open Elective Course is only to be offered to students of other Departments of the University.



 Chairperson, 22.07.24
 Department of Education,
 C.R.S.U., JIND (Haryana)

SEMESTER-IV

(Scheme-1)

Sr. No.	Course Code	Nomenclature	L+P	Credits	Hours per week	Evaluation		Examination Hours
						Max. Marks	External + Internal	
Core Course (s)								
1.	24ED-CC13	Advanced Educational Technology	4+0	4	4	100	70+30	3 Hours
Discipline Specific Elective Course (s) (Choose any two from 2-3 selecting one from each group)								
2.	24ED-DEC4	(i) Educational Measurement and Evaluation (ii) Education and Well-Being (iii) Peace Education (iv) Contemporary Issues of Indian Education	4+0	4	4	100	70+30	3 Hours
3.	24ED-DEC5	(i) Education for Differently Abled (ii) Perspectives, Issues and Researches in Teacher Education (iii) Education for Sustainable Development-II (iv) Women Education	4+0	4	4	100	70+30	3 Hours
Dissertation Work								
4.	24ED-D	Dissertation*	-	12	-	300	210+90	-
Employability and Entrepreneurship Skills Course (EEC) (Choose any one)								
5.	24ED-EEC	(i) Life Skills Education (ii) Educational Entrepreneurship	2+0	2	2	50	35+15	1:30 Hours
Total Credits of IVth Semester				26	Total Marks	650		

Total credits (1 to 4 semesters) = 26 (Semester-I) + 30 (Semester-II) + 26 (Semester-III) + 26 (Semester-IV) =108 credits


 Chairperson, 22.07.24
 Department of Education,
 C.R.S.U., JIND (Haryana)

SEMESTER-IV

(Scheme-2)

Sr. No.	Course Code	Nomenclature	L+P	Credits	Hours per week	Evaluation		Examination Hours
						Max. Marks	External+ Internal	
Core course(s)								
1.	24ED-CC13	Advanced Educational Technology	4+0	4	4	100	70+30	3 Hours
2.	24ED-CC14	Educational Management, Administration and Leadership	4+0	4	4	100	70+30	3 Hours
Discipline Specific Elective Course(s) (Choose any three from 3-5, selecting one from each group)								
3.	24ED-DEC4	(i) Educational Measurement and Evaluation (ii) Education and Well-Being (iii) Human Rights Education	4+0	4	4	100	70+30	3 Hours
4.	24ED-DEC5	(i) Education for Differently Abled (ii) Peace Education (iii) Contemporary Issues of Indian Education	4+0	4	4	100	70+30	3 Hours
5.	24ED-DEC6	(i) Perspectives, Issues and Researches in Teacher Education (ii) Education for Sustainable Development-II (iii) Women Education	4+0	4	4	100	70+30	3 Hours
Practicum Course (PC4)								
6.	24ED-PC4	Case Study	0+4	4	8	100	70+30	-
Employability and Entrepreneurship Skills Course (EEC) (Choose any one)								
7.	24ED-EEC	(i) Life Skills Education (ii) Educational Entrepreneurship	2+0	2	2	50	35+15	1:30 Hours
Total Credits of IVth Semester				26	Total Marks	650		

Total credits (1 to 4 semesters) = 26 (Semester-I) + 30 (Semester-II) + 26 (Semester-III) + 26 (Semester-IV) =108 credits

K. M. S.
Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

DISTRIBUTION/CRITERIA OF INTERNAL ASSESSMENT

Table-1

Course Composition-Theory+ Practical						
Course Credit		Theory		Practical		Total Marks
Theory	Practical	Internal Assessment Marks	End-Term Exam Marks	Internal Assessment Marks	End-Term Exam Marks	
1	1	10	20	5	15	50
2	0	15	35	-	-	50
4	0	30	70	-	-	100
0	4	-	-	30	70	100

Table -2

Total Internal Assessment Marks (Theory)	Class Participation	Seminar/Presentation/Assignment/Quiz/Class Test, etc.	Mid-Term Examination
10	4	0	6
15	4	4	7
20	5	5	10
30	5	10	15

Table -3

Total Internal Assessment Marks (Practicum)	Class Participation	Seminar/Demonstration/ Viva-Voce/Lab record/Field work/Survey etc.	Mid-Term Exam
5	0	5	0
10	5	5	0
30	5	10	15

Table -4

Criteria for class participation

Participation (%)	Marks
Below 75%	0
Up to 80%	2
Up to 85%	3
Up to 90%	4
Above 90%	5

PROGRAMME OUTCOMES (POs)

After successful completion of the programme:


- PO1: Students will be able to comprehend the acquired knowledge during the programme of the study.
- PO2: Students will be able to develop scientific and research capabilities in their academic, professional and general life pursuits.
- PO3: Students will be able to develop and demonstrate problem solving and analytical abilities.
- PO4: Students will be able to develop understanding of various perspectives/aspects of education.
- PO5: Students will be able to develop e-skills and use technology as an effective tool to support teaching and learning, and serve as educational technology leaders.
- PO6: Students will be able to acquire conceptual understanding related to teacher education system in India.
- PO7: Students will be able to apply knowledge and skills acquired during the programmed of the study in their academic and professional life.
- PO8: Students will be able to gain knowledge and conceptual understanding in diverse areas like open and distance education, life-long education, education for sustainable development, education for differently abled, guidance and counseling, measurement and evaluation, inclusive education, ECCE, Women education, higher education, human rights education etc.
- PO9: Students will be able to develop and internalize leadership and entrepreneurship skills and will be able to apply those skills in their professional life.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

The Master of Arts in Education (M.A. Education) programme aims at:

- PSO1: Acquiring conceptual understanding of psychological aspects of an individual's development and its relationship with learning process.
- PSO2: Developing scientific temperament and attitude through acquired knowledge.
- PSO3: Developing problem solving and analytical abilities among students.
- PSO4: Developing critically analysis of educational theories, policies, committees and commissions, political and economic perspectives of education.
- PSO5: Conceptualizing philosophical and sociological perspectives of education.
- PSO6: Understanding of pre-service and in-service teacher education, and agencies/institution of teacher education.
- PSO7: Developing, demonstrating and applying skills acquired knowledge and skills through community engagement, case studies etc.
- PSO8: Nurturing literary skills through academic and professional writing.
- PSO9: Visualizing and inculcating human and moral values as enshrined in the constitution of India.
- PSO10: Providing exposure to educational technology for its effective utilization in academic as well as in professional life.
- PSO11: Understanding in diverse specialized areas like open and distance education, life-long learning, education for sustainable development, education for differently abled, guidance and counseling, measurement and evaluation, inclusive education, ECCE, women education, higher education etc.
- PSO12: Developing and internalizing leadership qualities for effective management and administration of educational institutions.

SEMESTER-I


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

CORE COURSE (CC1)
LEARNER AND LEARNING PROCESS-1

Course Code: 24ED-CC1

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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


- CLO1: Discuss the concept, scope and methods of Educational Psychology and draw connection among major schools of psychology.
- CLO2: Describe the process and principles of growth and development and judge the contribution of theories of development.
- CLO3: Explain the concept, areas and determinants of individual differences and individual differences and implications of individual differences for organizing educational programmes.
- CLO4: Discuss the concept, characteristics, theory, need and assessment of creativity.
- CLO5: Explain the concept of attitude and theories of attitude change.
- CLO6: Describe the concepts related to memory, forgetting and mental health and hygiene.

COURSE CONTENT

UNIT-I

Educational Psychology & Major Schools of Psychology

- 1.1 Relationship of Education and Psychology.
- 1.2 Concept and Scope of Educational Psychology.
- 1.3 Methods of Educational Psychology: Experimental, clinical, and differential methods.
- 1.4 Major Schools of Thought on Psychology: Structuralism, functionalism, behaviourism, gestalt, psycho-analytic, cognitive, constructivism and contribution of these schools to Education.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

UNIT-II

Growth & Development

- 2.1 Growth and development: Concept and principles, and stages of development.
- 2.2 Theories of development: Piaget's cognitive development, Freud's psychosexual development, Erikson's psycho-social development, Kohlberg's moral development.
- 2.3 Individual differences: Concept, areas, determinants, role of heredity and environment in developing individual differences, implications of individual differences for organizing educational programmes.

UNIT-III

Creativity and Attitude

- 3.1 Creativity: Concept and characteristics of creativity, and the role of a teacher in fostering creativity,
- 3.2 Needs and problems of creative individuals, and strategies for developing creativity.
- 3.3 Theories of creativity: Taylor's psychoanalytic and Ariet's theory of creativity.
- 3.4 Assessment/Tests of Creativity
- 3.5 Attitude: Concept, theories of attitude change, and assessment of attitude.

UNIT-IV

Memory, Forgetting and Mental Health

- 4.1 Memory: Concept & types of memory, process of memorization, and training in memory.
- 4.2 Forgetting: Concept, types, theories, and Ebbinghaus's curve of forgetting.
- 4.3 Mental health and hygiene: Concept, characteristics of a mentally healthy person, causes of poor mental health, improving mental health- ways & means.

MODE OF TRANSACTION

Lecture, cum-Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion.

SUGGESTED READINGS

- 1) Attri, A.K. (2015). *Psychology of development and learning*. New Delhi: APH Publishing Corporation.
- 2) Chauhan, S.S. (2005). *Advanced educational psychology*. Vikas Publishing House, New Delhi.
- 3) Hallahan, D.P., Kauffman, J.W. & Pullen, P.C. (2011). *Exceptional learners: An introduction to special education* (12th Edition). Pearson Education, New Delhi.

- 4) Harris, M. & Butterworth, G. (2002). *Developmental psychology*. Psychological Press Ltd. Sussex, USA.
- 5) Hurlock, E. B. (2009). *Child development* (6th Edition), Tata McGraw Hill, New Delhi.
- 6) Jha, A.K. (2009). *Constructivist epistemology and pedagogy- insight into teaching learning and knowing*. Atlantic publishers & distributors.
- 7) Mangal, S.K. (2014). *Advanced educational psychology*. PHI, New Delhi.
- 8) Morgan, C.T. & King, R. (2007). *Introduction to psychology*. Tata McGraw Hill.
- 9) Santrock, J. W. (2006). *Educational Psychology (2nd ed.)*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- 10) Siddiqui, M.H. (2004). *Early childhood education*. Ashish Publishing Corporation, New Delhi.
- 11) Woolfolk, A, Mishra, G., & Jha, A.K. (2012). *Fundamentals of Educational Psychology*. Pearson Publications.
- 12) Woolfolk, A. (2015). *Educational psychology (13th ed.)*. Pearson Education, New Delhi.

CORE COURSE (CC2)

RESEARCH METHODS IN EDUCATION-I

Course Code: 24ED-CC2

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:


1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Discuss the basics of research i.e.methods of acquiring scientific knowledge, research as a scientific activity, fundamental and applied research.

CLO2:Describe the meaning, nature, scope, purposes and approaches of educational research.


 Chairperson, 22.07.24
 Department of Education,
 C.R.S.U., JIND (Haryana)

CLO3: Explain different types of variables in research and illustrate meaning, criteria, and sources for identifying the research problems.

CLO4: Describe the importance and various sources of review of related literature and hypothesis and will be able to formulate hypothesis.

CLO5: Define the concept of population & sample, steps and types of sampling and errors in sampling.

CLO6: Explain the types, tools, and techniques of data collection.

COURSE CONTENT

UNIT-I

Basics of Research

- 1.1 Methods of acquiring scientific knowledge: Tradition, experience, inductive & deductive reasoning, and the scientific method.
- 1.2 Aims of research as scientific activity: Problem-solving, theory building, and prediction; and difference among discovery, invention, and research.
- 1.3 Types of research: Fundamental, applied, and action research.
- 1.4 Meaning, nature, scope and purposes of educational research.
- 1.5 Approaches to educational research: Quantitative and qualitative research.

UNIT-II

Variables, Selecting Research problem, Reviewing Literature, and Hypothesis

- 2.1 Variables: Meaning of concepts, constructs, and variables, types of variables: independent, dependent, extraneous, intervening, and moderator.
- 2.2 Identifying/selecting a research problem: Sources, research questions, criteria for selecting a research problem, delineating, and operationalizing the variables.
- 2.3 Review of related literature: Importance and various sources, writing review: chronological, thematic, and methodological styles.
- 2.4 Hypothesis: Concept, sources, rationale, characteristics of a good hypothesis, and types and formulation of hypothesis.

UNIT-III

Sampling

- 3.1 Sampling terminology: Concept of population/universe, sample, sampling, parameters, statistics, and characteristics of a good sample.
- 3.2 Advantages of sampling in research
- 3.3 Techniques of sampling: Probability and non-probability sampling.
- 3.4 Sampling errors and minimizing the errors.

UNIT-IV

Tools and Techniques for Data Collection-I

- 4.1 Tools of Research: Meaning and characteristics of a good research tool, the difference between a standardized and non-standardized tool,
- 4.2 Procedure of development and standardisation of a tool- Reliability and validity of tool
- 4.3 Types of tools and techniques: Questionnaire, Rating Scale, Interview, and Sociometric.

MODE OF TRANSACTION

Lecture, discussions, workshop sessions, seminars, assignments, presentation by students etc.

SUGGESTED READINGS

- 1) Aggarwal, Y.P. (1998). *The science of educational research: A source book*. Nirmal Publications, Kurukshetra.
- 2) Best, J. W. & Kahn, J.V. (2014). *Research in education (10th Edition)*. Prentice-Hall of India, New Delhi.
- 3) Bogdan, R. C., & Biklen, S. K. (2014). *Qualitative research for education: An introduction to theory and methods*. PHI Learning Pvt. Ltd.
- 4) Chandra, S. S., & Sharma, R. K. (2010). *Research in education*. Atlantic Publications.
- 5) Cohen, Louis ., Mauion, Lawrence & Morrison, Keith. (2017). *Research Methods in Education (Eight edition)*. Routledge.
- 6) Creswell, J. W. (2014). *Educational research*. PHI Learning Pvt. Ltd.
- 7) Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.
- 8) Guthrie, G. B. (2010). *Basic research methods: An entry to social science research*. Sage Publications India Pvt. Ltd.
- 9) Kerlinger, F.N. (1973). *Foundation of behavioral research*. Holt, Rinehart, and Winston, New York.
- 10) Koul, L. (2019). *Methodology of educational research*. Vikas Publishing House, New Delhi.
- 11) McMillan, K. & Weyers, J. (2014). *How to write dissertations and project reports*. Pearson Education, London.
- 12) Sansanwal, D.N. (2020). *Research methodology and applied statistics*. Shipra Publications, New Delhi.
- 13) Wellington, J. (2015). *Educational research*. USA: Bloomsbury Academic Publications.

CORE COURSE (CC3)
METHODS OF DATA ANALYSIS IN EDUCATION-I
Course Code: 24ED-CC3

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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


- CLO1: Explain different types of measurement scales, classify quantitative and qualitative data, and represent the data graphically.
- CLO2: Compute different types of statistical measures of central tendency, dispersion, and relative positions.
- CLO3: Describe the meaning and assumptions of parametric and non-parametric tests.
- CLO4: Discuss basic concepts in tests of significance i.e. Type-I and Type-II errors, One-tailed and two-tailed tests, standard error and confidence limits.
- CLO5: Discuss the process of application of the t-test, and z-test.
- CLO6: Describe the meaning, significance and application of the Normal Probability Curve (NPC) and the concept of divergence from normality i.e. skewness and kurtosis.

COURSE CONTENT

UNIT-I

Fundamentals of Statistics

- 1.1. Scales of measurement, concept of quantitative and qualitative data, descriptive and inferential statistics.
- 1.2 Organization of data: Statistical tables, rank order, and frequency distribution.
- 1.3 Graphical representation of data: Meaning and advantages


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

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

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

UNIT-II

Descriptive Statistics

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

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

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

UNIT-III

Tests of Significance

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

3.2 Basic concepts in tests of significance:

3.2.1 Null hypothesis

3.2.2 Standard error, confidence limits, levels of significance

3.2.3 Type-I and type-II errors

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

3.3 Tests of significance of difference between means: Z-test & t-test

UNIT-IV

Normal Probability Curve (NPC)

4.1. Meaning and characteristics of Normal Probability Curve (NPC)

4.2 Applications of Normal Probability Curve (NPC)

4.3 Divergence from Normality: Skewness and Kurtosis.

MODE OF TRANSACTION

Problem based pair teaching, team teaching, peer learning, problem solving, cooperative learning, Quiz, Group Evaluation, Brain storming etc.

SUGGESTED READINGS

- 1) Adams, K. A., & Lawrence, E. K. (2015). *Research methods, statistics and applications*. Sage Publications.
- 2) Agarwal, B. L. (2013). *Basic statistics*. New Age International (P) Limited Publishers.
- 3) Aggarwal, Y.P. (2015). *Statistical methods*. Sterling Publication, New Delhi.
- 4) Asthana, H.S. & Bhushan, B. (2007). *Statistics for social sciences: With SPSS application*. PHI Learning Pvt. Ltd., New Delhi.
- 5) Best, J. W. & Kahn J.V.(2006). *Research in education*. Prentice-Hall of India, New Delhi.
- 6) Bhandarkar, K.M. (2014). *Statistics in education*. Neelkamal Publications Pvt. Ltd., New Delhi.
- 7) Garrett, H.E. (2005). *Statistics in psychology and education*. Paragon International Publishers, New Delhi.
- 8) Gupta, S. (2010). *Research methodology and statistical techniques*. Deep & Deep Publications Pvt. Ltd.
- 9) Kothari, C.R. (2004). *Research methodology: Methods and techniques*. New Age International Publisher, New Delhi.
- 10) Koul, L. (2019). *Methodology of educational research*. Vikas Publications, New Delhi.
- 11) Mangal, S.K. (2010). *Statistics in psychology and education (2nd Ed.)*. PHI, New Delhi.
- 12) Pathak, R.P. (2011). *Statistics in education and psychology*. Pearson Education India.
- 13) Rajaretnam, T. (2015). *Statistics for social sciences*. SAGE Publishing India.
- 14) Sansanwal, D.N. (2020). *Research methodology and applied statistics*. Shipra Publications, New Delhi.

CORE COURSE (CC4)
HISTORY, POLITICS, AND ECONOMICS OF EDUCATION-I
Course Code: 24ED-CC4

Time: 3 Hours

Max. Marks 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Describe the historical developments of the Indian education system and education systems during Vedic, Buddhist and Medieval periods.

CLO2: Explain recommendations of Macaulay Minutes, Woods Despatch, Adam's Report, and Lord Curzon's education Policy.

CLO3: Compare the contributions of Indian education Commission (1882), Calcutta University Commission (1917-19), and Wardha Scheme of Education.

CLO5: Explain the relationship between policies and national development and understand the procedure of policy implementation.


CLO6: Discuss the basics of economics of education.

COURSE CONTENT

UNIT-I

Education in Ancient India

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


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

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

UNIT-II

Education during British Period

- 2.1 Western Education: Macaulay's Minute, Bentinck's Resolution and Adam's Report
2.2 The Wood's Despatch, 1854: Objectives and recommendations
2.3 Lord Curzon's education policy
2.4 Indian Education Commission, 1882
2.5 Calcutta University Commission, 1917-1919
2.6 Wardha Scheme of Education

UNIT-III

Policy and Education System

- 3.1 Administration and Education System: Relationship between Policies and Education system.
3.2 Linkage between Educational Policy and National Development.
3.3 Determinants of Educational Policy.
3.4 Administrative Process in Education System: Process of Policy formulation, Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

UNIT-IV

Economics of Education

- 4.1 Demand and supply of Education
4.2 Determinants of demand and supply of Education
4.3 Education and Economic Development
4.4 Education as an investment and Education as public good and private good
4.5 Man power approach to educational planning.

MODE OF TRANSACTION

Lecture –cum- discussions, group activities, blended learning, seminar, workshop assignments, presentations by students etc.

SUGGESTED READINGS

- 1) Aggarwal, J. C. (2004). *Development of education system in India*. Shipra.
- 2) Aggarwal, J. C. (2004). *Modern Indian education*. Shipra.
- 3) Dansana, A. (2013). *Higher Education and Sustainable Development: New Challenges and Opportunities*, New Delhi, Regal.
- 4) MHRD (1948). *Report of the University Education Commission*. Ministry of Education, Govt. of India, New Delhi.
- 5) MHRD (1993). *Education for all: The Indian scene*. Ministry of Education, Govt. of India, New Delhi.
- 6) MHRD (1993). *CABE Committee Report on Decentralised Management of Education*.
- 7) MHRD (2005). *Report of the CABE Committee on Autonomy of Higher Education Institutions*.
- 8) Nurullah. S., Naik J.P. & Oad, L.K. (1970). *A student history of education in India*. MacMillan and Co., Bombay.
- 9) Rao, D.D. (2001). *National Policy On Education: Towards an enlightened society*. Discovery Publishing House, New Delhi.

CORE COURSE (CC5) EDUCATIONAL STUDIES Course Code: 24ED-CC5

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)


Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

- CLO1: Define the concept of philosophy of education and explain the relationship between them and Indian and Western schools of thought to the fields of education.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

CLO2: Explain the concept of sociology of education and describe the role of various social institutions like family, school & society in socialization, and development of education.

CLO3: Explain the contribution of Indian and Western thinkers in socialization and education.

CLO4: Discuss the concept of social stratification, social change, and social mobility.

COURSE CONTENT

UNIT-I

Philosophy of Education & Indian Schools of Philosophy

- 1.1 Education and Philosophy: Meaning, nature and the interrelationship between Philosophy and Education.
- 1.2 Contribution of Indian Schools of Philosophy:
 - 1.2.1 Samkhya
 - 1.2.2 Vedanta
 - 1.2.3 Buddhism
 - 1.2.4 Jainism

UNIT-II

Western Schools of Philosophy

Contribution of following western schools of thought to Education:

- 2.1 Naturalism
- 2.2 Pragmatism
- 2.3 Idealism
- 2.4 Realism
- 2.5 Existentialism

UNIT-III

Sociology and Education

- 3.1 Sociology and Education: Meaning & nature of 'Educational Sociology' and 'Sociology of Education'.
- 3.2 Social institutions of Education: Role of family, school and society in education.
- 3.3 Socialization: Concept, factors affecting socialization, the role of Education for socialization.
- 3.5 Social stratifications: Concepts of social stratification and its educational implications.
- 3.5 Social Mobility: Concept, kinds, and importance.

UNIT-IV

Contribution of Thinkers and Social Change

- 4.1 Contribution of following Indian thinkers to Socialization and Education: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo, J. Krishnamurthy, and Savitribai Phule
- 4.2 Contribution of following Western thinkers to Socialization and Education: Paulo Freire, Wollstonecraft, and Nel Noddings
- 4.3 Social Change: Concept and education as a means of social change.

MODE OF TRANSACTION

Lecture, Seminar, e-team teaching, Dialogue, Peer Group Discussion, Flipped learning, Self-Learning.

SUGGESTED READINGS

- 1) Atal, Y. (2014). *Samajshastra: Samaj ki samajh*. Pearson Publications, New Delhi.
- 2) Bhattacharya, S. (2008). *Foundation of education*. New Delhi: Atlantic Publishers and Distributors.
- 3) Chandra, S.S. & Sharma, R.K (2004). *Principles of education*. Atlantic Publishers and Distributors, New Delhi.
- 4) Chatterjee, S.C. & Datta, D.M. (2007). *Introduction to Indian Philosophy*. Rupa Publications, New Delhi.
- 5) Gaur, R.R., Sangal, R. & Bagaria, G.P. (2016). *A foundation course in human values and professional ethics*. Excel Books, New Delhi.
- 6) Harton, P. B., Leonard, B., & Hunt, C. I. (1984). *Society (6th ed.)*. McGraw Hill, London.
- 7) Hiriyana, M. (1995). *The essentials of Indian philosophy*. Motilal Banarsidas Publishers Pvt. Ltd., New Delhi.
- 8) Indira, R. (2014). *Studies in Indian sociology: Themes in sociology of education (1st Ed.)*, Sage publications.
- 9) Kappuswami, B. (1975). *Social change in India*. Vikas Publications, New Delhi.
- 10) Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: APH. Publishing Corporation.
- 11) MHRD (1990). *Towards an enlightened and humane society*. Department of Education, New Delhi.
- 12) Moore, B.N. & Bruder, K. (2014). *Philosophy: The power of ideas (9th Ed.)*. McGraw-Hill Edition, New Delhi.

- 13) Nigel, L., Smeyers. P., Smith, R., & Standish, P. (2003). *The Blackwell guide to the philosophy of education*. Blackwell Publishing Ltd.
- 14) Noddings, N. (2012). *Philosophy of education (Third Edition)*. Colorado, USA.
- 15) Rajput, J.S. (2016). *Indian education in times of global change*. Shipra Publications, New Delhi.
- 16) Rao, C.N.S. (2019). *Sociology: Principles of sociology with an introduction to sociological thoughts (7th ed.)*. S. Chand & Company, New Delhi.
- 17) Ozman, H. A., & Craver, S. M.(2011). *Philosophical foundations of education*. Boston, USA: Allyn & Bacon.
- 18) Taneja, V. R. (2000). *Educational thought and practice*. New Delhi: Sterling
- 19) Thakur, A.S. & Berwal, S. (2007). *Education in emerging Indian society*. Mayur Paperbacks, Noida (UP).

PRACTICUM COURSE (PC1)
ICT IN EDUCATION
(Course Code- 24ED-PC1)

Time: **Max. Marks: 100**

Credits: 4 **(External: 70, Internal: 30)**

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Demonstrate the use of ICT in Education.

CLO2: Demonstrate the use of MS Office.

CLO3: Prepare presentations in word and power point slides.

CLO4: Demonstrate the use of internet for research.

CLO5: Use ICTs to develop digital portfolios in their teaching subjects.


CLO6: Use of electronic and projecting devices in teaching.

COURSE CONTENT

- MS Office: MS Word, Basic components of MS Word and its operation
- MS Power Point: Basic components of MS Power Point and its operations, Creating of Power point Presentation
- MS Excel: Preparation of Worksheets and workbooks, Use of different functions of MS Excel, Creating Charts and Graphs.
- Internet: e-mail, creating google forms, Creating Mind Maps, Searching Research Resources.

MODE OF TRANSACTION

Workshop, Peer learning, demonstration, blended learning, presentations, seminars etc.


 Chairperson, 22.07.24
 Department of Education,
 C.R.S.U., JIND (Haryana)

Activities (Any two of the following)

- Making a resume in MS Word.
- Draft a research Article in MS Word.
- Making presentations in MS Power Point.
- Making result sheet in MS Excel.
- Making of Charts and Graphs in MS Excel.
- Making of projects using internet.
- Creating Google form.
- Creating e-mail account
- Creating mind map

Note: The students have to submit the record of two activities to the Practicum Co-ordinator allotted by the Department before theory examination. The practical exam of the course shall be held as per notification issued by the competent authority. The evaluation shall be done jointly by internal and external examiner as per scheme of examination.

SUGGESTED READINGS

- 1) Behera, S.R. (2019). *Basic computer course*. Vasan Publications, India.
- 2) Bluttman, K. (2020). *Microsoft excel formulas & functions for dummies* (5th Ed). Wiley India Pvt Ltd.
- 3) Dorothy, H. (2015). *Microsoft word, excel, and powerpoint: Just for beginners*. Outskirts Press.
- 4) Shields, G. (2020). *Excel for beginners*. Bravex Publications, India.
- 5) Intel (2003). Intel Innovation in Education, New Delhi: Student Work Book.


SEMINAR

Course Code:24ED-S


Credits- 2

Max. Marks: 50

Seminar is mandatory for all students of M.A. (Education). Every student has to present two seminars on the topic of his/her choice from the courses given in the scheme of examination and same has to be submitted in the Department. The evaluation of the seminar (50 marks) will be done internally at Departmental level at the end of the semester and the date for the same shall be notified by the department and there will be no internal assessment.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

SEMESTER-II


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

CORE COURSE (CC6)
LEARNER AND LEARNING PROCESS-II
Course Code: 24ED-CC6

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Discuss the concept, nature, theories, approaches and measurement of intelligence.

CLO2: Describe the meaning, determinants, theories and assessment of personality.

CLO3: Explain the concept and factors of learning and compare the implications of different learning theories.

CLO4: Discuss the concept and different theories of motivation.

CLO5: Explain the concept, process, areas and methods of adjustment.

COURSE CONTENT

UNIT-I


Intelligence

- 1.1 Intelligence: Concept and nature of intelligence.
- 1.2 Approaches to intelligence from unitary to multiple: Concepts of social intelligence, multiple intelligence, emotional intelligence.
- 1.3 Theories of Intelligence (i) Two-factor theory (Spearman), (ii) Multifactor theory, (iii) Group factor theory, (iv) Guilford model of intellect, and (v) Hierarchical.
- 1.4 Measurement of intelligence; verbal and non-verbal tests.

UNIT-II

Concept & Theories of Personality and Attitude

- 2.1 Personality: Concept, types of personality, determinants of personality.
- 2.2 Theories of personality: Freud, Carl Rogers, Gordon Allport, Carl Jung, Alfred Adler.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

2.3 Assessment of personality: Subjective and projective methods.

UNIT-III

Concept and Theories of Learning

- 3.1 Learning: Concept and factors influencing learning.
- 3.2 Theories of learning and their educational implications: Pavlov's classical conditioning, Skinner's operant conditioning, learning by insight, Hull's reinforcement theory, Lewin's field theory, Gagne's hierarchy of learning theory, Tolman's Sign Learning.
- 3.3. Transfer of Learning: Concept, Types, Principles, and Role of teacher in transfer of learning.

UNIT-IV

Motivation and Adjustment

- 4.1 Motivation: Concept and factors affecting motivation.
- 4.2 Theories of motivation: Physiological theory, Murray's Need theory, Psycho-analytical theory, Maslow's theory of the hierarchy of needs, and Theory of Achievement Motivation.
- 4.3 Adjustment: Concept, areas of adjustment, process of adjustment, and methods of adjustment.

MODE OF TRANSACTION

Lecture, cum-Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion.

SUGGESTED READINGS

- 1) Attri, A.K. (2015). *Psychology of development and learning*. New Delhi: APH Publishing Corporation.
- 2) Chauhan, S.S. (2005). *Advanced educational psychology*. Vikas Publishing House, New Delhi.
- 3) Hallahan, D.P., Kauffman, J.W. & Pullen, P.C. (2011). *Exceptional learners: An introduction to special education* (12th Edition). Pearson Education, New Delhi.
- 4) Harris, M. & Butterworth, G. (2002). *Developmental psychology*. Psychological Press Ltd. Sussex, USA.
- 5) Hurlock, E. B. (2009). *Child development* (6th Edition), Tata McGraw Hill, New Delhi.
- 6) Jha, A.K. (2009). *Constructivist epistemology and pedagogy- insight into teaching learning and knowing*. Atlantic publishers & distributors.
- 7) Mangal, S.K. (2014). *Advanced educational psychology*. PHI, New Delhi.
- 8) Morgan, C.T. & King, R. (2007). *Introduction to psychology*. Tata McGraw Hill.

- 9) Santrock, J. W. (2006). *Educational Psychology (2nd ed.)*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- 10) Siddiqui, M.H. (2004). *Early childhood education*. Ashish Publishing Corporation, New Delhi.
- 11) Woolfolk, A, Mishra, G., & Jha, A.K. (2012). *Fundamentals of Educational Psychology*. Pearson Publications.
- 12) Woolfolk, A. (2015). *Educational psychology (13th ed.)*. Pearson Education, New Delhi.

CORE COURSE (CC7)

RESEARCHMETHODS IN EDUCATION-II

Course Code: 24ED-CC7

Time: 3 hours

Max. Marks: 100

Credits-4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 3.5 short answer type notes of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

- CLO1: Explain different tools and techniques of data collection like attitude scale, aptitude test, achievement test, inventory, observation, projective technique and checklist.
- CLO2: Critically discuss the historical, descriptive and experimental research.
- CLO3: Describe meaning, characteristics, steps, need, significance and types of qualitative research.
- CLO4: Prepare a research synopsis.
- CLO5: Describe the preparation/drafting of a research report and its evaluation.
- CLO6: Summarize the concept of plagiarism.

COURSE CONTENT

UNIT-I

Tools and Techniques of Data Collection-II

1.1 Tools of data collection:

- 1.1.1 Attitude Scale
- 1.1.2 Aptitude Test
- 1.1.3 Achievement Test
- 1.1.4 Inventory

1.2 Techniques of data collection:

- 1.2.1 Observation
- 1.2.2 Projective technique
- 1.2.3 Checklist

UNIT-II

Methods of Educational Research

- 2.1 Historical research: Meaning, nature, types, significance and stages of historical research.
- 2.2 Descriptive research: Meaning, nature, types, importance and steps of descriptive research.
- 2.3 Experimental research: Meaning, basic concepts in experimental research, experimental designs, and steps in experimental research.
- 2.4 Ex-post Facto research: Meaning, characteristics, significance, types, steps of Ex-post Facto research.

UNIT-III

Qualitative Research Method

- 3.1 Qualitative Research: Meaning, characteristics, steps, need and significance of qualitative research.
- 3.2 Types of qualitative research:
 - 3.2.1 Grounded theory
 - 3.2.2 Ethnographic research
 - 3.2.3 Narrative Research
 - 3.2.4 Case Study

UNIT-IV

Preparation of Research Proposal and Research Report

- 4.1 Developing a research proposal (synopsis)
- 4.2 The research report or Thesis/ Dissertation
- 4.3 Evaluating a research report.

4.4 Plagiarism: Concept and University Grants Commission Regulations, 2018 on curbing plagiarism.

MODE OF TRANSACTION

Lecture, discussions, workshop sessions, seminars, assignments, presentation by students etc.

SUGGESTED READINGS

- 1) Aggarwal, Y.P. (1998). *The science of educational research: A source book*. Nirmal Publications, Kurukshetra.
- 2) Best, J. W. & Kahn, J.V. (2014). *Research in education (10th Edition)*. Prentice-Hall of India, New Delhi.
- 3) Bogdan, R. C., & Biklen, S. K. (2014). *Qualitative research for education: An introduction to theory and methods*. PHI Learning Pvt. Ltd.
- 4) Chandra, S. S., & Sharma, R. K. (2010). *Research in education*. Atlantic Publications.
- 5) Cohen, Louis ., Mauion, Lawrence & Morrison, Keith. (2017). *Research Methods in Education (Eight edition)*. Routledge.
- 6) Creswell, J. W. (2014). *Educational research*. PHI Learning Pvt. Ltd.
- 7) Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.
- 8) Guthrie, G. B. (2010). *Basic research methods: An entry to social science research*. Sage Publications India Pvt. Ltd.
- 9) Kerlinger, F.N. (1973). *Foundation of behavioral research*. Holt, Rinehart, and Winston, New York.
- 10) Koul, L. (2019). *Methodology of educational research*. Vikas Publishing House, New Delhi.
- 11) McMillan, K. & Weyers, J. (2014). *How to write dissertations and project reports*. Pearson Education, London.
- 12) Sansanwal, D.N. (2020). *Research methodology and applied statistics*. Shipra Publications, New Delhi.
- 13) Wellington, J. (2015). *Educational research*. USA: Bloomsbury Academic Publications.

CORE COURSE (CC8)
METHODS OF DATA ANALYSIS IN EDUCATION-II
Course Code: 24ED-CC8

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Explain the meaning, characteristics, assumptions, process of computation and uses of different methods of correlation like Product Moment, Rank Difference, Partial, Multiple Correlations, etc.

CLO2: Discuss the concept, assumptions and process of computation of regression analysis.

CLO3: Explain the concept, assumptions, process of computation, and uses of ANOVA and will be able to apply the test.

CLO4: Apply the Chi-Square test, median test and sign test.

COURSE CONTENT

UNIT-I

Methods of Correlation

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

1.1.1 Product moment correlation

1.1.2 Rank difference correlation

1.1.3 Partial correlations (1st& 2nd order)

1.1.4 Multiple correlations

UNIT-II

Further methods of Correlation and Regression Analysis

- 2.1 Correlation- Biserial correlation, point biserial correlation, phi and tetrachoric correlation.
- 2.2 Regression and prediction: Concept of regression
 - 2.2.1 Regression Lines
 - 2.2.2 Regression Equations
 - 2.2.3 Regression Coefficients

UNIT-III

Analysis of Variance (ANOVA)- One Way

- 3.1 Concept
- 3.2 Assumptions
- 3.3 Computation of ANOVA
- 3.4 Uses of ANOVA

UNIT-IV

Non-parametric test

- 4.1 Concept, assumptions, computation of Chi-square test:
 - 4.1.1 As a test of “Goodness of fit” - equal probability & chance, normal probability.
 - 4.1.2 As a test of Independence
- 4.2 Median Test
- 4.3 Sign Test

MODE OF TRANSACTION

Problem based pair teaching, team teaching, peer learning, problem solving, cooperative learning, Quiz, Group Evaluation, Brain storming etc.

SUGGESTED READINGS

- 1) Aggarwal, Y.P. (2015). *Statistical methods*. Sterling Publication, New Delhi.
- 2) Asthana, H.S. & Bhushan, B. (2007). *Statistics for social sciences: With SPSS application*. PHI Learning Pvt. Ltd., New Delhi.
- 3) Best, J. W. & Kahn J.V. (2006). *Research in education*. Prentice-Hall of India, New Delhi.
- 4) Bhandarkar, K.M. (2014). *Statistics in education*. Neelkamal Publications Pvt. Ltd., New Delhi.
- 5) Garrett, H.E. (2005). *Statistics in psychology and education*. Paragon International Publishers, New Delhi.

- 6) Kothari, C.R. (2004). *Research methodology: Methods and techniques*. New Age International Publisher, New Delhi.
- 7) Koul, L. (2019). *Methodology of educational research*. Vikas Publications, New Delhi.
- 8) Mangal, S.K. (2010). *Statistics in psychology and education (2nd Ed.)*. PHI, New Delhi.
- 9) Pathak, R.P. (2011). *Statistics in education and psychology*. Pearson Education India.
- 10) Rajaretnam, T. (2015). *Statistics for social sciences*. Sage Publishing India.
- 11) Sansanwal, D.N. (2020). *Research methodology and applied statistics*. Shipra Publications, New Delhi.
- 12) Wiersma, W. & Jurs, S.G. (2009). *Research methods in education: An introduction*. Pearson Education Inc.

CORE COURSE (CC9)

HISTORY, POLITICS, AND ECONOMICS OF EDUCATION-II

Course Code: 24ED-CC9

Time: 3 Hours

Max. Marks: 100

Credit: 4

(External: 70 Internal: 30)

Note:

1. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

- CLO1: Discuss the recommendations of different committees and commissions on education in post-independent India and 21st century.
- CLO2: Develop a critical understanding of the challenges faced/confronted by the Indian education system today.
- CLO3: Describe the relationship between economics and education system and identify the educational finance at micro and macro levels.
- CLO4: Classify various political approaches to Education system.

COURSE CONTENT

UNIT-I

Committees and Commissions in Post-Independent India

- 1.1 Objectives and recommendations of University Education Commission (Radhakrishnan Commission), 1948.
- 1.2 Objectives and recommendations of Secondary Education Commission (Mudaliar Commission), 1953.
- 1.3 Objectives and recommendations of National (Kothari) Education Commission, 1964-66.
- 1.4 Objectives and recommendations of National Policy on Education, 1986, and its revision in 1992.
- 1.5 Objectives and recommendations of National Commission on Teachers, 1999.

UNIT-II

Committees/Commissions and Policies/Framework of 21st Century Education

- 2.1 National Knowledge Commission, 2007
- 2.2 Yashpal Committee's Report, 2009
- 2.3 National Curriculum Framework for Teacher Education, 2009
- 2.4 Justice Verma Committee's Report, 2012
- 2.5 National Educational Policy, 2020
- 2.6 National Curriculum Framework, 2005 & 2023.

UNIT-III

Economics and Education System

- 3.1 Economics and Education System, Concept of Economics of Education: Cost-benefit analysis Vs. Cost-effective analysis in education, economic returns to higher education: Signalling Theory Vs. Human Capital Theory.
- 3.2 Finances and Education System: Concept of educational finance; educational finance at micro and macro levels, concept of budgeting.

UNIT-IV

Political and Education System

- 4.1 Political and Education System: Relationship between politics and education, perspectives of politics of education: liberal, conservative and critical.
- 4.2 Political Approaches to Education System: Approaches to understanding Politics: Behaviouralism, theory of Systems Analysis and Theory of Rational Choice, Education for political development and political socialization.

MODE OF TRANSACTION

Lecture –cum- discussions, group activities, blended learning, seminar, workshop assignments, presentations by students etc.

SUGGESTED READINGS

- 1) Aggarwal, J. C. (2004). *Development of education system in India*. New Delhi: Shipra.
- 2) Aggarwal, J. C. (2004). *Modern Indian education*. New Delhi: Shipra.
- 3) Blaug, M. (1972). *An introduction to the economics of education*. London: Penguin.
- 4) Dansana, A. (2013). *Higher education and sustainable development: New challenges and opportunities*. New Delhi: Regal.
- 5) Kneller, George F. (1963). *Foundations of education*. John Wiley and Sons.
- 6) MHRD (1953). *Report of the Secondary Education Commission*. Ministry of Education, Govt. of India, New Delhi.
- 7) MHRD (1966). *Report of the Education Commission - Education and National Development*. Ministry of Education, Govt. of India, New Delhi.
- 8) MHRD (1985). *Challenges of Education: A Policy Perspective*. Ministry of Education, Govt. of India, New Delhi.
- 9) MHRD (1986). *National Policy on Education*. Ministry of Education, Govt. of India, New Delhi.
- 10) MHRD (1990). *Towards an enlightened and humane society - A review (NPERC)*. Ministry of Education, Govt. of India, New Delhi.
- 11) MHRD (1992). *Programme Of Action*. Ministry of Education, Govt. of India, New Delhi.
- 12) Mukerjee, R.K. (1969). *Ancient Indian education*. Motilal Banarsidas, Varanasi (UP).
- 13) Narvane, V.S. (1978). *Modern India thought*. Orient Longmans Ltd., New York.
- 14) Tilak, J. B. G. (Ed.). (2003). *Education, society and development: National and international perspective*. New Delhi: NIEPA.
- 15) [b27f04eb-65af-467f-af12-105275251546 \(ncert.gov.in\)](https://www.ncert.gov.in)

CORE COURSE (CC10)
TEACHER EDUCATION
Course Code: 24ED-CC10

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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


- CLO1: Explain the concept and historical background of Teacher Education in India.
- CLO2: Explain the objectives of Teacher Education at elementary, secondary, and senior secondary levels.
- CLO3: Identify the concept, objectives, structure and modes of pre-service and in-service Teacher Education.
- CLO4: Critically analyse different models of Teacher Education.
- CLO5: Explain the role of various international, national, and state agencies in Teacher Education.
- CLO6: Explain different factors related to teacher development and current trends in Teacher Education.

COURSE CONTENT

UNIT-I

Concept and Historical Development of Teacher Education

- 1.1 Concept, nature, and scope of Teacher Education.
- 1.2 The structure of teacher education curriculum and its vision in curriculum documents of National Council of Educational Research and Training (NCERT) and National Council for Teacher Education (NCTE) at:
 - 1.2.1 Elementary Level
 - 1.2.2 Secondary Level
 - 1.2.3 Senior Secondary Level


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

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

UNIT-II

Pre-Service Teacher Education

- 2.1 Pre-Service Teacher Education: Concept, nature, objectives, and scope.
- 2.2 Organization of components of pre-service teacher education, transactional approaches (for foundation courses): expository, collaborative, and experiential learning.
- 2.3 Concept of reflective teaching and strategies for practicing reflective teaching.
- 2.4 Models of teacher education: Behaviouristic models, Competency-based models, Inquiry models

UNIT-III

In-service Teacher Education

- 3.1 Concept, structure, and modes of in-service teacher education.
- 3.2 In-service teacher education: Concept, need, objectives, and areas of professional development.
- 3.3 Understanding the knowledge base of teacher education from the viewpoint of Schulman (1986), Deng and Luke (2008), and Habermans (1971).

UNIT-IV

Agencies and Institutions of Teacher Education


- 4.1 Agencies and institutions of in-service teacher education: Samagra Shiksha Abhiyan (SSA), State Council of Educational Research and Training(SCERT), National Council of Educational Research and Training (NCERT), IASEs, DIETs, National Council for Teacher Education(NCTE) and University Grants Commission (UGC).
- 4.2 Concept of profession and professionalism, teaching as a profession, professional ethics of teachers, personal and contextual factors affecting teacher development.
- 4.3 New trends and innovation in Teacher Education.

MODE OF TRANSACTION

Lecture –cum- discussions, Group activities, assignments, presentation by students.

SUGGESTED READINGS

- 1) Caggart, G.L. (2005). *Promoting Reflective Thinking in Teachers*. Crowin Press.
- 2) Dwivedi, P. (1980). *Teacher education- A resource book*. NCERT, New Delhi.
- 3) Govt. of India (1966). *Education and national development*. Report of Education Commission, New Delhi.
- 4) Govt. of India (1986). *National policy of education*. Ministry of Human Resource and Development, New Delhi.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

- 5) Kochar S.K.(1985). *Methods & techniques of teaching 2nd & rev & enlarged edition*. Sterling Publishers, New Delhi
- 6) Kohli, V.K. (1992). *Teacher education in India*. Vivek Publishers, Ambala (Haryana).
- 7) Mangal, S.K. (2000). *Teacher education: Trends & strategies*. Radha Publishing, New Delhi.
- 8) Martin, D. J. & Kimberly S. Loomis (2006). *Building teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA
- 9) MHRD (1986). *National policy of education and program of action*. New Delhi, Govt. of India.
- 10) MHRD (1992). *Program of action*. Department of Education, Govt. of India, New Delhi.
- 11) NCFTE (2009). *National curriculum framework for teacher education: Towards preparing professional and humane teachers*. NCTE, New Delhi.
- 12) Pany, S. (2013). *Teacher education in India*. New Delhi: Shipra Publication.
- 13) Raggett, M., & Clarkson, M. (2012). *Changing pattern of teacher education*. New Delhi: Routledge.
- 14) Ram, S. (1999). *Current issues in teacher education*. Sarup & Sons Publications, New Delhi.
- 15) Sahoo, P. K., Yadav, D., & Das, B. C. (2010). *Professionalism in teacher education: Contemporary perspectives*. New Delhi: Uppal
- 16) NIEPA (1984). *Report on status of teachers*. New Delhi.
- 17) Sharma, S.P. (2005). *Teacher education*. Kanishka Publishers, New Delhi.
- 18) Singh, L.C. (1990). *Teacher education in India: A source book*. NCERT, New Delhi.
- 19) Research Report on Impact of in-service teacher training under SSA on Classroom transaction in Haryana State.
- 20) UNESCO (2006). *Teachers and Educational Quality*. UNESCO Institute for Statistics, Montreal.

PRACTICUM COURSE (PC2)
COMMUNITY SURVEY AND PSYCHOLOGICAL TESTING

Course Code: 24ED-PC2

Time: 3 Hours

Max. Marks: 100

Credit: 4

(External: 70 Internal: 30)

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Understand the purpose, functioning and ongoing administrative/academic programmes /activities of NCERT, SCERT, DIETs etc.

CLO2: Have acquaintance to the contextual problems and difficulties of specific localities/target groups of the community.

CLO3: Administer and interpret psychological tests.

The practicum will be compulsory for all students. It provides an opportunity to the students to test and apply their class-room learning in real life situations as well as to understand the functional diversity of educational institutions/community. These will include visits to the sites of knowledge creation, preservation, dissemination and application. Each student will work under the guidance of a supervisor allotted by the Department. The students will prepare a file of the activities completed by them and will submit it to the Department as per schedule fixed by the Department. The evaluation and viva-voce of the practicum course will be done jointly by the external and internal examiner on a date fixed by the University.

1. Do any one of the following activities (i-iv)-

(50 Marks)

- i. Community visit for survey related to study the prevalence and awareness of disability and facilities (physical and human) available for the persons with disabilities.
- ii. Community visit to rural /slums/ orphanage/ old age homes / juvenile jail/ leprosy cured institutions for orientation to the students with reference to the problems and contextual solutions.
- iii. Visit one of the institutes: National Council of Education Research and Training (NCERT), State Council of Education Research and Training (SCERT), District Institute of Education and Training (DIET), National Institutes for Empowerment of Persons with Disabilities for orientation with regard to purpose, functioning and ongoing programmes/activities.
- iv. Educational tours to visit to the institutions of national importance and report writing based on experiences gained.

2. Administering, scoring and interpretation of results of any one (Intelligence, Creativity, Adjustment etc.) psychological test. (50 Marks)

MODE OF TRANSACTION

Field visit, peer learning, social outreach, community engagement, interaction, dialogue etc.

Note:

1. Students are required to prepare a file of the activities concerned and submit the same to the office as notified by the Department.
2. The date of external and internal evaluation & viva-voce shall be notified by the Department.

Semester- II Value Added Course (VAC)

CHM& IPR (Centrally approved by DAA)

Session: 2024-25			
Part A– Introduction			
Name of the Programme	Common to all PG Programmes		
Semester	2 nd		
Name of the Course	Constitutional, Human and Moral Values, and IPR		
Course Code	M24-CHM-201		
Course Type	CHM& IPR		
Level of the course	400-499		
Pre-requisite for the course (if any)	-		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	CLO-1: Learn the different Constitutional Values, Fundamental rights and duties enshrined in the India Constitution. CLO-2: Understand humanism, human virtues and values, and idea of International peace. CLO-3: Grasp the basic concepts of Moral Values and Professional Conduct which are required to become a part of the civil society and for developing professionalism. CLO-4: Understand concepts of Intellectual Property Rights, Copyright, Patent, Trademark etc., and about threats of Plagiarism.		
Credits	Theory	Practical	Total
	2	0	2

Teaching Hours per week	2	0	2
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	3 hours		

Part B-Contents of the Course

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


Unit	Topics	Contact Hours
I	Constitutional Values: Historical Perspective of Indian Constitution; Basic Values enshrined in the Preamble of the Indian Constitution; Concept of Constitutional Morality; Patriotic Values and Ingredients Nation Building; Fundamental Rights and Duties ; Directive Principles of the State Policy.	8
II	Humanistic Values: Humanism, Human Virtues and Civic Sense; Social Responsibilities of Human Beings; Ethical ways to deal with human aspirations; Harmony with society and nature; Idea of International Peace and Brotherhood (Vasudhaiv Kutumbkam).	7
III	Moral Values and Professional Conduct Understanding Morality and Moral Values; Moral Education and Character Building; Ethics of Relations: Personal, Social and Professional; Introduction to Gender Sensitization; Affirmative approach towards Weaker Sections (SCs, STs, OBCs, EWS& DAs); Ethical Conduct in Higher Education Institutions; Professional Ethics.	8
IV	Intellectual Property Rights: Meaning, Origins and Nature of Intellectual Property Rights (IPRs);Different Kinds of IPRs – Copyright, Patent, Trademark, Trade Secret/Dress, Design, Traditional Knowledge; Infringement and Offences of IPRs – Remedies and Penalties; Basics of Plagiarism policy of UGC.	7
	Note: Scope of the syllabus shall be restricted to generic and introductory level of mentioned topics.	
Total Contact Hours		30

Suggested Evaluation Methods

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

PartC-Learning Resources

Recommended Books/e-resources/LMS:


 Chairperson, 22.07.24
 Department of Education,
 C.R.S.U., JIND (Haryana)

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

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

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

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

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

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

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

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

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

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

Narayanan, P, *IPRs*.

Neeraj, P., & Khusdeep, D. (2014). *Intellectual Property Rights*, India, IN: PHI learning Private Limited.

Nithyananda, K V. (2019). *Intellectual Property Rights: Protection and Management*. India, IN: Cengage Learning India Private Limited.

Palekar, Subhas, *How to practice Natural Farming*, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati, 2000.

Phaneesh, K.R., *Constitution of India and Professional Ethics*, New Delhi.

Pylee, M.V., *An Introduction to Constitution of India*, Vikas Publishing, New Delhi, 2002.

Raman, B.S., *Constitution of India*, New Delhi, 2002.

Reddy, B., *Intellectual Property Rights and the Law*, Gogia Law Agency.

Reddy, N.H., Santosh Ajmera, *Ethics, Integrity and Aptitude*, McGraw Hill, New Delhi.

Sharma, Brij Kishore, *Introduction to the Constitution of India*, New Delhi,

Schumacher, E.F., *Small is Beautiful: A Study of Economics as if People Mattered*, Blond & Briggs, Britain, 1973.

Singles, Shubham et. al., *Constitution of India and Professional Ethics*, Cengage Learning India Pvt. Ltd., Latest Edition, New Delhi, 2018.

Tripathy, A.N., *Human Values*, New Age International Publishers, New Delhi, 2003.

Wadehra, B.L., *Law relating to Intellectual Property*, Universal Law Publishing Co.

Relevant Websites, Movies and Documentaries:

Value Education Websites, <http://uhv.ac.in>, <http://www.uptu.ac.in>.

Story of Stuff, <http://www.storyofstuff.com>

Cell for IPR Promotion and Management: <http://cipam.gov.in/>.

World Intellectual Property Organization: <https://www.wipo.int/about-ip/en/>

Office of the Controller General of Patents, Designs & Trademarks: <http://www.ipindia.nic.in/>


Al Gore, *An Inconvenient Truth*, Paramount Classics, USA.

Charlie Chaplin, *Modern Times*, United Artists, USA.

Modern Technology – The Untold Story, IIT, Delhi.

A. Gandhi, *Right Here Right Now*, Cyclewala Productions.

SEMESTER-II


 Chairperson, 22.07.24
 Department of Education,
 C.R.S.U., JIND (Haryana)

INTERNSHIP

Course Code: 24ED-IS

Credits-4

Max. Marks-100

The Internship Course will be mandatory for all students enrolled in the M.A. (Education) Programme. This course will allow students to extend their learning experiences beyond the campus, helping them develop the skills needed to become professionals. The internship will serve as a bridge between classroom learning and real-world observation, enabling students to observe both academic and administrative activities within educational institutions. The internship will be supervised by an Internship Coordinator assigned by the Department. Students will be required to submit a report on their internship to the Department as per the notification. Evaluation (external/internal/joint) will be conducted according to the instructions issued by the competent authority from time to time.

COURSE LEARNING OUTCOMES (CLOs):

After completing the course, students will be able to-

CLO1: Expose themselves to real-life job situations and the environment.

CLO2: Accumulate experience that enhances the skills of human resources, improving employment prospects.

CLO3: Development of the necessary skills for their chosen field.

CLO4: Opportunity to network with professionals within industry.


Duration: They would complete the internship during summer vacations break for a period of 4 weeks.

Institutions:

The students can take up an internship in the following institutions.

1. Non-Government Organizations- They can associate themselves with any NGO and work with them. They have to identify the NGOs working for the cause of education or social upliftment like girls education, removal of social evils, social improvements etc.
2. Educational Institutions-They can associate themselves with any educational institution like schools (pre-primary to secondary), special schools, HEIs, Teacher Education Institutions (TEIs), government bodies such as SCERT, NCERT, textbook board, DIETs, SIASTE, RIEs, IASEs etc.

SEMESTER-III


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

CORE COURSE (CC11)
BASICS OF EDUCATIONAL TECHNOLOGY
Course Code: 24ED-CC11

Time: 3 hours
Credits: 4

Max. Marks: 100
(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.

COURSE LEARNING OUTCOMES (CLOs):

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

- CLO1: Discuss the concept, scope, historical development, approaches to and types of educational technology.
- CLO2: Understand the importance and application of educational technology (H/W & S/W) in improving theory and practice of education.
- CLO3: Explain the system approach to instructional design and the process of communication.
- CLO4: Describe the concept, principles, types and procedure of developing programmed instruction.

COURSE CONTENT

UNIT-I

Concept and Evolution of Educational Technology

- 1.1 Concept, scope and historical development of Educational Technology.
- 1.2 Approaches to Educational Technology: Hardware and software.
- 1.3 Types of Educational Technology- Behavioural technology, teaching technology, and instructional technology.
- 1.4 Importance and application of educational technology (H/W & S/W) in improving theory and practice of education.

UNIT-II

System Approach and Communication Process

- 2.1 Systems approach to education and its components: Goal setting, task analysis, content analysis, context analysis, and evaluation strategies.
- 2.2 Systems approach to instructional design.
- 2.3 Communication process: Concept of communication, principles, modes and barriers to communication, classroom communication (interaction, verbal, and non-verbal).

UNIT-III

Programmed Instruction

- 3.1 Concept, origin and characteristics of Programmed Instruction
- 3.2 Principles and need of Programmed Instruction
- 3.3 Styles of Programmed Instruction: Linear, Branching and Mathematics.
- 3.4 Dynamics of programme development: Preparation, writing, try out, evaluation and validation.

UNIT-IV

Models and Theories of Teaching

- 4.1 Models of Teaching: Concept and elements
- 4.2 Types of models of teaching:
 - Concept Attainment Model
 - Inquiry Training Model
 - Glaser's Basic Teaching Model
 - Mastery Learning Model
 - Inductive Thinking Model.
- 4.3 Instructional theories and procedures with special reference to Skinner, Piaget, and Ausubel.

MODE OF TRANSACTION

Lecture-cum-discussions, Workshop Sessions, Assignments, Presentation by Students etc.

SUGGESTED READINGS

- 1) Akdeniz, C. (2016) *Instructional process and concepts in theory and practice: Improving the teaching process*. Springer.
- 2) Joyce, B. & Weil, M. (1992). *Models of teaching*. Prentice-Hall of India, New Delhi.
- 3) Ledford, B.R. & Sleeman, P.J. (2001). *Instructional design: A primer*. Information Age Publishing, Greenwich.

- 4) Mallik, U. (2001). *Learning with computers level –III*. NCERT, New Delhi.
- 5) Mayer, R.E. (2009). *Multimedia learning, (Edition 2)*. Cambridge University Press, New York.
- 6) Roblyer, M.D. (2007). *Integrating educational technology into teaching, (4th ed.)*. Pearson Education, India.
- 7) Rosenberg, M.J. (2001). *E-learning*. McGraw Hill, New York.
- 8) Sharma, R.A. (1982). *Programmed instruction–An instructional technology*, International Publishing House, Meerut (UP).
- 9) Singh, Y.K., Sharma, T. K. & Upadhyay, B. (2008). *Education technology: Teaching learning*: APH Publishing, New Delhi.
- 10) Solomon, G. & Schrum, L. (2007). *Web 2.0: New tools, new schools*. International Society for Technology in Education, Washington, USA.
- 11) Srinivasan, T.M. (2002). *Use of computers and multimedia in education*. Aavishkar Publisher Distributors, Rajasthan.
- 12) Timothy, J. N., Donald, A. S., James D. L., & James D. R. (2010). *Educational technology for teaching and learning, (Edition 4)*. Pearson Education.

WEB RESOURCES

- 1) <http://portal.unesco.org/ci/en/ev.php>
- 2) <http://www.oercommons.org/>
- 3) <http://www.unesco.org/new/en/education/>
- 4) <http://www.unescobkk.org/education/>
- 5) <http://www.unescobkk.org/education/ict/>

CORE COURSE (CC12)
CURRICULUM STUDIES
Course Code: 24ED-CC12

Time: 3 hours
Credits: 4

Max. Marks: 100
(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Discuss the concept, principles, and bases of the curriculum.

CLO2: Explain the process, factors and models of Curriculum development.

CLO3: Describe various instructional system and approaches to evaluation.

CLO4: Explain the role of teachers, students, and educational administrators in curriculum change and improvement.

CLO5: Explain the trends in curriculum studies and role of national level statutory bodies.

COURSE CONTENT

UNIT-I


Concept, Components and Foundations of Curriculum

- 1.1 Concept of 'Curriculum' and 'Syllabus' and their scope, Components of curriculum
- 1.2 Principles of Curriculum Development
- 1.3 Bases/Foundations of curriculum: Philosophical, sociological, and psychological.

UNIT-II

Process, Factors and Models of Curriculum development

- 2.1 Process of curriculum development.
- 2.2 Factors affecting curriculum development.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

- 2.3 Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, CI P P Model (Context, Input, Process, Product Model)).

UNIT-III

Instructional System and Approaches to Evaluation

- 3.1 Instructional System: Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction.
- 3.2 Approaches to Evaluation of Curriculum: Approaches to Curriculum and Instruction (Academic and Competency Based Approaches).
- 3.3 Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model.

UNIT-IV

Trends in Curriculum Studies and Role of National level Statutory Bodies

- 4.1 Concept of curricular trends and curricular change, factors affecting curriculum change.
- 4.2 Approaches to curriculum change/improvement.
- 4.3 Role of students, teachers, and educational administrators in curriculum change and improvement.
- 4.4 Scope of curriculum research and types of research in curriculum studies.
- 4.5 Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development.

MODE OF TRANSACTION

Lecture-cum-discussions, Workshop Sessions, Assignments, Presentation by Students etc.

SUGGESTED READINGS

- 1) Central Institute of Educational Technology (2006). *The process of making National Curriculum Framework-2005: A Video documentary both in Hindi and English*, CIET, NCERT, New Delhi.
- 2) Connelly, F.M., He, M. F. & Phillion, J.A. (2007). *The SAGE Handbook of Curriculum and Instruction*. SAGE Publications, India.
- 3) Gakhar, S. C. (2008). *Curriculum development*. N. M. Publishers, Panipat.
- 4) Glatthorn, A. A., Boschee B.F., & Whitehead, B.M. (2016) *Curriculum leadership: Strategies for development and implementation*. SAGE Publications, India.

- 5) Haggerson, N.L. (2000). *Expanding curriculum research and understanding: A mythopoetic perspective*. Peter Lang, New York.
- 6) Joseph, P.B. (2011). *Cultures of curriculum: 2nd Edition*, RoutledgeFalmer, London.
- 7) Lawton, D. (2012). *Theory and practice of curriculum studies*. RoutledgeFalmer, London.
- 8) Marsh, C.J. (2009). *Key concepts for understanding curriculum*. Taylor and Francis.
- 9) Michael, F. C.et.al. (2007). *The SAGE handbook of curriculum and instruction*. SAGE Publications.
- 10) Pratt, D. (1980). *Curriculum design and development*. Harcourt, Brace and Jovanich, New York.
- 11) Reddy, B. (2007). *Principles of curriculum planning and development*. Arise Publishers & Distributors, New Delhi.
- 12) Talla, M. (2012). *Curriculum development: Perspective, principles and issues*. Pearson Publication, India.
- 13) Wiles, J.W. & Joseph, C.B. (2006). *Curriculum development: A guide to practice (9th ed.)*. Pearson Publication, India.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC1)

(i)LIFE LONG LEARNING

Course Code: 24ED-DEC1 (i)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.


COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Explain concept, need, pillars and historical development of lifelong learning.

CLO2: Discuss Indian traditional perspectives of lifelong learning.

CLO3: Describe concepts of recognition, validation and accreditation in lifelong learning.


 Chairperson, 22.07.24
 Department of Education,
 C.R.S.U., JIND (Haryana)

CLO3: Discuss various policies for lifelong learning at international and national level.

CLO5: Explain different programmes of lifelong learning in India.

COURSE CONTENT

UNIT-I

Introduction to Lifelong Learning

- 1.1 Concept, need & importance of lifelong Learning
- 1.2 Four pillars of Lifelong Learning
- 1.4 Learning Throughout life
- 1.5 From Education and Training to Lifelong Learning
- 1.6 Historical Development of Lifelong Learning

UNIT-II

Indian Traditional Perspectives of Lifelong Learning

- 2.1 Vedic Approaches of Lifelong Learning
- 2.2 Patanjali's form of Intuition for Lifelong Learning
- 2.3 Buddha's Model of Lifelong Learning
- 2.4 Bhakti Movement and Lifelong Learning
- 2.5 Gandhiji's Nai Talim
- 2.6 Thoughts on LLL- Swami Vivekanand, Arvind Ghosh, Rabindranath Tagore, Mahatma Jyotirao Phule, Dr. B.R. Ambedkar, J.P. Naik.

UNIT-III


Lifelong Learning-Recognition, Validation and Accreditation

- 3.1 Formal, non-formal, and informal learning
- 3.2 Qualifications frameworks
- 3.3 The RVA process and phases
- 3.4 Engagement, guidance , recognition and documentation
- 3.5 Assessment, validation, accreditation and certification
- 3.6 Progression and partnership, and Quality and learner-centeredness.

UNIT-IV

Policies and Programmes of Lifelong Learning

- 4.1 **International Policies of Lifelong Learning:** The European Union and Lifelong Learning Policy , The World Bank's view of Lifelong Learning Policy, The OECD's Lifelong Learning Policy, UNESCO's Drive for Lifelong Learning.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

- 4.2 **Lifelong Learning Policy in India:** Lifelong Learning on the Indian Subcontinent, UNESCO's Delhi Declarations, December 1993, Adult Education and Lifelong Learning Policy in India.
- 4.3 **Lifelong Learning Programmes in India:** National Adult Education Programme, Total Literacy Campaigns, Jan Shikshan Santhans (JSS) , Training of Rural Youth for Self-Employment(TRYSEM), Lifelong Learning Through Colleges and Universities.

MODE OF TRANSACTION

Blended learning, lecture, social outreach, assignments, presentations by the students etc.

SUGGESTED READINGS

- 1) Chaudhari, R. (2008). *Buddhist education in ancient India*. Punthi Pustak.
- 2) Delors, J. (1996). *Learning: The treasure within - A report to UNESCO of the International Commission on Education for the Twenty-first Century*. UNESCO Publishing.
- 3) Delhi Declarations and Framework for Action. (1993, December 16). *Education for All Summit*.
- 4) Devy, G. (2017). *The crisis within: On knowledge and education in India*. Alpha Book Company.
- 5) Jarvis, P. (Ed.). (2009). *The Routledge international handbook of lifelong learning (Part 5)*. Routledge, Taylor and Francis Group.
- 6) Longworth, N. (2010). *Lifelong learning in action: Transforming education in the 21st century*. Routledge, Taylor and Francis Group.
- 7) Maier & Warren. (2002): *Integrating Technology In Learning and Teaching*. UK: Kogan Page.
- 8) Pandya, R. (2011). *Spectrum of lifelong education*. Concept Publishing Company PVT. LTD.
- 9) Prabhat, S. V. (2010). *Perspectives on Nai Talim*. Serials Publications.
- 10) Rao. V.J. (2000): *Problem of Continuing Education*. New Delhi: Discovery Pub. Reddy.
- 11) Shah, S. Y. (2007). *The policy and programmes of lifelong learning in India: A brief overview*. Paper presented at the international conference organized by the Asian Society of Lifelong Learning, Seoul, November 14-16, 2007.
- 12) Tupe, N. (2015). *Lifelong learning of women*. Universal Prakashan.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC1)
(ii) GUIDANCE AND COUNSELLING

Course Code: 24ED-DEC1 (ii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Discuss the concept, need, principles, and types of guidance.

CLO2: Explain the meaning, objectives, organization, techniques, advantages, and limitations of group guidance.

CLO3: Describe various testing and non-testing devices in guidance, and difference between guidance and counselling.

CLO4: Explain the concept, procedure, and types of counselling.

CLO5: Classify different approaches and theories to counselling.

COURSE CONTENT

UNIT-I

Concept and Types of Guidance

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

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


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

UNIT-II

Testing and Non-Testing Techniques

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

2.1.1 Intelligence & intelligence tests


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

- 2.1.2 Attitude & attitude scales
- 2.1.3 Personality & personality inventories
- 2.1.4 Creativity & creativity tests
- 2.1.5 Achievement tests
- 2.2 Non-testing techniques:
 - 2.2.1 Interview
 - 2.2.2 Observation
 - 2.2.3 Cumulative Record
 - 2.2.4 Case Study
 - 2.2.5 Sociometry

UNIT-III

Concept and Types of Counselling

- 3.1 Counselling: Concept, objectives, need for counselling, and procedure.
- 3.2 Difference between guidance and counselling.
- 3.3 Types of Counselling (Directive, Non-Directive and Eclectic Counselling): Concept, procedure, advantages, and limitations.

UNIT-IV

Approaches and Theories of Counselling

- 4.1 Approaches to counselling
 - 4.1.1 Cognitive-Behavioural (Albert Ellis-REBT, 1955)
 - 4.1.2 Humanistic
 - 4.1.3 Person-centred Counselling (Carl Rogers, 1959)
- 4.2 Theories of Counselling
 - 4.2.1 Behaviouristic theory
 - 4.2.2 Rational theory
 - 4.2.3 Emotive theory
 - 4.2.4 Reality theory

MODE OF TRANSACTION

Blended Learning, Lecture-cum-discussions, Workshop Sessions, Assignments, Presentation by Students etc.

SUGGESTED READINGS

- 1) Chaturvedi, R. (2007). *Guidance and counselling skills*. Crescent Publishing Corporation, New Delhi.
- 2) Chauhan, S.S. (2007). *Principle and Techniques of Guidance*. New Delhi: Vikas Publishing House.

- 3) Gibson, R.L. & Mitchell, M.H. (2015). *Introduction to counseling and guidance*. Pearson Education, India.
- 4) Jones, R.N. (2006). *Theory and practice of counselling and therapy*. Sage publication, New Delhi.
- 5) Kinra, A.K. (2008). *Guidance and counselling*. Pearson Education, India.
- 6) Kochhar, S.K. (2009). *Guidance & Counselling in Colleges & Universities*, New Delhi: Sterling Publishers Pvt Ltd.
- 7) Mary, V. (2008). *Guidance and counselling*. S. Chand Publishing, New Delhi.
- 8) Oberoi, S.C.(2016). *Nirdesh aur paramarsh*. R.Lall Publisher, Meerut (UP).
- 9) Pandey, K.P. (2000). *Educational and vocational guidance in India*. VishwaVidyalayaPrakashan, Varanasi (UP).
- 10) Rao, S.N. & Sahajpal, P. (2013). *Counselling and guidance (3rd ed)*. Tata McGraw Hill Publishing Company Limited, New Delhi.
- 11) Sharma, R.A. (2015). *Fundamentals of guidance and counselling*. R.Lall publisher, Meerut (UP).

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC1)

(iii) EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

Course Code: 24ED-DEC1 (iii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Describe the need and significance of early childhood care and education.

CLO2: Understand the policy perspectives on ECCE in India and the world.

CLO3: Understand social and personal development of children (3-6 years)

CLO4: Explain the quality dimensions, i.e. curriculum, programmes and workforce for ECCE.

CLO5: Discuss the contribution of various thinkers in the area of ECCE.

CLO6: Develop knowledge and skills for research and evaluation in ECCE and training of personnel.

COURSE CONTENT

UNIT-I

Introduction to ECCE

1.1 ECCE: Concept, significance and objectives of ECCE.

1.2 ECCE in India: National Policy for Children (1974), National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action for Children, 1992 and 2005; National Curriculum Framework (2005), NCF (2012). ,

1.3 ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

UNIT-II

Contribution of Thinkers and Psychologists in ECCE

2.1 Developmental characteristics and norms – physical, cognitive, language, socio-emotional during the preliminary stage.

2.2 The transition from home to school – issues and concerns. Socio-cultural context in schools and home and child-rearing practices at home in construction of knowledge.

2.3 Contribution of Educational Thinkers; a) Frobel, b) Montessori, c) Gijubhai Badeka, d) M.K.Gandhi (Pre Basic Education) e) Rudolf Steiner and Waldorf Schools.,

2.4 Contribution of Piaget, Erickson and Vygotsky (Zone of Proximal Development (ZPD), scaffolding, language and cultural development).

UNIT-III

ECCE & Pedagogies

3.1 Curriculum for School Readiness – physical, cognitive, socio-emotional dimensions, Anganwadi Centre, different types of pre-school curriculum like Montessori, Kindergarten, Balawadi; progressive.

3.2 Support of workforce: Teachers', helpers, parents and community support in Functioning of ECCE centres,

3.3 General principles to curricular approaches – activity-based play-way, child-centred, theme-based, holistic, joyful, story-telling, puppetry, musical and rhythmic exercises, free talk, free play, role-play, art & craft activities, indoor and outdoor play, field trips,

PBL, Hands-on experience and explorations as methods in primary and early primary stages.

UNIT-IV

Status and Trends in ECCE

- 4.1 Need and significance of personnel involved in the ECCE programme.
- 4.2 Status & nature of training programme – pre-service & in-service for personnel engaged in ECCE programme – a critical evaluation, issues, concerns and problems.
- 4.3 Areas of research studies in ECCE. Evaluation of ECCE programme, methodology and implications.
- 4.4 POCSO Act (2012)

MODE OF TRANSACTION

Group Discussion, Case studies, lecture, visits, seminar presentation, and brainstorming.

SUGGESTED READINGS

- 1) Government of India. (2005). *National Plan of Action for Children, 2005*. Department of Women and Child Development, New Delhi.
- 2) National Council of Educational Research and Training (NCERT). (2005). *Position Paper of the National Focus Group on Early Childhood Education*. NCERT, New Delhi.
- 3) UNESCO. (2007). *Strong Foundations: Early Childhood Care and Education*. Paris.
- 4) Aggarwal, J. C., & Gupta, S. (2007). *Early Childhood Care and Education* (1st ed.). Shipra Publications, New Delhi.
- 5) Government of India. (1986). *National Policy on Education*. Department of Education, New Delhi.
- 6) Mishra, R. C. (2005). *Early Childhood Education Today*. Prentice Hall Publisher.
- 7) National Council of Educational Research and Training (NCERT). (2005). *National Curriculum Framework*. NCERT, New Delhi.
- 8) National Council for Teacher Education (NCTE). (2005). *Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline*. New Delhi.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC2)

(i) PEDAGOGY, ANDRAGOGY, AND ASSESSMENT

Course Code: 24ED-DEC2 (i)

Time: 3 hours

Max. Marks: 100

Credits: 4(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt five questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Discuss the concept of pedagogy, pedagogical analysis, and critical pedagogy.

CLO2: Explain the levels of teaching.

CLO3: Explain the concept, principles, and theory of andragogy.

CLO4: Describe the concept, types of assessment and assessment of cognitive, affective and psychomotor domains of learning through various techniques and devices.

CLO5: Explain techniques of teacher evaluation and identify the criteria for teacher evaluation.

COURSE CONTENT

UNIT-I

Concept of Pedagogy and Andragogy

- 1.1 Pedagogy & pedagogical analysis: Concept and stages.
- 1.2 Critical Pedagogy: Meaning, need and its implications in teacher education.
- 1.3 Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison Teaching Model), Reflective Level (Bigge and Hunt Teaching Model).
- 1.4 Concept of Andragogy in Education: Meaning, principles, the theory of andragogy (Malcolm Knowles), competencies of self-directed learning, the dynamic model of learner autonomy.

UNIT-II

Concept of Assessment

- 2.1 Assessment: Meaning, nature, and perspectives (assessment for learning and assessment of learning).
- 2.2 Types of Assessment: Placement, formative, diagnostic, and summative.
- 2.3 Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl), and psychomotor domains (R.H. Dave) of learning.

UNIT-III

Assessment Techniques and Devices

- 3.1 Feedback Devices: Meaning, types, criteria, and guidance as a feedback device.
- 3.2 Assessment of portfolios, reflective journal, field engagement using rubrics, and competency-based evaluation.
- 3.3 Assessment of teacher prepared Information and Communication Technology (ICT) resources.

UNIT-IV

Techniques of Teacher Evaluation

- 4.1 Interaction Analysis-Meaning, importance and types:
 - 4.1.1 Flanders' interaction analysis
 - 4.1.2 Galloway's system of interaction analysis (recording of classroom events, construction and interpretation of the interaction matrix).
- 4.2 Criteria for teacher evaluation: Product, process, and presage criteria.
- 4.3 Rubrics for Self and Peer evaluation: Meaning and steps of construction.

MODE OF TRANSACTION

Lecture, blended learning, peer learning, discussions, assignments, presentations by the students etc.

SUGGESTED READINGS

- 1) Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. White Plains, NY: Longman.
- 2) Bhatia, S.K. & Jindal, S. (2016). *A text book of curriculum, pedagogy and evaluation*. Paragon International Pvt. Ltd., New Delhi.
- 3) Blaschke, L. M. (2012, January). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. *The International Review of*

- Research in Open and Distance Learning 13(1), 56-71. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/viewFile/1076/2113>
- 4) Brookhart, S.M. (2008). *How to give effective feedback to your students*. ASCD publications, USA.
 - 5) Brookhart, S.M. (2013). *How to create and use rubrics for formative assessment and grading*. ASCD publications, USA.
 - 6) Carr, A., Balasubramanian, K., Atieno, R., & Onyango, J. (2018). Lifelong learning 19 to empowerment: Beyond formal education. *Distance Education* 39(1), 69-86. doi: <https://doi.org/10.1080/01587919.2017.1419819>.
 - 7) Halupa, C. M. (2015). Pedagogy, Andragogy, and Heutagogy. In C. Halupa (Ed.), *Transformative Curriculum Design in Health Sciences Education* (pp. 143-158) Hershey, PA: IGI Global. doi:10.4018/978-1-4666-8571-0.ch005
 - 8) Hase S, Kenyon C. From Andragogy to Heutagogy. *Ulti-BASE In-Site*; December, 2000. Available from: <http://www.pandora.nla.gov.au/nph-wb/20010220130000/http://www.ultibase.rmit.edu.au/New/newdec00.html>.
 - 9) Mangal, S.K. & Mangal, S. (2019). *Learning & teaching*. Prentice-Hall of India (PHI) Learning Pvt. Ltd., New Delhi.
 - 10) Newby, T.J. (2011). *Educational technology for teaching and learning (4th ed.)*. Pearson Publisher, India.
 - 11) Pathak, R.P. & Chaudhary, J. (2011). *Educational technology*. Pearson Education, India.
 - 12) Mohan, R. (2016). *Measurement, evaluation and assessment in education*. Prentice-Hall India (PHI) Learning Pvt. Ltd., New Delhi.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC2)

(ii) OPEN AND DISTANCE EDUCATION

Course Code: 24ED-DEC2 (ii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Understand the concept and need of distance education, open learning system, open and virtual university.

CLO2: Critically analyze the different theories of distance education.

CLO3: Explain recent trends and developments in distance education.

CLO4: Describe Instructional Transaction and delivery in distance teaching-learning.

CLO5: Elucidate student support services, evaluation and counselling in distance education.

CLO6: Acquaint with the recent trends and issues related to open and distance education.

COURSE CONTENT

UNIT-I

Introduction to Open & Distance Education

1.1 Concept and History of open and distance education

1.2 Difference between Distance and Open Learning Systems, Open University/Virtual University

1.3 Need of open and distance education in India

1.4 Theories of Distance Education:

- i. Theory of Independent Study (Charles A. Wedemeyer)
- ii. Theory of Learner Autonomy (Michael G. Moore)
- iii. Theory of Industrialised Form of Distance Teaching and Learning (Olto Peter)

1.5 Developments in Distance Education: National and International Perspectives.

UNIT-II
Modalities in Distance Education

- 2.1 Instructional Transaction and delivery
- 2.2 Students Support Services in Distance Education
- 2.3 Self-Learning Material
- 2.4 Evaluation process in Distance Education
- 2.5 Counselling in Distance Education

UNIT-III
Managing Distance Education

- 3.1 Management of distance education
- 3.2 Communication technology for distance education
- 3.3 Multimedia in distance education
- 3.4 Correspondence courses, open schools and universities education broadcast: TV and radio, CAI.

UNIT-IV
Recent Trends in Open & Distance Education

- 4.1 Concept of E-learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning).
- 4.2 Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum)
- 4.3 Open Education Resources (Creative Common, Massive Open Online Courses)
- 4.4 Another recent trends
- 4.4 Problems and issues pertaining to open and distance education.

MODE OF TRANSACTION

Lecture, Seminar, e-team teaching, Dialogue, Peer Group Discussion, Mobile Teaching, Flipped learning, Self-Learning.

SUGGESTED READINGS

- 1) Anderson, T.(2008). The Theory and Practice of Online Learning. Athabasca University Press
- 2) Garg, S. (2012). Four Decades of Distance Education in India. Viva books publisher.
- 3) Keegan, D. (2013). Foundations of Distance Education. Routledge publisher.
- 4) Matheswarn, V.P.(2005). Distance Education: Student Support Services. Anmol Publication Pvt. Ltd.
- 5) Moore, M.G.(2013). Handbook of Distance Education. Routledge publisher.

- 6) Sharma, D.C.(2006). Management of Distance Education. Anmol Publication Pvt. Ltd.
- 7) Sharma, H.L.(2014). Innovative Inputs in ICT. Amit Prakashan, Jalandhar.
- 8) Veletsiano(2010).Emerging Technologies in Distance Education.Athabasca University Press.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC2)

(iii) Indian Knowledge System and Education (IKSE)

Course Code: 24ED-DEC2 (iii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Analyze the concept and sources of Indian Knowledge System.

CLO2: Examine the contributions of Purushartha in one's life.

CLO3: Examine critically the purpose of knowledge and ancient Indian pedagogies.


CLO4: Reflect upon the concept, types and sources of values and their application in their life.

COURSE CONTENT

UNIT-I

Introduction to Indian Knowledge System

- 1.1 Knowledge: Understanding the Knowledge, Definition of Knowledge, Ways of Knowing and Forms of Understanding, Knowing and Knowledge: The Indian way.
- 1.2 Indian Knowledge System (IKS): Concept, and Origin
- 1.3 Sources of IKS and their implications on education
- 1.4 Preservation of culture, tradition and Dharma through education.


 Chairperson, 22.07.24
 Department of Education,
 C.R.S.U., JIND (Haryana)

UNIT-II

Educational Integration: Panchakoshas and Purushartha

- 2.1 Integration of Indian Knowledge System at different levels of education,
- 2.2 Panchakoshas for holistic development: Annamaya Kosha (physical body), Pranamaya Kosha (Vital being), Manomaya Kosha (Mental), Vignanamaya Kosha (Wisdom) and Anandamaya Kosha (Bliss)
- 2.3 Purushartha and its implications on education and society.

UNIT-III

Pedagogies of IKS

- 3.1 The Purpose of Knowledge in India: Para Vidya and Aparā Vidya.
- 3.2 Ancient Indian Pedagogical System: Sravan, Manana, Nidhidhyasana etc.
- 3.3 Ancient Indian Gurus in educational and social transformations.

UNIT-IV

Indian knowledge system in practice

- 4.1 Five Universal Values: Truth, Righteous conduct, peace, love and Non-Violence
- 4.2 Sources of Values: Culture, religion, constitution
- 4.3 Indian knowledge system in practice: Yoga and Meditation
- 4.4 Bhagavad Gita: Teachings and five main themes of the Bhagavad Gita.

MODE OF TRANSACTION

Lecture, Seminar, team teaching, Dialogue, Peer Group Discussion, Mobile Teaching, Flipped learning, Self-Learning.

SUGGESTED READINGS

- 1) Chand, J. (2009). *Value education*. Anshah Publishing House.
- 2) Chitkara, M. G. (2015). *Education and human value*. APH Publishing Corporation.
- 3) Dwivedi, K. (2014). *Education thoughts and thinkers*. Shree Publishers and Distributors.
- 4) Kumar, A. (2015). *Philosophical perspective of education*. APH Publishing Corporation.
- 5) Nayak, B. K. (2003). *Textbook of foundation of education*. Kitab Mahal.
- 6) Pant, D., & Gulati, S. (2010). *Ways to peace*. National Council of Educational Research and Training.
- 7) Patteti, A. P., & Thamaraasseri, I. (2015). *Education and human value*. APH Publishing Corporation.
- 8) Taneja, V. R. (2000). *Educational thought and practice*. Sterling.
- 9) Wardak, S. (2014). *Peace education: A resource book for teacher education students*.
- 10) [ResearchGate](#)
- 11) [202004120632194475nishi Indian Knowledge Systems.pdf \(lkouniv.ac.in\)](#)
- 12) <https://doi.org/10.36713/epra15354>

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC3)

(i) INCLUSIVE EDUCATION

Course Code: 24ED-DEC3 (i)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Explain the fundamentals of inclusive education and inclusive schools.

CLO2: Discuss legal policies and perspectives related to inclusive education.

CLO3: Describe the meaning, identification and educational interventions for children with special needs (CWSN).

CLO4: Discuss the planning and management of inclusive schools.

COURSE CONTENT

UNIT-1

Concepts related to Inclusive Education and Inclusive Schools

- 1.1 Positive, negative, and multiple deviations; Concept of impairment, disability, and handicap.
- 1.2 Classification of disabilities based on International Classification of Functioning Model.
- 1.3 Inclusive Education: Concept, principles, scope, and target groups (Diverse students; including marginalized group and learners with disabilities) and benefits.
- 1.4 Evolution of the philosophy of inclusive education: Special, integrated, inclusive education.
- 1.5 Models of inclusion, features of an ideal inclusive school and problems faced by inclusive schools.

UNIT-II

Legal and Policy Perspectives of Inclusive Education

- 2.1 National Policy on Education (1986), and Programme of Action(1992) in the context of Inclusive/ Integrated Education, Salient features of Rehabilitation Council of India Act, 1992, Project Integrated Education for the Disabled (PIED and Inclusive Education under Sarva Shiksha Abhiyan (SSA).
- 2.2 United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), and its implications on the education sector, and National Policy for Persons with Disabilities, 2006.
- 2.3 The Rights of Persons with Disability Act, 2016: Salient features and implication on the education sector.
- 2.4 National Education Policy, 2020 and NCF, 2023 in the context of inclusive education.

UNIT-II

Students with Diverse Disabilities

- 2.1 Introduction to Sensory Disabilities (VI, HI, Deaf-Blind) – Meaning, identification, and educational interventions.
- 2.2 Introduction to Neuro Developmental Disabilities (LD, MR/ID, ASD)-Meaning, identification, and educational interventions.
- 2.3 Introduction to Locomotor & Multiple Disabilities (CP, MD)-Meaning, identification, and educational interventions.

UNIT-IV

Planning & Management of Inclusive Education

- 4.1 Planning and Management of Inclusive Schools: Infrastructure, human resource and instructional practices, curriculum, and curricular adaptations for diverse learners/students with disabilities.
- 4.2 Assistive and Adaptive Technology for Diverse learners: Product (aids and appliances) including digital devices and Process (individualized education plan, remedial teaching).
- 4.3 Parent-Professional Partnership: Role of parents, peers, professionals, teachers, and school.
- 4.4 Technology for teaching, learning and assessment of students with disabilities in Indian context.

MODE OF TRANSACTION

Lecture, Seminar, team teaching, blended learning, dialogue, peer group discussion, self-learning.

SUGGESTED READINGS

- 1) Dash, M. (2007). *Education of exceptional children*. Atlantic Publisher and distributors (Pvt. Ltd.), New Delhi.
- 2) Dash, N. (2012). *Inclusive education for children with special needs*. Atlantic Publisher and distributors (Pvt. Ltd.), New Delhi.
- 3) Lindsay, K. G. (2007). *Inclusive education in India: Interpretation, implementation, and issues create pathways to access*. Research Monograph No 15. Available at http://www.create-rpc.org/pdf_documents/PTA15.pdf
- 4) Hallahan, D.P. & Kauffman, J.M. (1991). *Exceptional children: Introduction to special education*. Allyn & Bacon, London.
- 5) Hodkinson, A. (2016). *Key issues in special educational needs & inclusion* (2nd Edition). Sage Publications Pvt. Ltd., India.
- 6) International classification of impairments, disabilities and handicap (n.d.). Available at <http://www.aihw.gov.au/WorkArea/Download>
- 7) Jha, M.M. (2002). *School without walls: Inclusive education for all*. Hiennmann Educational Publisher, Oxford.
- 8) Kauffman J.M., Hallahan D.P., Pullen P.C., Badar (2018). *Special Education: What It Is and Why We Need It*. 2nd Edition, London: Routledge
- 9) Kuffman J.M. (2019). *On Educational Inclusion: Meanings, History, Issues and International Perspectives*. 1st Edition, London: Routledge
- 10) Kirk, S.A. & Gallagher, J.J. (2002). *Education of exceptional children*. Houghton Mifflin Co., Boston.
- 11) Loreman, T., Deppler, J. & Harvey, D. (2010). *Inclusive education: Supporting diversity in the classroom*. RoutledgeFalmer, London.
- 12) Mani, M.N.G. (2001). *Inclusive education in Indian context*. IHRDC, Shree Ramakrishnan Mission Vidyalaya, Coimbatore, India.
- 13) National Curriculum Framework (NCF 2005). National Council of Educational Research and Training (NCERT), New Delhi, India. Available at [https://en.wikipedia.org/wiki/National_Curriculum_Framework_\(NCF_2005\)](https://en.wikipedia.org/wiki/National_Curriculum_Framework_(NCF_2005))
- 14) Smith, T. E. C., Polloway, E. A., Doughty, T.T, Patton, T.R, & Dowdy, C.A (2012). *Teaching students with special needs in inclusive settings* (6th Ed.). Pearson Pvt. Ltd., New Delhi.

- 15) Thakur, A. S. & Thakur, A. (2012). *Inclusive education: Concepts, practices and issues*. Agarwal Publications, Agra (UP).
- 16) UNICEF (2003). *Examples of inclusive education in India*. Available at <https://www.unicef.org/rosa/InclusiveInd.pdf>
- 17) Vijayan, P. & Geetha, T. (2016). *Integrated and Inclusive Education* [DSE(VI) Manual], Rehabilitation Council of India, Kanishka Publishers and Distributors, New Delhi.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC3)

(ii) EDUCATION FOR SUSTAINABLE DEVELOPMENT-I

Course Code: 24ED-DEC3 (ii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)


Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

- CLO1: Explain concepts concerning various aspects of the Education for sustainable development.
- CLO2: Explain the Sustainable Development Goals as given by UNESCO.
- CLO3: Discuss approaches and strategies of education for Sustainable Development Goals.
- CLO4: Identify local and region specific environmental problems, and understand the role of individuals, society, the government, ICT and media in protection, preservation and conservation of environment.
- CLO5: Explain the concept of global peace and the role of educational institutions and teachers in developing a culture of peace.
- CLO6: Discuss the competencies in teacher for creating awareness among students about need for sustainable development.


 Chairperson, 22.07.24
 Department of Education,
 C.R.S.U., JIND (Haryana)

COURSE CONTENT

UNIT-I

Education for Sustainable Development

- 1.1 Meaning nature and scope of Sustainable
- 1.2 Sustainable Development Goals as given by UNESCO
- 1.3 Education for Sustainable Development: Approaches & Strategies
- 1.4 Role of teacher in promoting sustainable development.

UNIT-II

Environment and Sustainable Development

- 2.1 Conservation of Natural Resources: Environmental conservation in the globalized world
- 2.2 Deforestation in the context of tribal life
- 2.3 Role of individual in conservation of natural resources: water, energy and food
- 2.4 Role of individual, school and community for prevention of pollution, management of natural resources
- 2.5 Responsible Environment Behavior (REB)

UNIT-III

Global Peace and Sustainable Development

- 3.1 Concept of Global peace
- 3.2 Education for global peace
- 3.2 Role of educational institutions and teachers in developing a culture of peace
- 3.3 Role of ICT, text books and media in creating awareness about human rights; environmental and peace values.


UNIT-IV

Competencies in teachers for Education for Sustainable Development

- 4.1 ESD model for competencies in teachers: Knowledge, system, thinking, emotions and values in teachers for educating students for Sustainable Development
- 4.2 Individual life style
- 4.3 Carbon foot printing
- 4.4 Integrating ESD into school curriculum
- 4.5 Methods of transacting sustainability: Discussion, Seminar, Workshop, Problem Solving, Field Survey, Projects, Exhibition and Experimental Learning.

MODE OF TRANSACTION

Lecture, Seminar, team teaching, blended learning, dialogue, peer group discussion, self-learning etc.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

SUGGESTED READINGS

- 1) Agarwal, A., Narain, S. and Sen, S. (1999). *The Citizens Fifth Report. Part II- Sustainable Database*. New Delhi, Centre for Science and Environment.
- 2) Bell, S., & Morse, S. (2012). *Sustainability indicators: Measuring the immeasurable*. Routledge.
- 3) Braidotti, R., Charkiewicz, E., Hausler, S and Wieringa, S. (1994). *Women, the environment, and sustainable development: Toward a theoretical synthesis*. London: Zed Books.
- 4) Chhokar, K. B. (2000). *Conserving Biodiversity*. New Delhi, Oxford and IBH publishing Co. Pvt. Ltd.
- 5) Cortese, A. (1999). *Education for sustainability: The University as a model of sustainability*. Boston, MA: Second Nature, Inc.
- 6) Cortese, A. (2001). *Education for a sustainable future: The next industrial revolution*. Boston, MA: Second Nature, Inc.
- 7) Elliott, J. (2012). *An introduction to sustainable development* (4th ed.). Routledge.
- 8) UNESCO's Report on Education for Sustainable Development, Paris, UNESCO.
- 9) Nhamo, G., & Mjimba, V. (2020). *Sustainable Development Goals and institutions of higher education*. Springer.
- 10) Padmanabhan, J. (2016). *Education for Sustainable Development: How to integrate in school education*. Atlantic Publishers.
- 11) Sachs, J. D. (2015). *The Age of Sustainable Development*. Columbia University Press.
- 12) Sala, S., Ciuffo, B., & Nijkamp, P. (2015). A systemic framework for sustainability assessment. *Ecological Economics*, 119, 314-325.
- 13) [http://www.unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSC T%20H andbook_Extract.pdf](http://www.unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSC_T%20H_andbook_Extract.pdf) (ESD Model)

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC3)

(iii) HIGHER EDUCATION IN INDIA

Course Code: 24ED-DEC3 (iii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

- CLO1: Analyze various policies and their recommendations on various aspects of higher education.
- CLO2: Evaluate the functions and importance of different higher education institutions.
- CLO3: Examine the problems in implementation of the policies of higher education in India.
- CLO4: Explore the problems and reforms in higher education in India.
- CLO5: Analyze role of various agencies of higher education in India.

COURSE CONTENT

UNIT-I

Development of Higher Education in India

- 1.1 Development of Higher Education in India during the Pre- Independence period-a brief history
- 1.2 Development of Higher Education in India during the Post-Independence period with special reference to recommendations of :
 - UEC (1948)
 - IEC (1964-66)
 - NPE (1986)
 - NEP (2020)

UNIT-II

Higher Education Institutions

- 2.1 Types of Universities (Central, State, Deemed and private): Establishment, management and functions.
- 2.2 Institutes of National Importance: AIIMS, IIMs, IITs, IISERs, IITs and NITs
- 2.3 Types of Universities in NEP 2020: Teaching-Intensive Universities, Research Intensive Universities and Autonomous Degree-Granting Colleges
- 2.4 Open University, Institute of National importance: IIT, IIM, IISe and AIMS.

UNIT-III

Management of Higher Education

- 3.1 Ministry of Human Resources Development (MHRD)- Role and functions
- 3.2 State Department of Higher Education- Role and functions
- 3.3 University Grant Commission (UGC)- Role, management and functions
- 3.4 All India Council for Technical Education (AICTE)-Role, management and functions.

UNIT-IV

Reforms in Higher Education

- 4.1 Human Resources Development Centre- Role and functions
- 4.2 Academic Credit Bank in NEP 2020
- 4.3 Multiple Entry-Exit Options in Academic Programmes
- 4.4 Holistic and Multidisciplinary Education
- 4.5 Higher Education Commission of India (HECI)
- 4.6 National Scholarship Portal and National Educational Technology Forum (NEFT)

MODE OF TRANSACTION

Lecture, Discussion, Blended learning, Seminar, Workshop, Small group discussion.

SUGGESTED READINGS

- 1) Rao, K. S. (Ed.). (2002). *Educational policies in India: Analysis and review of promise and performance*. New Delhi: NUEPA.
- 2) Ministry of Human Resource Development. (2011). *Indian Institutes of development*. New Delhi: Government of India.
- 3) Cheney, G. R., Ruzzi, B. B., & Muralidharan, K. (2005). *India education report*. New Delhi: National Center on Education and the Economy (NCEE).

- 4) Ministry of Human Resource Development. (2020). *National Education Policy 2020*. Ministry of Human Resource Development, India. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- 5) University Grants Commission. (2008). *Higher education in India: Issues related to expansion, inclusiveness, quality and finance*. New Delhi: University Grants Commission.
- 6) Veena, B. (1998). *Accountability and autonomy in higher education*. New Delhi: AIU.
- 7) UNESCO. (1998). *Higher education in India: Vision & action*. New Delhi: UNESCO.
- 8) Department of Secondary and Higher Education. (2001). *Committee on autonomy of higher education institutions*. New Delhi: Government of India.

PRACTICUM COURSE (PC3)

ACADEMIC AND PROFESSIONAL WRITING SKILLS

Course Code: 24ED-PC3

Credits: 4

Max. Marks-100

(External: 70, Internal: 30)

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Differentiate between various kinds of academic and professional writings.

CLO2: Practice the basic skills of managing literature review, practice the basic skills of research paper, review paper and thesis writing.

CLO3: Draft professional letters and mail, etc.

CLO4: Reflect on essential requirements of academic writing & distinguish good academic writing from others.


CLO5: Identify and manage the challenges to academic writing.

COURSE CONTENT

UNIT-1

Introduction to Academic and Professional Writing

- 1.1 Introduction to academic and professional writing: Meaning, Concept and Importance.
- 1.2 Basic rules of academic paper writing
- 1.3 Managing literature review
- 1.4 Writing a research proposal, review paper, research article.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

UNIT-II

Academic Integrity and Plagiarism

2.1 Challenges in Academic Writing

2.2 Academic Integrity and Plagiarism: Meaning and Concept, Types of Plagiarism, Tools for detection of plagiarism, Avoiding Plagiarism.

2.3 Citation process of academic writing.

MODE OF TRANSACTION

Lecture, Discussion, Workshop, Peer learning, self-learning, team teaching etc.

ACTIVITIES

- 1) Write a paragraph on any topic of your interest maintain academic integrity.
- 2) Prepare your resume/effective profile for an interview.
- 3) Prepare a professional letter and mail on any topic.
- 4) Write a professional report of any workshop and seminar
- 5) Write review of two books
- 6) Write review of five research articles/research papers.
- 7) Writing a research article/paper.
- 8) Critical reflections on any 05 current events/news related to the field of education.
- 9) Prepare a research proposal.
- 10) Organize a discussion session on academic writing ethics.

Note:-

- (i) The students are required to prepare a report/ file of any four activities given in the above list.
- (ii) The external evaluation shall be conducted at the end of the semester.
- (iii) The evaluation of the course shall be done jointly by internal and external examiners.

SUGGESTED READINGS

1. American Psychological Association. (2009). Manuscript structure and content. In Publication manual of the American Psychological Association (pp. 21-60). Washington, DC.
2. Bourdieu P, Passeron JC, Martin MS (1994), Academic Discourse Linguistic Misunderstandings and Professorial Power : Polity Press.
3. Charles J. Margerison (1995), Team Management: Practical New Approaches, Dick McCann Management Books.

4. Citations reference from Duke Libraries
website: <http://library.duke.edu/research/citing/index.html>
5. Faber J. (2017), Writing scientific manuscripts: most common mistakes, Dental Press J Orthod.
6. Patrick Forsyth (2007), Successful Time Management, Kogan Page Publishers. The basics of APA style: <https://www.apastyle.org/learn/tutorials/basics-tutorial>
<http://www.apastyle.org/products/asc-landing-page.aspx>
7. The Handbook of Academic Writing: A Fresh Approach By Rowena Murray (2006); Sarah Moore Open University Press.
8. <https://integrity.mit.edu/handbook/academic-writing/summarizing>
9. https://onlinecourses.swayam2.ac.in/cec20_ge29/course
10. <https://study.com/academy/lesson/what-is-academic-writing-definition-examplesquiz.html>

OPEN ELECTIVE COURSE (OEC)

(i) PEDAGOGY OF TEACHING AND LEARNING

Course Code: 24ED-OEC (i)

Time: 1:30 hours
Credits: 2

Max. Marks: 50
(External: 35, Internal: 15)

Note:

1. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
2. Q. No. 1 will be compulsory and will carry 7 marks. It will comprise of 2 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Discuss concept and principles of teaching.

CLO2: Explain maxims and variables of teaching.

CLO3: Describe levels and phases of teaching.

CLO4: Describe meaning and characteristics of learning.

CLO5: Explain factors and theories affecting learning.

COURSE CONTENT

UNIT I

Introduction to Teaching

- 1.1 Concept and principles of teaching
- 1.2 Maxims of teaching
- 1.3 Variables of teaching
- 1.4 Levels of teaching
- 1.5 Phases of Teaching

UNIT II

Concept and Theories of Learning

- 2.1 Learning- meaning and characteristics
- 2.2 Factors affecting learning
- 2.3 Theories of Learning-
 - 2.3.1 Thorndike's Trial and Error
 - 2.3.2 Skinner's Operant Conditioning Theory
 - 2.3.3 Gestalt insight theory of Learning

MODE OF TRANSACTION

Lecture, Discussion, Seminar, Assignments, Peer learning, self-learning, presentations by the students etc.

SUGGESTED READINGS

- 1) Attri, A.K. (2015). *Psychology of development and learning*. New Delhi: APH Publishing Corporation.
- 2) Chauhan, S.S. (2005). *Advanced educational psychology*. Vikas Publishing House, New Delhi.
- 3) Chand, T. (2008). *Principles of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- 4) Chiniwar, P. S. (2014). *Technology of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- 5) Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- 6) Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- 7) Popham, W. J. (2014). *Classroom assessment*. U.S.A: Pearson Publications.
- 8) Purayil, A. V. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- 9) Ranford, C. P. (2013). *Strategies for successful student teaching*. New Jersey: Pearson Publications.

OPEN ELECTIVE COURSE (OEC)

(ii)LIFE SKILL EDUCATION (LSE)

Course Code: 24ED-OEC (ii)

Time: 1:30 hours

Credits: 2

Max. Marks: 50

(External: 35, Internal: 15)

Note:

1. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
2. Q. No. 1 will be compulsory and will carry 7 marks. It will comprise of 2 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Discuss meaning, objective and importance of life skill education.

CLO2: Explain ten core life skills listed by WHO.

CLO3: Describe methods of teaching life skills.

CLO4: Describe the role of teachers and community in life skill education.

COURSE CONTENT

UNIT-I

Introduction to Life Skills

1.1 Concept and definition of Life Skill Education.

1.2 Objectives of Life Skill Education.

1.3 Importance of Life Skill Education.

1.4 Ten Core Life Skills (Listed by WHO) - Problem solving skills, Decision making skills, Creative thinking skills, Critical thinking skills, Communication skills, Inter-personal skills, Empathy, Self-awareness, Coping with emotion, Coping stress.

UNIT-II

Approaches & Strategies for LSE

2.1 Pillars of Life Skills Education

2.2 Approaches of Life Skill Education

2.3 Strategies for life Skill Education

2.4 Life skills competency framework

2.5 Role of teachers and community level workers in Life skill education.

MODE OF TRANSACTION

Learning by Expositions, presentations, projects, seminars, collaborative & cooperative strategies, critical pedagogy, field visits, role-playing, reflection and brainstorming session on life skills education-related concepts, dialogue and open discussion, and blended learning approach.

SUGGESTED READINGS

- 1) SCERT. Life Skills Education-Guidebook for Teachers (SCERT)
- 2) Sengararvelu,G. (2011).Education in Emerging Indian Society, Neel Kamal Publication Pvt Ltd.
- 3) UNESCO (2005).Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
- 4) WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations
- 5) Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- 6) [Unit-10.pdf \(egyankosh.ac.in\)](http://egyankosh.ac.in)
- 7) [MNH-PSF-96.2.Rev.1-eng.pdf \(who.int\)](http://who.int)
- 8) [life_skills_book_1.pdf \(assam.gov.in\)](http://assam.gov.in)
- 9) [Life Skills Education.pdf \(spmvv.ac.in\)](http://spmvv.ac.in)
- 10) <https://www.egyankosh.ac.in/bitstream/123456789/74635/3/Unit-1.pdf>

OPEN ELECTIVE COURSE (OEC)
(iii) BASICS OF INCLUSIVE EDUCATION

Course Code: 24ED-OEC (iii)

Time: 1:30 hours
Credits: 2

Max. Marks: 50
(External: 35, Internal: 15)

Note:

1. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
2. Q. No. 1 will be compulsory and will carry 7 marks. It will comprise of 2 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.

COURSE LEARNING OUTCOMES (CLOs):

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

- CLO1: Discuss the conceptual foundations of inclusive education namely types of learners with diverse needs; positive negative and multiple deviations; the concept of impairment, disability and handicap.
- CLO2: Explain the concept, characteristics, objectives, need, importance, and scope of inclusive education.
- CLO3: Explain the role of Information and Communication Technologies in Inclusive Education.

COURSE CONTENT

UNIT-I


Basics of Inclusive Education

- 1.1 Conceptual Foundations of Inclusive Education: Types of learners with diverse needs.
- 1.2 Positive, negative and multiple deviations.
- 1.3 Concept of impairment, disability, and handicap.
- 1.4 Types, cases, and prevention of disabilities.
- 1.5 Continuum of special education services.

UNIT-II

Concept and Evolution of Inclusive Education

- 2.1 Inclusive Education: Concept, characteristics, and objectives.
- 2.2 Evolution of Inclusive Education: Difference among Special, Integrated & Inclusive education settings.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

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

2.4 Benefits of inclusion for learners with diverse needs.

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


MODE OF TRANSACTION

Lecture, assignment, presentations by the students, discussion, seminar etc.

SUGGESTED READINGS

1. Dash, M. (2007). *Education of exceptional children*. Atlantic Publisher and distributors (Pvt.Ltd.), New Delhi.
2. Dash, N. (2012). *Inclusive education for children with special needs*. Atlantic Publisher and distributors (Pvt. Ltd.), New Delhi.
3. Jha, M.M. (2002). *School without walls: inclusive education for all*. Hiennmann Educational Publisher, Oxford.
4. Kirk, S.A. & Gallagher, J.J. (2002). *Education of exceptional children*. Houghton Mifflin Co., Boston.
5. Thakur, A.S.& Thakur, A. (2012). *Inclusive education: Concept, policies and practices*. Aggarwal Publications, Agra (UP).
6. Vijayan, P. & Geetha, T. (2016). *Integrated and inclusive education [DSE(VI) Manual]*, Rehabilitation Council of India, Kanishka Publishers and Distributors, New Delhi.
7. Virk, J. & Arora, A. (2017). *Foundations of inclusive education*. Twenty-First Century Publications, Patiala (Punjab).

SEMESTER-IV
(Syllabus of Scheme-1)
(For those who opt for Dissertation)


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

CORE COURSE (CC13)
ADVANCED EDUCATIONAL TECHNOLOGY
Course Code: 24ED-CC13

Time: 3 hours
Credits: 4

Max. Marks: 100
(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Develop the concept and evolution of Information Technology (IT), Communication Technology (CT), Information and Communication Technology (ICT), Instructional Technology (IT), and Educational Technology (ET).

CLO2: Explain process, model, and stages of development of instructional design.

CLO3: Explain recent trends in e-learning like MOOCs, Open Educational Resources etc.

CLO4: Discuss the application of educational technology in formal, informal, non-formal, and inclusive education systems.

CLO5: Explain the role of computers in education such as Computer Assisted Instruction (CAI), Computer Assisted Learning (CAL), Computer Based Training (CBT), and Computer Managed Learning (CML).

COURSE CONTENT

UNIT-I

Multi-media Approach in Educational Technology

- 1.1 Explain the concept and evolution of- Information Technology (IT), Communication Technology (CT) & Information and Communication Technology (ICT), Instructional Technology (IT), and Educational Technology (ET).
- 1.2 Multi-media approach in Educational Technology: Meaning, principles of using multi-media, approaches and limitations.

UNIT-II

Process, Models and Elements of Instructional Design

- 2.1 Process and stages of development of instructional design.
- 2.2 Models of development of instructional design: Analyze, Design, Develop, Implement, and Evaluate (ADDIE) Model, ASSURE instructional design model, Dick and Carey Model.
- 2.3 Gagne's Nine Events of instruction and Five E's of Constructivism
- 2.4 Nine Elements of Constructivist instructional Design.

UNIT-III

Emerging Trends in E-Learning

- 3.1.E-learning: Concept, and approaches to e-learning (Offline, online, synchronous, asynchronous, communication, blended learning, flipped learning).
- 3.2 Digital/online education: Concept and modes, PRAGYATA—steps for digital and online education.
- 3.3 DIKSHA--- One nation, one digital platform for teaching and learning.
- 3.4 SWAYAM PRABHA TV Channels.
- 3.5 Concept of SWAYAM , MOOCs, Open Education Resources, Creative Common.

UNIT-IV

Instructional Theories and Application of Computers in Education


- 4.1 Instructional theories and procedures with special reference to Bruner and Vygotsky.
- 4.2 Application of educational technology in formal, non-formal, informal, and inclusive education systems.
- 4.3 Application of computers in education: Computer Assisted Instruction (CAI), Computer Assisted Learning (CAL), Computer Based Training (CBT), Computer Managed Learning (CML).
- 4.4 Recommendations of NEP-2020 for integrating technology in education.

MODE OF TRANSACTION

Lecture cum Discussion method, Blended learning, Seminar, Workshop, Debate.

SUGGESTED READINGS

- 1) Akdeniz, C. (2016) *Instructional process and concepts in theory and practice: Improving the teaching process*. Springer.
- 2) Chauhan, S. S. (1978). *A text book of programmed instruction*. (2nd Ed). Sterling Publishers Pvt. Ltd., New Delhi / Bangalore.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

- 3) Cheng, I., Safont, L.V. & Basu, A. (2009). *Multimedia in education: Adaptive learning and testing*. World Scientific Pub Co Inc., New Jersey.
- 4) Jonassen, D.H., Peck, K.L. & Wilson, B.G. (1999). *Learning with technology: A constructivist perspective*. Merrill, California.
- 5) Joyce, B. & Weil, M. (1992). *Models of teaching*. Prentice-Hall of India, New Delhi.
- 6) Ledford, B.R. & Sleeman, P.J. (2001). *Instructional design: A primer*. Information Age Publishing, Greenwich.
- 7) Mallik, Utpal (2001). *Learning with computers level – III*. NCERT, New Delhi.
- 8) Mayer, R.E. (2009). *Multimedia learning, (Edition 2)*. Cambridge University Press, New York.
- 9) Roblyer, M.D. (2007). *Integrating educational technology into teaching, (4th ed.)*. Pearson Education, India.
- 10) Rosenberg, M.J. (2001). *E-learning*. McGraw Hill, New York.
- 11) Singh, Y.K., Sharma, T. K. & Upadhyay, B. (2008). *Education technology: Teaching learning*. APH Publishing, New Delhi.
- 12) Solomon, G. & Schrum, L. (2007). *Web 2.0: New tools, new schools*. International Society for Technology in Education, Washington, USA.
- 13) Timothy, J. N., Donald, A. S., James D. L., & James D. R. (2010). *Educational technology for teaching and learning, (Edition 4)*. Pearson Education.

WEB RESOURCES

- 1) <http://portal.unesco.org/ci/en/ev.php>
- 2) <http://www.oercommons.org/>
- 3) <http://www.unesco.org/new/en/education/>
- 4) <http://www.unescobkk.org/education/>
- 5) <http://www.unescobkk.org/education/ict/>

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC4)
(i) EDUCATIONAL MEASUREMENT AND EVALUATION

Course Code: 24ED-DEC4 (i)

Time: 3 hours

Max. Marks: 70

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Discuss the concepts related to measurement, evaluation and assessment.

CLO2: Explain the concept of achievement test and construct the same in their subject of interest.

CLO3: Describe the characteristics of a good test.

CLO4: Critically evaluate various models of educational assessment and evaluation.


CLO5: Discuss the recommendations of NEP-2020 in context of educational assessment and evaluation.

COURSE CONTENT

UNIT-I

Measurement, Assessment and Evaluation

- 1.1 Meaning, nature, process and importance of Measurement, Assessment and Evaluation
- 1.2 Types of evaluation- Placement, Formative, Diagnostic, Summative; Criterion-Referenced and Norm- referenced evaluation; power vs speed test.
- 1.3 Approaches of Assessment – Assessment of learning, Assessment for learning, Assessment as learning
- 1.4 Scales of Measurement- Nominal, Ordinal, Interval and Ratio.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

UNIT-II

Construction and Standardization of Achievement Test

- 2.1 Process of test construction – Planning, Preparation, Tryout and Evaluation.
- 2.2 Types of Achievement Test – Teacher-Made, Standardized test.
- 2.3 Types of test items – objective types (Recognition and Supply), Subjective types (Extended and Restricted), Reflective types, Interpretive types.
- 2.4 Item Analysis: Items discrimination, Items difficulties, Plausibility of distractor.
- 2.5 Attitude scale: Concept and types - Thurstone, Likert Scale, Semantic differential.

UNIT-III

Characteristics of Good Test

- 3.1 Reliability – Concept, types, method of computation and factors affecting Reliability.
- 3.2 Validity – Concept, types, Approaches of Validity and factors affecting Validity.
- 3.3 Objectivity and Usability
- 3.4 Interpretation of test scores. Standard Scores (Z-Score), T- Score, Stanine Score, Percentile, Percentile Rank and Grading (Absolute grading and Relative grading).

UNIT-IV

Models of Educational Evaluation and Assessment

- 4.1 Goal attainment model
- 4.2 Judgmental model
- 4.3 Decision facilitation model
- 4.4 Naturalistic model
- 4.5 Continuous Comprehensive Evaluation.
- 4.6 Portfolio, Rubric, Hot Potato, Self -Evaluation, Peer-Group Evaluation.
- 4.7 Recommendations of NEP-2020 for educational assessment and evaluation.

MODES OF TRANSACTION

Lecture cum Discussion method, Self-learning instructional Materials, Blended learning, Seminar, Workshop.

SUGGESTED READINGS

- 1) Acharya, P.B. (2015). *Educational measurement and evaluation*. Canadian Academic Publishing, Ottawa (Ontario).
- 2) Cooper, D. (2007). *Talk about assessment: Strategies and tools to improve learning*. Toronto, Ontario: Thomson Nelson.
- 3) Craig, A.M. (2015). *Introduction to educational research*. Sage Publications, New Delhi.

- 4) Gupta, R. (2017). *Measurement, evaluation and assessment for learning*. Shipra publications, New Delhi.
- 5) Hinton, P.R. (2014). *Statistics explained*. Routledge, London.
- 6) Kumar, R. (2005). *Research methodology- A step by step guide for beginners*. Pearson Education, New Delhi.
- 7) Mangal, S.K. & Mangal, S. (2019). *Assessment for learning*. Prentice-Hall of India, New Delhi.
- 8) Miller, M.D., Linn, R.L., and Gronlund, N. E. (2009). *Measurement and Assessment in Teaching, 10th ED*. Pearson Education, Inc., Upper Saddle River, NJ.
- 9) NCERT(2015). *Learning Indicators*, New Delhi.
- 10) Mohan, R. (2016). *Measurement, evaluation and assessment in education*. PHI Ltd., New Delhi.
- 11) Pal, H. & Sharma, M. (2009). *Mapan, anklan evam mulyankan*. Shipra publications, New Delhi.
- 12) Popham, W.J. (2010). *Classroom assessment: What teachers need to know*. New York: Prentice Hall.
- 13) Secolsky, C. & Denison, D.B. (2017). *Handbook on measurement, assessment and evaluation in higher education (2nd ed.)*. Routledge, London.
- 14) Thorndike, R.M. & Thorndike, T.M. (2013). *Measurement and evaluation in psychology and education (8th ed.)*. Pearson Education Limited, New Delhi.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC4)

(ii) EDUCATION AND WELLBEING

Course Code: 24ED-DEC4(ii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES CLOs):

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

CLO1: Discuss the concept, importance and approaches of wellbeing.

CLO2: Explain different components of wellbeing like physical, mental, social, emotional, spiritual, environmental, and financial.

CLO3: Describe the recommendations of NEP-2020 and NCFSE, 2023 in the context of promoting wellbeing.

CLO4: Explain various pedagogical practices for promoting wellbeing and role of family, school and community for promoting wellbeing.

CLO5: Discuss the need and importance of teacher's wellbeing.

COURSE CONTENT

UNIT-I

Introduction to Wellbeing

- 1.1 Concept of holistic health and wellbeing.
- 1.2 Difference between holistic health and wellbeing.
- 1.3 Factors affecting wellbeing of an individual.
- 1.4 Importance of wellbeing at different levels of education.
- 1.5 Major approaches and theories of wellbeing.
- 1.6 Models of wellbeing.

UNIT-II

Components of Wellbeing-I

- 2.1 Physical Wellbeing: Indicators, concept and issues related to Health, Fitness and Ageing, Characteristic of physically healthy behavior; Ways of improving physical wellbeing.
- 2.2 Mental Wellbeing: Indicators, factors affecting mental wellbeing, improving mental wellbeing.
- 2.3 Social Wellbeing: Indicators, and ways of improving social wellbeing.

UNIT-III

Components of Wellbeing-II

- 3.1 Emotional Wellbeing-Indicators, relationship with emotional intelligence, factors supporting/challenging emotional wellbeing.
- 3.2 Spiritual Wellbeing- Indicators, behaviours associated with spiritual wellbeing, ways of nurturing spiritual wellbeing.
- 3.3 Environmental and Financial Wellbeing- Indicators, 7R's of environmental wellness, life skills to ensure environmental and financial wellbeing

UNIT-IV

Pedagogical Practices for Promoting Well Being

- 4.1 Recommendations of NEP-2020 in the context of promoting wellbeing.
- 4.2 Integrating wellbeing in school curriculum with special reference to NCFSE, 2023.
- 4.3 Pedagogical practices for promoting wellbeing.
- 4.4 Holistic approach to promote wellbeing- Role of family, school and community.
- 4.5 Need and importance for teacher's wellbeing.
- 4.6 Wellbeing for restoring peace and equity in education.

MODE OF TRANSACTION

Simulation, Lecture method, lecture-cum-demonstration, Workshop, Practice session.

SUGGESTED READINGS

- 1) Albrecht, N. (2014). Wellness. *The International Journal of Health, Wellness, and Society*, 4 (1), 21-36.
- 2) Michalos, A.C (2007). *Education, happiness and wellbeing*. Paper presented at the International Conference on 'Is happiness measurable and what do those measures mean for public policy?' Rome, Italy.
- 3) Watson, D., Emery, C., Bayliss, P., Boushel, M. & McInnes, K. (2012). *Children's social and emotional wellbeing in schools: A critical perspective*. Bristol, UK: The Policy press.

- 4) [Curriculum-on-Health-and-Wellness-of-School-Going-Children-English.pdf \(nhm.gov.in\)](#)
- 5) [NEP_Final_English_0.pdf \(education.gov.in\)](#)
- 6) [ncf_2023.pdf \(education.gov.in\)](#)
- 7) [Health and Wellbeing in Schools.pdf \(ncert.gov.in\)](#)
- 8) [Promoting wellbeing through positive education: A critical review and proposed social ecological approach - Simon Coulombe, Kendra Hardy, Rachel Goldfarb, 2020 \(sagepub.com\)](#)
- 9) [UNESCO strategy on education for health and well-being - UNESCO Digital Library](#)
- 10) [Theoretical Conceptualisations of Wellbeing – Wellbeing in Educational Contexts \(pressbooks.pub\)](#)
- 11) [Theories of Well-being: The Foundations | SpringerLink](#)

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC4)

(iii) PEACE EDUCATION

Course Code: 24ED-DEC4 (iii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Understand the concept, scope, aims and types of peace education.


CLO2: Understand peace as a dynamic social reality

CLO3: Understand the NCF, 2009 and NCF, 2023 recommendations on peace education.

CLO4: Familiarize with transactional modalities for peace education.

CLO5: Develop the feelings of peace, love compassion, tolerance and harmony through meditation, yoga and exercise

CLO6: Implement the philosophies of great thinkers in their day-to-day life.


 Chairperson, 22.07.24
 Department of Education,
 C.R.S.U., JIND (Haryana)

COURSE CONTENT

UNIT -1

Concept and Scope of Peace Education

- 1.1 Peace – Meaning, nature, source, classification and relevance of peace in present context.
- 1.2 Peace education – concept, scope, need and its importance
- 1.3 Aims of Peace Education
- 1.4 Types of peace education

UNIT-II

Peace Education: Strategies and Agencies

- 2.1 Peace Education Strategies- Cooperative Learning, Group Discussion, Project Work, Conflict Resolution
- 2.2 Role of different organizations like UNESCO in Peace Education (with special reference to Delor’s Commission Report and SDGs)
- 2.3 NCF, 2009 and NCF, 2023 recommendations on Peace Education.

UNIT-III

Understanding Peace as a Dynamic Social Reality

- 3.1 Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- 3.2 Role of Peace education in development of Love, Compassion, Tolerance and Harmony at National and International levels.
- 3.3 Role of community, school and family in the development of values for Peaceful coexistence.

UNIT-IV

Contribution of the following Great Thinkers in Peace Education and their Educational Implications

- 4.1 Swami Vivekananda
- 4.2 Mahatma Gandhi
- 4.3 Sri Aurobindo Ghosh
- 4.4 Rabindranath Tagore
- 4.5 Mother Teresa
- 4.6 Kailash Satyarthi

MODE OF TRANSACTION

Lecture, discussion, blended learning, assignment, presentations by the students etc.

SUGGESTED READINGS

- 1) Balvinder K. (2006). Peace Education. New Trends and Innovations, Deep & Deep Publications Pvt. Ltd., Rajouri Garden, New Delhi.
- 2) Bernard, H.W. (1951). Towards Personality Adjustment, Mc Graw Hill Book Co., New York.
- 3) Biggs, D.(1995). In Our Own Backyard: A teaching guide for the rights of the child, Toronto: UNICEF Canada.
- 4) Blakeway, M., (1997). Compilation of Research Materials. Washington D.C., National Institute for Dispute Resolution.
- 5) Blalock, H. M. (1967). Toward a Theory of Minority-Group Relations. New York: Wiley.
- 6) Boulding, E. (1996). Peace behaviours in various societies. In From a culture of violence to a culture of peace, Peace and Conflict Issues Series, UNESCO Publishing, pp 31–54.
- 7) Dewey (1969). The school and Society, Chicago, Univ. of Chicago Press (Reprint).
- 8) Lederach, J. P.(1995). Preparing for peace: conflict transformation across cultures. Syracuse, New York: Syracuse University Press.
- 9) Machel, G. (1996). Promotion and protection of the rights of children: impact of armed conflict on children. United Nations, New York.
- 10) Reardon, B., ed. (1988). Educating for global responsibility: Teacher-designed curricula for peace education, K-12. New York: Teachers College Press, Columbia University.
- 11) Reardon, B.(1993). Pedagogy as purpose: peace education in the context of violence. In Cremin, P., ed.(1993). Education for Peace. Educational Studies Association of Ireland and the Irish Peace Institute.
- 12) Shah, I. (1971). Thinkers of the East. London: Penguin Books.
- 13) UNICEF(1994). I Dream of Peace. New York: Harper-Collins.
- 14) UNICEF (1996). The State of the World's Children Report 1996. Oxford University Press.
- 15) UNICEF Lebanon (1993). 'Learning for life programme'.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC4)

(iv) CONTEMPORARY ISSUES OF INDIAN EDUCATION

Course Code: 24ED-DEC4 (iv)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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


- CLO1: Acquaint with the concept of universalization of elementary, secondary and higher education in India.
- CLO2: Analyze the impact of liberalization, privatization and globalization (LPG) on education.
- CLO3: Examine issues related to language, medium of instruction and policy of inclusion in primary, secondary and higher education.
- CLO4: Evaluate the status of primary, secondary and higher education in India.
- CLO5: Reflect upon the role and functions of different regulatory agencies in higher education.

COURSE CONTENT

UNIT-I

Contemporary Issues of Elementary Education

- 1.1 Elementary Education: Its status and problems
- 1.2 Related issues of universalization of elementary education: Provision, enrolment, and retention/completion education rates in elementary
- 1.3 Programs for achieving the objectives of universalization of elementary education:
 - National Program of Nutritional Support to Primary Education (NPNSPE) or Mid-day Meals
 - National Program of Education of Girls at Elementary Level (NPEGEL)


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

- Right to Education Act (2009)
- Right to Persons with Disabilities Act (2016)

1.4 Recommendations of NEP-2020 in the context of Elementary Education in India.

UNIT-II

Contemporary Issues of Secondary Education

- 2.1 Secondary Education: Status, problems and aims of universalization of secondary education with special reference to Haryana.
- 2.2 Programs for achieving universalization of secondary education: Policies and Status.
- 2.3 Recommendations of NEP-2020 in the context of Secondary Education in India.

UNIT-III

Contemporary Issues of Higher Education

- 3.1 Higher Education: Status and problems with special reference to Haryana.
- 3.2 Issues of access, equity and excellence in higher education.
- 3.3 Efforts for upgrading the quality of Higher Education through RUSA.
- 3.4 Role and functions of different regulatory bodies in higher education: UGC, NCTE, RCI, NIEPA, ICSSR and AICTE.
- 3.5 Recommendations of NEP-2020 in the context of Higher Education in India.

UNIT-IV

Diverse Issues of Indian Education


- 4.1 Liberalization, Privatization and Globalization in education
- 4.2 Language and medium of instructions: Multilingualism and Multiculturalism
- 4.3 Policy of Inclusion: Women, Minorities, Differently Abled, SCs and STs
- 4.4 PMMMNMTT: Scheme and implementation.
- 4.5 Recommendations of NEP-2020 for improving education system in India.

MODE OF TRANSACTION

Dialogue, peer group discussion, mobile teaching, self-learning, collaborative learning and library reading.

SUGGESTED READINGS

- 1) Delors, J., et al. (1996). *Learning: The treasure within. Report of the international commission on education for the 21st century*. UNESCO. Allied Publications, Bombay.
- 2) Illich, I. (1996). *Deschooling society*. Marion Boyars, London.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

- 3) Kumar, R. (2012). *Education, peace and development*. New Delhi: Kalpaz Publications.
- 4) Kumar, R. (2014). *Elementary education in India*. New Delhi: Atlantic Publishers and Distributors (P) LTD.
- 5) Ministry of Human Resource Development, Government of India. (2012). *Vision of teacher education in India: Quality and regulatory perspective* (Vols. 1 & 3). New Delhi.
- 6) Ministry of Education. (2020). *National Education Policy 2020*. Government of India, New Delhi.
- 7) Nayak, A. K., & Rao, V. K. (2010). *Secondary education*. New Delhi: A.P.H. Publishing Corporation.
- 8) National Council of Educational Research and Training (NCERT). (2005). *National curriculum framework*. New Delhi.
- 9) Nehru, R. S. S., & Rao, N. V. (2014). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.
- 10) Rashtriya Madhyamik Shiksha Abhiyan (RMSA). *JRM 1*.
https://www.education.gov.in/hi/sites/upload_files/mhrd/files/upload_document/JRM1.pdf
- 11) Rashtriya Uchchatar Shiksha Abhiyan (RUSA). *National higher education mission*.
https://www.education.gov.in/sites/upload_files/mhrd/files/RUSA_final090913.pdf
- 12) Srivastava, D. S., & Tomar, M. (2011). *Elementary education*. New Delhi: Isha Books.
- 13) Tyagi, K. (2013). *Elementary education*. New Delhi: APH Publishing Corporation.

Suggested Websites

1. Right to Education Act: <http://vikaspedia.in/education/policies-and-schemes/right-to-education/right-to-education-act>
2. AISES Reports: <http://aises.nic.in/documents/pdf/reports>
3. RUSA Guidelines (Feb 2014):
http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSAGuidelines022014.pdf
4. RUSA Final Report:
http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSA_final090913.pdf
5. Rehabilitation Council of India: www.rehabcouncil.nic.in

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC5)

(i) EDUCATION FOR DIFFERENTLY ABLED

Course Code: 24ED-DEC5 (i)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Understand the concept, models and barriers of implications in inclusive education.

CLO2: Describe the difference between special, integrated and inclusive education and its advantages for individual and society.

CLO3: Describe the Recommendations of various education commissions for diversity in education along with characteristics of children with diverse needs, their nature and educational implications.

CLO4: Contribute to change the attitude of significant others and society towards differently abled and explain about various resources needed for children with diverse needs.

CLO5: Discuss various aspects of teacher preparation for children with diverse needs and explain skills and competence of teacher and teacher educators for education in inclusive settings.

COURSE CONTENT

UNIT-I


Inclusive Education

1.1 Concept of Inclusive Education and Models of Implementation.

1.2 Barriers of Inclusive Education.

1.3 Difference between Special Education, Integrated and Inclusive Education.

1.4 Advantages of Inclusive Education for Individual and Society.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

- 1.5 Current laws(RCI Act, PWD Act, National Trust Act, RTE(2009), RPWD Act,2016)
- 1.6 National Policy for the Disabled (2006)
- 1.7 Recommendations of various education commissions to respond to diversity in education situations.

UNIT-II

Children with Diverse Needs

- 2.1 Definition, Characteristics and Educational Implications for Children with-
Hearing and Visual Impairments, Intellectually Challenged, Locomotionally Challenged, Children with Autism, Cerebral Palsy, Learning Disabilities, Slow Learners, Linguistic Minorities, Gifted and Creative.
- 2.3 Importance of early detection, functional assessment and early intervention for development of compensatory skills.

UNIT-III

Resources, Curricular and Other Changes

- 3.1 Concept and need for curricular adaptations for children with diverse needs.
- 3.2 Role of Technology for meeting diverse needs of learners.
- 3.3 Changing attitude of significant others and society in general.
- 3.4 Sources required for Children with special needs: Human, Financial and Physical.
- 3.5 Adaptations in instructional objectives, co-curricular and curricular activities for children with diverse needs.

UNIT-IV

Teacher Preparation

- 4.1 Guidelines for adaptation for teaching/practicing Science, Mathematics, Social Studies, Languages, Yoga, Physical Education, Drama etc.
- 4.2 NCF 2005 and curriculum for teacher preparation and transaction modes.
- 4.3 Skills and competence of teacher and teacher educators for secondary education in inclusive settings
- 4.4 Multicultural and Multigrade Teaching

MODE OF TRANSACTION

Lecture cum-Discussion, Brain Storming, Group Discussion, Presentations, Seminar, Panel discussion.

SUGGESTED READINGS

- 1) Advani, L & Chadha, A. (2003). *You and your special Child*. New Delhi: UBS Publishers and Distributors
- 2) Ahuja. A, Jangira, N.K. (2002). *Effective teacher training; cooperative learning based approach*: National Publishing House, Daryaganj, New Delhi.
- 3) Ainscow, M., Booth. T (2003). *The Index for inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.
- 4) Alur, M. & Timmons, V. (2009). *Inclusive Education across Cultures-Crossing boundaries*, Sharing Ideas. Sage. 60
- 5) Berdine, W.H., Blackhurst, A.E. (eds.) (1980). *An introduction to special education*. Boston: Little, Brown and Company.
- 6) Collier, C. (2011). *Seven steps to separating difference from disability*. California: Corwin- A Sage Company.
- 7) Corbett, Jenny (1998). *Special education needs in the twentieth century: A cultural analysis*. Trowbridge, Wilts: Redwood Books.
- 8) Encyclopaedia of Special Education (1987). Vol.1,2,3 ed's Cecil, R, Reynolds and Lester Mann, New York : John Wiley and Sons.
- 9) Frank, M.H. & Steven, R.F. (1984). *Education of exceptional learners*. Allyn & Bacon, Inc., Massachusetts.
- 10) Glass, K.T. (2009). *Lesson design for differentiated instruction, grades 4-9*, California: Corwin- A Sage Company.
- 11) Hallahan, D.P. & Kauffman, J.M. (1991). *Exceptional children—Introduction to special education*. Massachusetts: Allyn & Bacon.
- 12) Hans, I.J. (2000). *Children in need of special care*. Human Horizons Series, Souvenir Press (E & A Ltd.).
- 13) Hegarty, S., & Alur, M. (2005). *Education and children with special needs-From segregation to inclusion*. Sage publication.
- 14) Jangira, N.K. and Mani, M.N.G. (1990). *Integrated Education for Visually Handicapped*. Gurgaon, Academic Press.
- 15) Jha, M. (2002). *Inclusive education for all: Schools without walls*. Chennai: Heinemann Educational Publishers, Multivista Global Limited.
- 16) Karanth, P. and Rozario, J. (2007). *Learning disabilities in India willing the mind to learn*. New Delhi, Sage Publications India Pvt. Ltd.
- 17) Sengupta, Dr. Keya et. al. (2000). *Human disabilities challenges for their rehabilitation*, New Delhi: Reliance Publishing House.

- 18) Singh, D. and Deshpabhy, S. (2008): *Handbook of Special Education Part-I*, New Delhi: Kanishka Publishers.
- 19) Singh, D. and Deshpabhy, S. (2008).*Handbook of Special Education Part-II*, New Delhi: Kanishka Publishers.
- 20) Sharma, P.L. (2003).*Planning Inclusive Education in Small Schools*. R.I.E, Mysore.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC5)

(ii) PERSPECTIVES, ISSUES AND RESEARCHES IN TEACHER EDUCATION

Course Code: 24ED-DEC5 (ii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Explain concept, need, and factors influencing teacher development and various approaches to teacher development.

CLO2: Understand need and importance of in-service teacher education for professional development of teachers.

CLO3: Understand the structure of teacher education in India.

CLO4: Identify gaps in research on teachers and teacher education.


CLO5: Discuss and appreciate various issues related to teacher education.

COURSE CONTENT

UNIT-I

Perspectives and Policy on Teacher Education

- 1.1 Teacher Development: Concept, Need & Factors influencing Teacher development & Berliner's stages of development of a teacher.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

- 1.2 Approaches to Teacher Development- Interdisciplinary Approach, Internship in Teaching, Community living, Workshops and Summer Institutes.
- 1.3 In-service Teacher Education under DPEP, SSA, RMSA and Samgra Shiksha Abhiyan.
- 1.4 National Curriculum Framework for Teacher Education (2009).

UNIT-II

Structure and Management of Teacher Education

- 2.1 Structure of Teacher Education System in India: Its Merits and Limitations.
- 2.2 Professional Development of Teachers and Teacher Educators: Present Practices and Avenues.
- 2.3 NCTE Models I and II.
- 2.4 Competency and Commitment based Teacher Education: Competencies needed for emerging role of teachers in 21st Century.
- 2.5 Performance Appraisal of Teachers.

UNIT-III

Research in Teacher Education

- 3.1 Paradigms for research on teaching- Gagne, Doyle and Shulman.
- 3.2 Methodological issues of research in teacher education – direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation.
- 3.3 Research on Effectiveness of Teacher Education Programmes in India.
- 3.4 Trends of Research in Teacher Education: Review of a few recent research studies in Teacher Education with reference design, finding and policy implications.
- 3.5 Researches on Teacher behavior, personal variables, content variables, strategy variables, situation variables.

UNIT-IV

Problems and Issues in Teacher Education

- 4.1 Challenges in Professional Development of Teachers.
- 4.2 Factors influencing the quality of pre and in-service education of Secondary School Teachers.
- 4.3 Current Problems of Teacher Education and practicing Schools.
- 4.4 Role and Contribution of various agencies and regulatory bodies in enhancing the quality of Teacher Education.
- 4.5 Strengthening the Role of Teacher in a Changing World
- 4.6 Single Subject versus Multiple Subject Teachers: Implications for subject combination in Initial Teacher Preparation.

MODE OF TRANSACTION

Discussions, Lecture, Debates, Research Trends Analysis, Case Studies etc.

SUGGESTED READINGS

- 1) Caggart, G.L. (2005). *Promoting Reflective Thinking in Teachers*. Crowin Press.
- 2) Dwivedi, P. (1980). *Teacher education- A resource book*. NCERT, New Delhi.
- 3) Govt. of India (1966). *Education and national development*. Report of Education Commission, New Delhi.
- 4) Govt. of India (1986). *National policy of education*. Ministry of Human Resource and Development, New Delhi.
- 5) Kochar S.K.(1985). *Methods & techniques of teaching 2nd & rev & enlarged edition*. Sterling Publishers, New Delhi
- 6) Kohli, V.K. (1992). *Teacher education in India*. Vivek Publishers, Ambala (Haryana).
- 7) Mangal, S.K. (2000). *Teacher education: Trends & strategies*. Radha Publishing, New Delhi.
- 8) Mangla, Sheela(2000). *Teacher Education: Trends & strategies*, New Delhi, Radha Publishing.
- 9) Martin, D. J. & Kimberly S. Loomis (2006).*Building teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- 10) Mantry, S. (2020). *Teacher education: Perspectives, research and issues in teacher education: (Completely based on M.Ed syllabus)* (Kindle Edition). Amazon. <https://www.amazon.in/TEACHER-EDUCATION-PERSPECTIVES-RESEARCH-Completely-ebook/dp/B08CL38LHG>
- 11) MHRD (1986). *National policy of education and program of action*. New Delhi, Govt. of India.
- 12) MHRD (1992). *Program of action*. Department of Education, Govt. of India, New Delhi.
- 13) NCFTE (2009). *National curriculum framework for teacher education: Towards preparing professional and humane teachers*. NCTE, New Delhi.
- 14) Pany, S. (2013). *Teacher education in India*. New Delhi: Shipra Publication.
- 15) Raggett, M., & Clarkson, M. (2012). *Changing pattern of teacher education*. New Delhi: Routledge.
- 16) Sahoo, P. K., Yadav, D., & Das, B. C. (2010). *Professionalism in teacher education: Contemporary perspectives*. New Delhi: Uppal
- 17) Singh, H., Saxena, N. R., Mishra, B. K., & Mohanty, R. K. (2019). *Perspective research and issues in teacher education*. Bookman.

- 18) Sharma, S.P. (2005). *Teacher education*. Kanishka Publishers, New Delhi.
- 19) Singh, L.C. (1990). *Teacher education in India: A source book*. NCERT, New Delhi.
- 20) Research Report on Impact of in-service teacher training under SSA on Classroom transaction in Haryana State.
- 21) UNESCO (2006). *Teachers and Educational Quality*. UNESCO Institute for Statistics, Montreal.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC5)
(iii) EDUCATION FOR SUSTAINABLE DEVELOPMENT-II

Course Code: 24ED-DEC5 (iii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.


COURSE LEARNING OUTCOMES:

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

- CLO1. Explain the Sustainable Development Goals (SDGs) as outlined by UNESCO, with a particular focus on SDG 4.
- CLO2. Describe the role of education in promoting sustainable lifestyles.
- CLO3. Discuss the importance of technical and vocational skills for employability in achieving SDGs.
- CLO4. Highlight the significance of good health, well-being, inclusive education, and social transformation for sustainable development, including relevant educational policies, curricula, pedagogical practices, and ICT integration.
- CLO5. Analyze the role of educational management and ecosystems, and evaluate recent research outcomes in the context of achieving SDGs.

COURSE CONTENT

UNIT-I


 Chairperson, 22.07.24
 Department of Education,
 C.R.S.U., JIND (Haryana)

Introduction to Education for Sustainable Development

1.1 Introduction to UNESCO 17 Sustainable Development Goals (SDGs)

1.2 Sustainable Development Goal-4- Quality Education for all and Education for Sustainable Development (ESD)

1.3 ESD & SDGs: ESD for achieving SDG- 4.7- a) Sustainable lifestyle, b) Human rights, c) Gender equality, d) Promotion of peace & non-violence, e) Global citizenship f) Leveraging cultural diversity for SDGs.

UNIT-II

ESD for achieving SDG-4.4

- 2.1 Technical & vocational skills for employability
- 2.2 21st Century competencies for global & decent jobs
- 2.3 Sustainable entrepreneurship
- 2.4 Promoting good mental health & wellbeing.

UNIT-III

ESD & Social Transformation

- 3.1 Inclusive education & social transformation
- 3.2 Responsible consumption & production
- 3.3 Peace & justice in the society
- 3.4 Sustainable cities & communities
- 3.5 Sustainable health practices & social wellbeing.

UNIT-IV

Sustainable education & global partnership

- 4.1 Educational policy & curriculum
- 4.2 Pedagogical practices & ICT
- 4.3 Educational research & social benefits
- 4.4 Educational ecosystem & management

MODE OF TRANSACTION

Lecture, peer learning, discussions, presentations, assignments, outreach to schools etc.

SUGGESTED READINGS

- 1) Agarwal, A., Narain, S. and Sen, S. (1999). *The Citizens Fifth Report. Part II- Sustainable Database*. New Delhi, Centre for Science and Environment.
- 2) Braidotti, R., Charkiewicz, E., Hausler, S and Wieringa, S. (1994). *Women, the environment, and sustainable development: Toward a theoretical synthesis*. London: Zed Books.
- 3) Chhokar, K. B. (2000). *Conserving biodiversity*. New Delhi, Oxford and IBH publishing Co. Pvt. Ltd.
- 4) Cortese, A. (1999). *Education for sustainability: The University as a model of sustainability*. Boston, MA: Second Nature, Inc.
- 5) Cortese, A. (2001). *Education for a sustainable future: The next industrial revolution*. Boston, MA: Second Nature, Inc.
- 6) UNESCO's Report on Education for Sustainable Development, Paris, UNESCO.
- 7) Ministry of Law and Justice, Right to Education Act (2009), Govt. of India, New Delhi.
- 8) [http://www.unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSC T%20H_andbook_Extract.pdf](http://www.unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSC_T%20H_andbook_Extract.pdf) (ESD Model)
- 9) Issues and trends in Education for Sustainable Development: UNESCO Publication
- 10) Digital Pedagogy for Building Peaceful & Sustainable Societies: Blue Dot Publication
- 11) https://www.mdpi.com/journal/sustainability/special_issues/Entrepreneurship_Education
- 12) [Education for Sustainable Development - Course \(nptel.ac.in\)](https://www.nptel.ac.in/)

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC5)

(iv) WOMEN EDUCATION

Course Code: 24ED-DEC5 (iv)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Analyze the various aspects of women education.

CLO2: Acquaint with the need of women and girl education.

CLO3: Reflect upon the status of women in society.

CLO4: Analyze about the prevalence and ways for eradication of various social evils related to women in the society.

COURSE CONTENT

UNIT-I

Introduction to Women Education

- 1.1 Women Education: Meaning, need and scope, Transition of status of women through ages.
- 1.2 Girl child education: Need, facilities, policies, present and futuristic plans of girl child education, Problems in educating girl child, drop out: meaning and causes, Social aspects influencing girl education: Subject choice, attitude and expectations of school and society.
- 1.3 Physical, mental, emotional and social development of girls during different stages of life.
- 1.4 Review of various programs especially designed for women, NEP-2020 and Women Education.

UNIT-II

Women's Rights and Empowerment

- 2.1 Women empowerment: Concept, indicators, ways for empowering the women and impact of self-empowerment on women, cognitive and non-cognitive aspects for self empowerment of women, self- help groups (SHGs).
- 2.2 Socio-psychological determinants of women education, Education of women of minority communities.
- 2.3 Women's rights: Right to education, work, property, maintenance, equality, right against exploitation.

UNIT-III

Issues related to Women

- 3.1 Issues related to women: Bigamy, dowry, Violence, glass ceiling, rape, exploitation at work, extra marital affair and NRI deserted wives.
- 3.2 Domestic violence: Meaning, types, causes and ways to avoid domestic violence.
- 3.3 Female feticides, infanticide, early child marriage and girl child labor.
- 3.4 Need, ways to achieve quality of life of women; social justice and empowerment.

UNIT-IV

Recent trends and Contribution of Women Thinkers

- 4.1 Role of media in changing the status of women, women and modernization, women entrepreneurship, Representation of Women's role in textbooks and media sources.
- 4.2 Research trends in women education.
- 4.3 Reflections on the contribution of Mother Teresa, Savitribai Phule and Sudha Krishnamurthy.

MODE OF TRANSACTION

Lecture, Seminar, team teaching, e-tutoring, dialogue, peer group discussion, self-learning, Collaborative learning and Cooperative learning.

SUGGESTED READINGS

- 1) Noddings, N. (2012). *Philosophy of education* (3rd ed.). Colorado, USA.
- 2) Ozman, H. A., & Craver, S. M. (2011). *Philosophical foundations of education*. Boston, USA: Allyn & Bacon.
- 3) Palmer, J. A. (2001). *Fifty modern thinkers on education: From Piaget to the present day*. RoutledgeFalmer. London, USA, Canada.
- 4) Rao, B. (2008). *Women education*. Discovery Publication: New Delhi.
- 5) Singh, U. K., et al. (2005). *Women education*. Common Wealth Publishers: New Delhi.

- 6) Tripathy, S. N. (2003). *Women in informal sector*. Discovery Publishing House: New Delhi.
- 7) Nehru, R. S. S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.

DISSERTATION

Course Code: 24ED-D

Credits: 12


Max. Marks: 300

(External: 210, Internal: 90)

COURSE LEARNING OUTCOME (CLOs):

The students will utilize various databases to write reviews and identify research gaps. This process will aid them in framing research topics, formulating objectives, hypotheses, and research questions, as well as designing suitable research methodologies. They will be able to identify or construct appropriate tools for their studies and write references in APA format.

The dissertation work shall be compulsory for those who opt for scheme-1 in 4th semester. The staff council of the department will decide and declare the number of seats for Dissertation Work of 12 Credits in the 4th semester at the beginning of the 3rd semester depending upon the availability of infrastructure, faculty, and expertise in the area of specialization. The student opting dissertation shall select a problem on any area of education, carry out intensive research work and prepare a research report under the guidance of a supervisor allotted by the department. He/she will be required to submit the complete dissertation to the Department 15 days before the theory examination. The evaluation of the dissertation and viva-voce shall be held as per scheme of examination on a date fixed by the University.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

EMPLOYABILITY AND ENTREPRENEURSHIP SKILLS COURSE (EEC)

(i) LIFE SKILL EDUCATION (LSE)

Course Code: 24ED-EEC (i)

Time: 1:30 hours

Credits: 2

Max. Marks: 50

(External: 35, Internal: 15)

Note:

1. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
2. Q. No. 1 will be compulsory and will carry 7 marks. It will comprise of 2 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Discuss meaning, objective and importance of life skill education.

CLO2: Explain ten core life skills listed by WHO.

CLO3: Describe methods of teaching life skills.

CLO4: Describe the role of teachers and community in life skill education.

COURSE CONTENT

UNIT-I


Introduction to Life Skills

- 1.1 Concept and definition of Life Skill Education.
- 1.2 Objectives of Life Skill Education.
- 1.3 Importance of Life Skill Education.
- 1.4 Ten Core Life Skills (Listed by WHO) - Problem solving skills, Decision making skills, Creative thinking skills, Critical thinking skills, Communication skills, Inter-personal skills, Empathy, Self-awareness, Coping with emotion, Coping stress.

UNIT-II

Approaches & Strategies for LSE

- 2.1 Pillars of Life Skills Education
- 2.2 Approaches of Life Skill Education


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

2.3 Strategies for life Skill Education

2.4 Life skills competency framework

2.5 Role of teachers and community level workers in Life skill education.

MODE OF TRANSACTION

Open discussion, learning by expositions, presentations, seminars, collaborative & cooperative strategies, field visits, story-telling, role-playing, paraphrasing, reflection and brainstorming session on life skills education-related concepts, dialogue and, and blended learning approach.

ACTIVITIES/PRACTICUM

1. Students can conduct a SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis.
2. Students can evaluate their level of skills using a psychological test/scale.
3. Students can visit educational institutions to assess the status of life skills education and the methods used to teach these skills.
4. Students can create a scrapbook focused on life skills.
5. Students can present a seminar on a selected life skill.
6. Any other activity as suggested by the concerned teacher can be undertaken.

SUGGESTED READINGS

- 1) SCERT. Life Skills Education-Guidebook for Teachers (SCERT)
- 2) Sengararvelu,G. (2011).Education in Emerging Indian Society, Neel Kamal Publication Pvt Ltd.
- 3) UNESCO (2005).Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
- 4) WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations
- 5) Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- 6) [Unit-10.pdf \(egyankosh.ac.in\)](http://egyankosh.ac.in)
- 7) [MNH-PSF-96.2.Rev.1-eng.pdf \(who.int\)](http://www.who.int)
- 8) [life_skills_book_1.pdf \(assam.gov.in\)](http://assam.gov.in)
- 9) [Life_Skills_Education.pdf \(spmvv.ac.in\)](http://spmvv.ac.in)
- 10) <https://www.egyankosh.ac.in/bitstream/123456789/74635/3/Unit-1.pdf>

EMPLOYABILITY AND ENTREPRENEURSHIP SKILLS COURSE (EEC)

(ii) EDUCATIONAL ENTREPRENEURSHIP

Course Code: 24ED-EEC (ii)

Time: 1:30 hours

Credits: 2

Max. Marks: 50

(External: 35, Internal: 15)

Note:

1. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
2. Q. No. 1 will be compulsory and will carry 7 marks. It will comprise of 2 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Identify and analyze the characteristics and competencies required to become a successful educational entrepreneur.

CLO2: Apply principles of innovation and creativity in the context of educational entrepreneurship, including idea generation and the creative process.

CLO3: Evaluate the role of innovation in educational entrepreneurship and its impact on educational institutions.

CLO5: Analyze the different phases of educational entrepreneurship, including the start-up phase, growth phase, and later growth phase.


CLO6: Examine strategies for expansion and growth in the later growth phase of educational entrepreneurship.

COURSE CONTENT

UNIT-I

Introduction to Educational Entrepreneurship

- 1.1. Conceptual understanding of Entrepreneurship and Educational Entrepreneurship; Need, Importance and Scope of Educational Entrepreneurship.
- 1.2 Characteristics and Competencies of an Educational Entrepreneur.
- 1.3 Innovation and Creativity in Educational Entrepreneurship: Idea Generation, the Creative process, Principles of Innovation, Role of Innovation in Educational Entrepreneurship.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

1.4 Recommendations of NEP-2020 in the context of entrepreneurship.

UNIT-II

Phases of Educational Entrepreneurship

- 2.1. Startup Phase: Identification of Opportunity, Setting -up Mission, Vision and Goals, Understanding Implications of Government Regulations.
- 2.2. Growth Phase: Feasibility study –Marketing Plan, Financial Planning, Human Resource Planning, Operations and Output Planning, Resource Mobilization.
- 2.3. Later Growth Phase: Strategies for expansion and growth, Leadership style, Educational leaders and Educational Institutions –Case studies, Ethical Issues, Legal Issues - copy rights, patents, trademarks, IPR [Intellectual Property Rights].

MODE OF TRANSACTION

Experiential learning, Lecture, Seminar, team teaching, dialogue, peer group discussion, self-learning, Collaborative learning, Cooperative learning and, field work etc.


ACTIVITIES/FIELD WORK/PRACTICUM

1. Review of local environment to identify potential areas of entrepreneurial opportunities.
2. Group presentations and discussions on case studies of successful entrepreneurs in diverse areas.
3. Discussions on the essential characteristics of an entrepreneur.
4. Field visit by students to any enterprise of own choice and recording and reporting observations regarding:
 - Background of entrepreneur
 - Reasons for selecting the entrepreneurial career
 - Stating the enterprise
 - Products/Services
 - Production process and investment made
 - Marketing practices followed
 - Profit or Loss
 - Growth & development
 - Problems faced
 - Institutions/Organisations which offered support
 - Type of satisfaction

SUGGESTED READINGS

- 1) Barringer, B.R., and Ireland, D. (2011). Entrepreneurship: Successfully Launching New Ventures, 4th Edition. New Jersey: Pearson Education.
- 2) Drucker, P.F. (2006). Innovation & Entrepreneurship. London: Harper Business
- 3) Holt, D.H. (2002). Entrepreneurship: New Venture Creation. New Delhi: Prentice Hall Private Limited.


- 4) Spinelli, S., & R. Adams (2011). *New Venture Creation, Entrepreneurship for the 21st Century*, 9th Edition. New York: McGraw Hill/Irwin.
- 5) Verstraete, T. & Jouioson-Laffitte, E. (2012). *A Business Model for Entrepreneurship*. Cheltenham: Edward Elgar Publishing Ltd.
- 6) [NEP_Final_English_0.pdf \(education.gov.in\)](#)
- 7) [ResearchGate](#)
- 8) [Education is the foundation of entrepreneurship and economic growth | World Economic Forum \(weforum.org\)](#)
- 9) https://www.researchgate.net/publication/319057540_Entrepreneurship_Education_Concept_Characteristics_and_Implications_for_Teacher_Education


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

SEMESTER-IV

(Syllabus for Scheme-2)

(For those who opt for Practicum Course)


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

CORE COURSE (CC13)
ADVANCED EDUCATIONAL TECHNOLOGY
Course Code: 24ED-CC13

Time: 3 hours
Credits: 4

Max. Marks: 100
(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Develop the concept and evolution of Information Technology (IT), Communication Technology (CT), Information and Communication Technology (ICT), Instructional Technology (IT), and Educational Technology (ET).

CLO2: Explain process, model, and stages of development of instructional design.

CLO3: Explain recent trends in e-learning like MOOCs, Open Educational Resources etc.

CLO4: Discuss the application of educational technology in formal, informal, non-formal, and inclusive education systems.


CLO5: Explain the role of computers in education such as Computer Assisted Instruction (CAI), Computer Assisted Learning (CAL), Computer Based Training (CBT), and Computer Managed Learning (CML).

COURSE CONTENT

UNIT-I

Multi-media Approach in Educational Technology

- 1.1 Explain the concept and evolution of- Information Technology (IT), Communication Technology (CT) & Information and Communication Technology (ICT), Instructional Technology (IT), and Educational Technology (ET).
- 1.2 Multi-media approach in Educational Technology: Meaning, principles of using multi-media, approaches and limitations.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

UNIT-II

Process, Models and Elements of Instructional Design

- 2.1 Process and stages of development of instructional design.
- 2.2 Models of development of instructional design: Analyze, Design, Develop, Implement, and Evaluate (ADDIE) Model, ASSURE instructional design model, Dick and Carey Model.
- 2.3 Gagne's Nine Events of instruction and Five E's of Constructivism
- 2.4 Nine Elements of Constructivist instructional Design.

UNIT-III

Emerging Trends in E-Learning

- 3.1.E-learning: Concept, and approaches to e-learning (Offline, online, synchronous, asynchronous, communication, blended learning, flipped learning).
- 3.2 Digital/online education: Concept and modes, PRAGYATA—steps for digital and online education.
- 3.3 DIKSHA--- One nation, one digital platform for teaching and learning.
- 3.4 SWAYAM PRABHA TV Channels.
- 3.5 Concept of SWAYAM , MOOCs, Open Education Resources, Creative Common.

UNIT-IV

Instructional Theories and Application of Computers in Education


- 4.1 Instructional theories and procedures with special reference to Bruner and Vygotsky.
- 4.2 Application of educational technology in formal, non-formal, informal, and inclusive education systems.
- 4.3 Application of computers in education: Computer Assisted Instruction (CAI), Computer Assisted Learning (CAL), Computer Based Training (CBT), Computer Managed Learning (CML).
- 4.4 Recommendations of NEP-2020 for integrating technology in education.

MODE OF TRANSACTION

Lecture cum Discussion method, Blended learning, Seminar, Workshop, Debate etc.

SUGGESTED READINGS

- 1) Akdeniz, C. (2016) *Instructional process and concepts in theory and practice: Improving the teaching process*. Springer.
- 2) Chauhan, S. S. (1978). *A text book of programmed instruction*. (2nd Ed). Sterling Publishers Pvt. Ltd., New Delhi / Bangalore.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

- 3) Cheng, I., Safont, L.V. & Basu, A. (2009). *Multimedia in education: Adaptive learning and testing*. World Scientific Pub Co Inc., New Jersey.
- 4) Jonassen, D.H., Peck, K.L. & Wilson, B.G. (1999). *Learning with technology: A constructivist perspective*. Merrill, California.
- 5) Joyce, B. & Weil, M. (1992). *Models of teaching*. Prentice-Hall of India, New Delhi.
- 6) Ledford, B.R. & Sleeman, P.J. (2001). *Instructional design: A primer*. Information Age Publishing, Greenwich.
- 7) Mallik, Utpal (2001). *Learning with computers level – III*. NCERT, New Delhi.
- 8) Mayer, R.E. (2009). *Multimedia learning, (Edition 2)*. Cambridge University Press, New York.
- 9) Roblyer, M.D. (2007). *Integrating educational technology into teaching, (4th ed.)*. Pearson Education, India.
- 10) Rosenberg, M.J. (2001). *E-learning*. McGraw Hill, New York.
- 11) Singh, Y.K., Sharma, T. K. & Upadhyay, B. (2008). *Education technology: Teaching learning*. APH Publishing, New Delhi.
- 12) Solomon, G. & Schrum, L. (2007). *Web 2.0: New tools, new schools*. International Society for Technology in Education, Washington, USA.
- 13) Timothy, J. N., Donald, A. S., James D. L., & James D. R. (2010). *Educational technology for teaching and learning, (Edition 4)*. Pearson Education.

WEB RESOURCES

- 1) <http://portal.unesco.org/ci/en/ev.php>
- 2) <http://www.oercommons.org/>
- 3) <http://www.unesco.org/new/en/education/>
- 4) <http://www.unescobkk.org/education/>
- 5) <http://www.unescobkk.org/education/ict/>

CORE COURSE (CC14)

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Course Code: 24ED-CC14

Time: 3 hours

Credits: 4

Max. Marks: 100

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Explain the concepts of educational management and administration along with scope and relationship between management and administration.

CLO2: Discuss the principles and functions of educational management,

CLO3: Discuss the academic leadership as a change in educational system and characteristics of an effective educational leader.

CLO4: Discuss the concept of quality of education and evolution of quality trends in education.

CLO5: Describe the change management and models of change management.

COURSE CONTENT

UNIT-I

Concept of Management and Administration

- 1.1 Meaning, nature, and scope of educational management and administration.
- 1.2 Principles and functions of management: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB), Cost Per Mile (CPM), Programme Evaluation Review Technique (PERT), and Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis in education institutions.
- 1.3 Administration as a process and as a bureaucracy.
- 1.4 Relationship between management and administration.

UNIT-II

Academic Leadership

- 1.1 Academic leadership: Meaning, nature, and importance in educational leadership.
- 1.2 Approaches of leadership: Trait, Transformational, Transactional, Value-based, Cultural, Psychodynamic, and Charismatic.
- 1.3 Academic leadership as a change in educational system and characteristics of an effective educational leader.
- 1.4 Role of educational leaders at different levels of education at local level (State, District & Block level).

UNIT-III

Quality in Education

- 3.1 Concept of Quality and Quality in Education: Indian and international perspectives.
- 3.2 Evolution of quality trends.
 - 3.2.1 Inspection and quality control
 - 3.2.2 Quality assurance (IQAC & NAAC)
 - 3.2.3 Total quality management (TQM)
 - 3.2.4 Six sigma.

UNIT-IV

Change Management

- 4.1 Change Management: Meaning and need for planned change in educational institutions
- 4.2 Models of change management:
 - 4.2.1 Three Step-Model of Change: Unfreezing, Moving, and Refreezing.
 - 4.2.2 The Japanese Models of Change: Just-in-Time, and Poka-yoke.

MODE OF TRANSACTION

Lecture, assignments, discussion, role-playing, presentations by students etc.

SUGGESTED READINGS

- 1) Agarwal, M.N., Bhattacharya, S., Robbins, S.P. & DeCenzo, D.A. (2009). *Fundamentals of management: Essential concepts and applications*, (6th Ed.), Pearson Education, India.
- 2) Bahtanagar, R.P. & Aggarwal, V. (2004). *Educational administration, supervision, planning and financing*. R.Lall. Book Depot, Meerut (UP).
- 3) Gill, R. (2011). *Theory and practice of leadership*. SAGE Publications, India.

- 4) Hanson, E. M. (2003). *Educational administration and organizational behaviour (3rded.)*. Allyn and Bacon.
- 5) Koontz, H. & Wehrich, H. (2012). *Essentials of management. (Ninth Ed.)*, Tata McGraw Hill, New Delhi.
- 6) Mathur, S.P. (2001). *Financial administration and management*. The Indian Publications, India.
- 7) Mukhopadhyay, M. (2020). *Total quality management in education*. SAGE Publishing, India.
- 8) Prasad, J. (1995). *School organization and management*. Kanishka Publishers, New Delhi.
- 9) Rebore, R.W. (2003). *A human relations approach to the practice of educational leadership*. Allyn and Bacon.
- 10) Robbins, S. P. & Coulter, M. K. (2007). *Management*. Prentice-Hall of India, New Delhi.
- 11) Shukla, P.D. (1983). *Administration of education in India*. Vikas Publication, New Delhi.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC4)

(i) EDUCATIONAL MEASUREMENT AND EVALUATION

Course Code: 24ED-DEC4 (i)

Time: 3 hours

Max. Marks: 70

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.


COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Discuss the concepts related to measurement, evaluation and assessment.

CLO2: Explain the concept of achievement test and construct the same in their subject of interest.

CLO3: Describe the characteristics of a good test.


 Chairperson, 22.07.24
 Department of Education,
 C.R.S.U., JIND (Haryana)

CLO4: Critically evaluate various models of educational assessment and evaluation.

CLO5: Discuss the recommendations of NEP-2020 in context of educational assessment and evaluation.

COURSE CONTENT

UNIT-I

Measurement, Assessment and Evaluation

- 1.1 Meaning, nature, process and importance of Measurement, Assessment and Evaluation
- 1.2 Types of evaluation- Placement, Formative, Diagnostic, Summative; Criterion-Referenced and Norm- referenced evaluation; power vs speed test.
- 1.3 Approaches of Assessment – Assessment of learning, Assessment for learning, Assessment as learning
- 1.4 Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

UNIT-II

Construction and Standardization of Achievement Test

- 2.1 Process of test construction – Planning, Preparation, Tryout and Evaluation.
- 2.2 Types of Achievement Test – Teacher-Made, Standardized test.
- 2.3 Types of test items – objective types (Recognition and Supply), Subjective types (Extended and Restricted), Reflective types, Interpretive types.
- 2.4 Item Analysis: Items discrimination, Items difficulties, Plausibility of distractor.
- 2.5 Attitude scale: Concept and types - Thurstone, Likert Scale, Semantic differential.

UNIT-III

Characteristics of Good Test

- 3.1 Reliability – Concept, types, method of computation and factors affecting Reliability.
- 3.2 Validity – Concept, types, Approaches of Validity and factors affecting Validity.
- 3.3 Objectivity and Usability
- 3.4 Interpretation of test scores. Standard Scores (Z-Score), T- Score, Stanine Score, Percentile, Percentile Rank and Grading (Absolute grading and Relative grading).

UNIT-IV

Models of Educational Evaluation and Assessment

- 4.1 Goal attainment model
- 4.2 Judgmental model
- 4.3 Decision facilitation model
- 4.4 Naturalistic model
- 4.5 Continuous Comprehensive Evaluation.
- 4.6 Portfolio, Rubric, Hot Potato, Self -Evaluation, Peer-Group Evaluation.
- 4.7 Recommendations of NEP-2020 for educational assessment and evaluation.

MODES OF TRANSACTION

Lecture cum Discussion method, Self-learning instructional Materials, Blended learning, Seminar, Workshop.

SUGGESTED READINGS

- 1) Acharya, P.B. (2015). *Educational measurement and evaluation*. Canadian Academic Publishing, Ottawa (Ontario).
- 2) Cooper, D. (2007). *Talk about assessment: Strategies and tools to improve learning*. Toronto, Ontario: Thomson Nelson.
- 3) Craig, A.M. (2015). *Introduction to educational research*. Sage Publications, New Delhi.
- 4) Gupta, R. (2017). *Measurement, evaluation and assessment for learning*. Shipra publications, New Delhi.
- 5) Hinton, P.R. (2014). *Statistics explained*. Routledge, London.
- 6) Kumar, R. (2005). *Research methodology- A step by step guide for beginners*. Pearson Education, New Delhi.
- 7) Mangal, S.K. & Mangal, S. (2019). *Assessment for learning*. Prentice-Hall of India, New Delhi.
- 8) Miller, M.D., Linn, R.L., and Gronlund, N. E. (2009). *Measurement and Assessment in Teaching, 10th ED*. Pearson Education, Inc., Upper Saddle River, NJ.
- 9) NCERT(2015). *Learning Indicators*, New Delhi.
- 10) Mohan, R. (2016). *Measurement, evaluation and assessment in education*. PHI Ltd., New Delhi.
- 11) Pal, H. & Sharma, M. (2009). *Mapan, anklanevammulyankan*. Shipra publications, New Delhi.
- 12) Popham, W.J. (2010). *Classroom assessment: What teachers need to know*. New York: Prentice Hall.
- 13) Secolsky, C. & Denison, D.B. (2017). *Handbook on measurement, assessment and evaluation in higher education (2nd ed.)*. Routledge, London.
- 14) Thorndike, R.M. & Thorndike, T.M. (2013). *Measurement and evaluation in psychology and education (8th ed.)*. Pearson Education Limited, New Delhi.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC4)

(ii) EDUCATION AND WELLBEING

Course Code: 24ED-DEC4(ii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES CLOs) :

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

CLO1: Discuss the concept, importance and approaches of wellbeing.

CLO2: Explain different components of wellbeing like physical, mental, social, emotional, spiritual, environmental, and financial.

CLO3: Describe the recommendations of NEP-2020 and NCFSE, 2023 in the context of promoting wellbeing.

CLO4: Explain various pedagogical practices for promoting wellbeing and role of family, school and community for promoting wellbeing.

CLO5: Discuss the need and importance of teacher's wellbeing.

COURSE CONTENT

UNIT-I

Introduction to Wellbeing

- 1.1 Concept of holistic health and wellbeing.
- 1.2 Difference between holistic health and wellbeing.
- 1.3 Factors affecting wellbeing of an individual.
- 1.4 Importance of wellbeing at different levels of education.
- 1.5 Major approaches and theories of wellbeing
- 1.6 Models of wellbeing

UNIT-II

Components of Wellbeing-I

- 2.1 Physical Wellbeing: Indicators, concept and issues related to Health, Fitness and Ageing, Characteristic of physically healthy behavior; Ways of improving physical wellbeing.
- 2.2 Mental Wellbeing: Indicators, factors affecting mental wellbeing, improving mental wellbeing.
- 2.3 Social Wellbeing: Indicators, and ways of improving social wellbeing.

UNIT-III

Components of Wellbeing-II

- 3.1 Emotional Wellbeing-Indicators, relationship with emotional intelligence, factors supporting/challenging emotional wellbeing.
- 3.2 Spiritual Wellbeing- Indicators, behaviours associated with spiritual wellbeing, ways of nurturing spiritual wellbeing.
- 3.3 Environmental and Financial Wellbeing- Indicators, 7R's of environmental wellness, life skills to ensure environmental and financial wellbeing

UNIT-IV

Pedagogical Practices for Promoting Well Being

- 4.1 Recommendations of NEP-2020 in the context of promoting wellbeing.
- 4.2 Integrating wellbeing in school curriculum with special reference to NCFSE, 2023.
- 4.3 Pedagogical practices for promoting wellbeing.
- 4.4 Holistic approach to promote wellbeing- Role of family, school and community.
- 4.5 Need and importance for teacher's wellbeing.
- 4.6 Wellbeing for restoring peace and equity in education.

MODE OF TRANSACTION

Simulation, Lecture method, lecture-cum-demonstration, Workshop, Practice session.

SUGGESTED READINGS

- 1) Albrecht, N. (2014). Wellness. *The International Journal of Health, Wellness, and Society*, 4 (1), 21-36.
- 2) Michalos, A.C (2007). *Education, happiness and wellbeing*. Paper presented at the International Conference on 'Is happiness measurable and what do those measures mean for public policy?' Rome, Italy.

- 3) Watson, D., Emery, C., Bayliss, P., Boushel, M. & McInnes, K. (2012). *Children's social and emotional wellbeing in schools: A critical perspective*. Bristol, UK: The Policy press.
- 4) [Curriculum-on-Health-and-Wellness-of-School-Going-Children-English.pdf \(nhm.gov.in\)](#)
- 5) [NEP_Final_English_0.pdf \(education.gov.in\)](#)
- 6) [ncf_2023.pdf \(education.gov.in\)](#)
- 7) [Health and Wellbeing in Schools.pdf \(ncert.gov.in\)](#)
- 8) [Promoting wellbeing through positive education: A critical review and proposed social ecological approach - Simon Coulombe, Kendra Hardy, Rachel Goldfarb, 2020 \(sagepub.com\)](#)
- 9) [UNESCO strategy on education for health and well-being - UNESCO Digital Library](#)
- 10) [Theoretical Conceptualisations of Wellbeing – Wellbeing in Educational Contexts \(pressbooks.pub\)](#)
- 11) [Theories of Well-being: The Foundations | SpringerLink](#)

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC4)

(iii) HUMAN RIGHTS EDUCATION

Course Code: 24ED-DEC4 (iii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.


COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Explain the concept, need, types and importance of human rights and theoretical perspectives of human rights.

CLO2: Discuss the formal mechanism of enforcement of human rights.

CLO3: Discuss constitutional provisions for protection of human rights of various sections.


 Chairperson, 22.07.24
 Department of Education,
 C.R.S.U., JIND (Haryana)

CLO4: Elaborate the role of UNO, SAARC, NCF etc. in maintaining peace and protection of human rights.

CLO5: Describe the concept of integration of human rights education in curriculum.

CLO6: Explain the role of press & media for promotion of human rights education among the masses.

COURSE CONTENT

UNIT-I

Introduction to Human Rights

- 1.1 Human Rights: Concept, meaning and definition, nature, and significance.
- 1.2 Relationship between Rights and duties, Types of rights; civil, political, economic, social, cultural and environmental
- 1.3 Theoretical perspectives of Human Rights: Doctrine of Natural Rights, Legal Theory, liberal Theory, Idealist Theory, Marxist Theory and Welfare Theory.

UNIT-II

Transitions of Human Rights

- 2.1 Formal Mechanism for the Enforcement of Human Rights (Role of different UN organs, International Agencies, National & State level Agencies, NGOs in Enforcement of Human Rights).
- 2.2 Constitutional Provisions for Human Rights Protection of Women, SCs, STs and Minorities, Compositions, Functions and Powers of National and State Level Human Rights Commission, International & National Acts and Conventions for Protection of Human Rights of Children & Women.
- 2.3 Role of UNO and SAARC, NCF, Human Rights education in promoting peace, global consciousness and environmental protection through specific educational programmes.

UNIT-III


Introduction to Human Rights Education

- 3.1 Human Rights Education: Meaning, Objectives and Scope.
- 3.2 Pedagogies for human rights education.
- 3.3 Agencies of Human rights Education – School, Family, Community, Teacher.
- 3.4 Teaching Learning Process in Human Rights Education through Curricular and co-curricular activities.

UNIT-IV

Integrating Human Rights Education (HRE) in the Curriculum

- 4.1 Curriculum Development of Education for Human Rights
- 4.2 HRE in at different of education levels: elementary, secondary and higher education.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

- 4.3 Activities in school for promoting human rights awareness among children
- 4.4 Role of teacher in developing human rights awareness
- 4.5 Role of press & media for promotion of human rights education among the masses.

MODE OF TRANSACTION

Group discussion, lecture-cum–discussion, panel discussion, presentations, school visits and sharing of experiences, presentation of case studies.

SUGGESTED READINGS

- 1) Georgi, Viola B., & Michael, Sebarich (Eds.). (2004). *International perspectives in human rights education*. Gutersloh: Bertelsmann Foundation Publishers.
- 2) Motilal, S., & Nanda, B. (2010). *Human rights, gender and environment*. Allied Publishers: New Delhi.
- 3) Singh, Arunkumar (2002). *Humanrights and human rights education*. Itanagar: Dr. B.B. Pandey Himalayan Publishers.
- 4) Singh, S. P., Kaul, A., & Chaudhary, S. (2013). *Peace and human rights education*. APH Publishing Corporation: New Delhi.
- 5) Shah, G. et al., (2005). *Human Rights: Free and Equal*. New Delhi: Anmol Publication.
- 6) UNESCO (1997). The Human Rights to Peace. Declaration by the Director General. Paris France: UNESCO.
- 7) Vadkar, Praveen (2000). *Concepts, theories and practice of human rights*. New Delhi: Rajat.
- 8) [Part 2B: An Introduction to Human Rights Education \(umn.edu\)](#)
- 9) [Introducing human rights education - Manual for Human Rights Education with Young people \(coe.int\)](#)
- 10) [United Nations Declaration on Human Rights Education and Training \(2011\) | OHCHR](#)

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC5)

(i) EDUCATION FOR DIFFERENTLY ABLED

Course Code: 24ED-DEC5 (i)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Understand the concept, models and barriers of implications in inclusive education.

CLO2: Describe the difference between special, integrated and inclusive education and its advantages for individual and society.

CLO3: Describe the Recommendations of various education commissions for diversity in education along with characteristics of children with diverse needs, their nature and educational implications.

CLO4: Contribute to change the attitude of significant others and society towards differently abled and explain about various resources needed for children with diverse needs.

CLO5: Discuss various aspects of teacher preparation for children with diverse needs and explain skills and competence of teacher and teacher educators for education in inclusive settings.

COURSE CONTENT

UNIT-I

Inclusive Education

- 1.1 Concept of Inclusive Education and Models of Implementation.
- 1.2 Barriers of Inclusive Education.
- 1.3 Difference between Special Education, Integrated and Inclusive Education.
- 1.4 Advantages of Inclusive Education for Individual and Society.
- 1.5 Current laws(RCI Act, PWD Act, National Trust Act, RTE (2009), RPWD Act,2016)

1.6 National Policy for the Disabled (2006)

1.7 Recommendations of various education commissions to respond to diversity in education situations.

UNIT-II

Children with Diverse Needs

2.1 Definition, Characteristics and Educational Implications for Children with-

2.2 Hearing and Visual Impairments, Intellectually Challenged, Locomotionally Challenged, Children with Autism, Cerebral Palsy, Learning Disabilities, Slow Learners, Linguistic Minorities, Gifted and Creative.

2.3 Importance of early detection, functional assessment and early intervention for development of compensatory skills.

UNIT-III

Resources, Curricular and Other Changes

3.1 Concept and need for curricular adaptations for children with diverse needs

3.2 Role of Technology for meeting diverse needs of learners

3.3 Changing attitude of significant others and society in general

3.4 Sources required for Children with special needs: Human, Financial and Physical

3.5 Adaptations in instructional objectives, co-curricular and curricular activities for children with diverse needs

UNIT-IV

Teacher Preparation

4.1 Guidelines for adaptation for teaching/practicing Science, Mathematics, Social Studies, Languages, Yoga, Physical Education, Drama etc.

4.2 NCF 2005 and curriculum for teacher preparation and transaction modes.

4.3 Skills and competence of teacher and teacher educators for secondary education in inclusive settings

4.4 Multicultural and Multigrade Teaching

MODE OF TRANSACTION

Lecture cum-Discussion, Brain Storming, Group Discussion, Presentations, Seminar, Panel discussion.

SUGGESTED READINGS

- 1) Advani, L & Chadha, A. (2003). *You and your special Child*. New Delhi: UBS Publishers and Distributors

- 2) Ahuja, A, Jangira, N.K. (2002). *Effective teacher training; cooperative learning based approach*: National Publishing House, Daryaganj, New Delhi.
- 3) Ainscow, M., Booth. T (2003). *The Index for inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.
- 4) Alur, M. & Timmons, V. (2009). *Inclusive Education across Cultures-Crossing boundaries*, Sharing Ideas. Sage. 60
- 5) Berdine, W.H., Blackhurst, A.E. (eds.) (1980). *An introduction to special education*. Boston: Little, Brown and Company.
- 6) Collier, C. (2011). *Seven steps to separating difference from disability*. California: Corwin- A Sage Company.
- 7) Corbett, Jenny (1998). *Special education needs in the twentieth century: A cultural analysis*. Trowbridge, Wilts: Redwood Books.
- 8) Encyclopaedia of Special Education (1987). Vol.1,2,3 ed's Cecil, R, Reynolds and Lester Mann, New York : John Wiley and Sons.
- 9) Frank, M.H. & Steven, R.F. (1984). *Education of exceptional learners*. Allyn & Bacon, Inc., Massachusetts.
- 10) Glass, K.T. (2009). *Lesson design for differentiated instruction, grades 4-9*, California: Corwin- A Sage Company.
- 11) Hallahan, D.P. & Kauffman, J.M. (1991). *Exceptional children—Introduction to special education*. Massachusetts: Allyn & Bacon.
- 12) Hans, I.J. (2000). *Children in need of special care*. Human Horizons Series, Souvenir Press (E & A Ltd.).
- 13) Hegarty, S., & Alur, M. (2005). *Education and children with special needs-From segregation to inclusion*. Sage publication.
- 14) Jangira, N.K. and Mani, M.N.G. (1990). *Integrated Education for Visually Handicapped*. Gurgaon, Academic Press.
- 15) Jha, M. (2002). *Inclusive education for all: Schools without walls*. Chennai: Heinemann Educational Publishers, Multivista Global Limited.
- 16) Karanth, P. and Rozario, J. (2007). *Learning disabilities in India willing the mind to learn*. New Delhi, Sage Publications India Pvt. Ltd.
- 17) Sengupta, Dr. Keya et. al. (2000). *Human disabilities challenges for their rehabilitation*, New Delhi: Reliance Publishing House.
- 18) Singh, D. and Deshpabhv, S. (2008): *Handbook of Special Education Part-I*, New Delhi: Kanishka Publishers.
- 19) Singh, D. and Deshpabhv, S. (2008). *Handbook of Special Education Part-II*, New Delhi: Kanishka Publishers.

20) Sharma, P.L. (2003). *Planning Inclusive Education in Small Schools*. R.I.E, Mysore.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC5)

(ii) PEACE EDUCATION

Course Code: 24ED-DEC5 (ii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Understand the concept, scope, aims and types of peace education.

CLO2: Understand peace as a dynamic social reality

CLO3: Understand the NCF, 2009 and NCF, 2023 recommendations on peace education.

CLO4: Familiarize with transactional modalities for peace education.

CLO5: Develop the feelings of peace, love compassion, tolerance and harmony through meditation, yoga and exercise

CLO6: Implement the philosophies of great thinkers in their day-to-day life.

COURSE CONTENT

UNIT -1


Concept and Scope of Peace Education

- 1.1 Peace – Meaning, nature, source, classification and relevance of peace in present context.
- 1.2 Peace education – concept, scope, need and its importance
- 1.3 Aims of Peace Education
- 1.4 Types of peace education

UNIT-II

Peace Education: Strategies and Agencies

- 2.1 Peace Education Strategies- Cooperative Learning, Group Discussion, Project Work, Conflict Resolution


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

2.2 Role of different organizations like UNESCO in Peace Education (with special reference to Delor’s Commission Report and SDGs).

2.3 NCF, 2009 and NCF, 2023 recommendations on Peace Education.

UNIT-III

Understanding Peace as a Dynamic Social Reality

3.1 Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.

3.2 Role of Peace education in development of Love, Compassion, Tolerance and Harmony at National and International levels.

3.3 Role of community, school and family in the development of values for Peaceful coexistence.

UNIT-IV

Contribution of the following Great Thinkers in Peace Education and their Educational Implications

4.1 Swami Vivekananda

4.2 Mahatma Gandhi

4.3 Sri Aurobindo Ghosh

4.4 Rabindranath Tagore

4.5 Mother Teresa

4.6 Kailash Satyarthi

MODE OF TRANSACTION

Lecture, discussion, blended learning, assignment, presentations by the students etc.

SUGGESTED READINGS

- 1) Balvinder K. (2006). Peace Education. New Trends and Innovations, Deep & Deep Publications Pvt. Ltd., Rajouri Garden, New Delhi.
- 2) Bernard, H.W. (1951). Towards Personality Adjustment, Mc Graw Hill Book Co., New York.
- 3) Biggs, D.(1995). In Our Own Backyard: A teaching guide for the rights of the child, Toronto: UNICEF Canada.
- 4) Blakeway, M., (1997). Compilation of Research Materials. Washington D.C., National Institute for Dispute Resolution.
- 5) Blalock, H. M. (1967). Toward a Theory of Minority-Group Relations. New York: Wiley.

- 6) Boulding, E. (1996). Peace behaviours in various societies. In From a culture of violence to a culture of peace, Peace and Conflict Issues Series, UNESCO Publishing, pp 31–54.
- 7) Dewey (1969). The school and Society, Chicago, Univ. of Chicago Press (Reprint).
- 8) Lederach, J. P.(1995). Preparing for peace: conflict transformation across cultures. Syracuse, New York: Syracuse University Press.
- 9) Machel, G. (1996). Promotion and protection of the rights of children: impact of armed conflict on children. United Nations, New York.
- 10) Reardon, B., ed. (1988). Educating for global responsibility: Teacher-designed curricula for peace education, K-12. New York: Teachers College Press, Columbia University.
- 11) Reardon, B.(1993). Pedagogy as purpose: peace education in the context of violence. In Cremin, P., ed.(1993). Education for Peace. Educational Studies Association of Ireland and the Irish Peace Institute.
- 12) Shah, I. (1971). Thinkers of the East. London: Penguin Books.
- 13) UNICEF(1994). I Dream of Peace. New York: Harper-Collins.
- 14) UNICEF (1996). The State of the World’s Children Report 1996. Oxford University Press.
- 15) UNICEF Lebanon (1993). ‘Learning for life programme’.
- 16) UNICEF Liberia (1993). Kukatonon: Training manual of conflict resolution, reconciliation, and peace.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC5)
(iii) CONTEMPORARY ISSUES OF INDIAN EDUCATION

Course Code: 24ED-DEC5 (iii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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


- CLO1: Acquaint with the concept of universalization of elementary, secondary and higher education in India.
- CLO2: Analyze the impact of liberalization, privatization and globalization (LPG) on education.
- CLO3: Examine issues related to language, medium of instruction and policy of inclusion in primary, secondary and higher education.
- CLO4: Evaluate the status of primary, secondary and higher education in India.
- CLO5: Reflect upon the role and functions of different regulatory agencies in higher education.

COURSE CONTENT

UNIT-I

Contemporary Issues of Elementary Education

- 1.1 Elementary Education: Its status and problems
- 1.2 Related issues of universalization of elementary education: Provision, enrolment, and retention/completion education rates in elementary
- 1.3 Programs for achieving the objectives of universalization of elementary education:
 - National Program of Nutritional Support to Primary Education (NPNSPE) or Mid-day Meals
 - National Program of Education of Girls at Elementary Level (NPEGEL)


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

- Right to Education Act (2009)
- Right to Persons with Disabilities Act (2016)

1.4 Recommendations of NEP-2020 in the context of Elementary Education in India.

UNIT-II

Contemporary Issues of Secondary Education

- 2.1 Secondary Education: Status, problems and aims of universalization of secondary education with special reference to Haryana.
- 2.2 Programs for achieving universalization of secondary education: Policies and Status.
- 2.3 Recommendations of NEP-2020 in the context of Secondary Education in India.

UNIT-III

Contemporary Issues of Higher Education

- 3.1 Higher Education: Status and problems with special reference to Haryana.
- 3.2 Issues of access, equity and excellence in higher education.
- 3.3 Efforts for upgrading the quality of Higher Education through RUSA.
- 3.4 Role and functions of different regulatory bodies in higher education: UGC, NCTE, RCI, NIEPA, ICSSR and AICTE.
- 3.5 Recommendations of NEP-2020 in the context of Higher Education in India.

UNIT-IV

Diverse Issues of Indian Education


- 4.1 Liberalization, Privatization and Globalization in education
- 4.2 Language and medium of instructions: Multilingualism and Multiculturalism
- 4.3 Policy of Inclusion: Women, Minorities, Differently Abled, SCs and STs
- 4.4 PMMMNMTT: Scheme and implementation.
- 4.5 Recommendations of NEP-2020 for improving education system in India.

MODE OF TRANSACTION

Dialogue, peer group discussion, mobile teaching, self-learning, collaborative learning and library reading etc.

SUGGESTED READINGS

- 1) Delors, J., et al. (1996). *Learning: The treasure within. Report of the international commission on education for the 21st century*. UNESCO. Allied Publications, Bombay.
- 2) Illich, I. (1996). *Deschooling society*. Marion Boyars, London.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

- 3) Kumar, R. (2012). *Education, peace and development*. New Delhi: Kalpaz Publications.
- 4) Kumar, R. (2014). *Elementary education in India*. New Delhi: Atlantic Publishers and Distributors (P) LTD.
- 5) Ministry of Human Resource Development, Government of India. (2012). *Vision of teacher education in India: Quality and regulatory perspective* (Vols. 1 & 3). New Delhi.
- 6) Ministry of Education. (2020). *National Education Policy 2020*. Government of India, New Delhi.
- 7) Nayak, A. K., & Rao, V. K. (2010). *Secondary education*. New Delhi: A.P.H. Publishing Corporation.
- 8) National Council of Educational Research and Training (NCERT). (2005). *National curriculum framework*. New Delhi.
- 9) Nehru, R. S. S., & Rao, N. V. (2014). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.
- 10) Rashtriya Madhyamik Shiksha Abhiyan (RMSA). *JRM 1*.
https://www.education.gov.in/hi/sites/upload_files/mhrd/files/upload_document/JRM1.pdf
- 11) Rashtriya Uchchatar Shiksha Abhiyan (RUSA). *National higher education mission*.
https://www.education.gov.in/sites/upload_files/mhrd/files/RUSA_final090913.pdf
- 12) Srivastava, D. S., & Tomar, M. (2011). *Elementary education*. New Delhi: Isha Books.
- 13) Tyagi, K. (2013). *Elementary education*. New Delhi: APH Publishing Corporation.

Suggested Websites

1. Right to Education Act: <http://vikaspedia.in/education/policies-and-schemes/right-to-education/right-to-education-act>
2. AISES Reports: <http://aises.nic.in/documents/pdf/reports>
3. RUSA Guidelines (Feb 2014):
http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSAGuidelines022014.pdf
4. RUSA Final Report:
http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSA_final090913.pdf
5. Rehabilitation Council of India: www.rehabcouncil.nic.in

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC6)

(i) PERSPECTIVES, ISSUES AND RESEARCHES IN TEACHER EDUCATION

Course code: 24ED-DEC6 (i)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Explain concept, need, and factors influencing teacher development and various approaches to teacher development.

CLO2: Understand need and importance of in-service teacher education for professional development of teachers.

CLO3: Understand the structure of teacher education in India.

CLO4: Identify gaps in research on teachers and teacher education.

CLO5: Discuss and appreciate various issues related to teacher education.

COURSE CONTENT

UNIT-I

Perspectives and Policy on Teacher Education

- 1.1 Teacher Development: Concept, Need & Factors influencing Teacher development & Berliner's stages of development of a teacher.
- 1.2 Approaches to Teacher Development- Interdisciplinary Approach, Internship in Teaching, Community living, Workshops and Summer Institutes.
- 1.3 In-service Teacher Education under DPEP, SSA, RMSA and Samgra Shiksha Abhiyan
- 1.4 National Curriculum Framework for Teacher Education (2009)

UNIT-II

Structure and Management of Teacher Education

- 2.1 Structure of Teacher Education System in India: Its Merits and Limitations.
- 2.2 Professional Development of Teachers and Teacher Educators: Present Practices and Avenues.
- 2.3 NCTE Models I and II.
- 2.4 Competency and Commitment based Teacher Education: Competencies needed for emerging role of teachers in 21st Century.
- 2.5 Performance Appraisal of Teachers.

UNIT-III

Research in Teacher Education

- 3.1 Paradigms for research on teaching- Gagne, Doyle and Shulman.
- 3.2 Methodological issues of research in teacher education – direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation.
- 3.3 Research on Effectiveness of Teacher Education Programmes in India.
- 3.4 Trends of Research in Teacher Education: Review of a few recent research studies in Teacher Education with reference design, finding and policy implications.
- 3.5 Researches on Teacher behavior, personal variables, content variables, strategy variables, situation variables

UNIT-IV

Problems and Issues in Teacher Education

- 4.1 Challenges in Professional Development of Teachers.
- 4.2 Factors influencing the quality of pre and in-service education of Secondary School Teachers.
- 4.3 Current Problems of Teacher Education and practicing Schools.
- 4.4 Role and Contribution of various agencies and regulatory bodies in enhancing the quality of Teacher Education.
- 4.5 Strengthening the Role of Teacher in a Changing World
- 4.6 Single Subject versus Multiple Subject Teachers: Implications for subject combination in Initial Teacher Preparation.

MODE OF TRANSACTION

Discussions, Lecture, Debates, Research Trends Analysis, Case Studies etc.

SUGGESTED READINGS

- 1) Caggart, G.L. (2005). *Promoting Reflective Thinking in Teachers*. Crowin Press.
- 2) Dwivedi, P. (1980). *Teacher education- A resource book*. NCERT, New Delhi.
- 3) Govt. of India (1966). *Education and national development*. Report of Education Commission, New Delhi.
- 4) Govt. of India (1986). *National policy of education*. Ministry of Human Resource and Development, New Delhi.
- 5) Kochar S.K.(1985). *Methods & techniques of teaching 2nd & rev & enlarged edition*. Sterling Publishers, New Delhi
- 6) Kohli, V.K. (1992). *Teacher education in India*. Vivek Publishers, Ambala (Haryana).
- 7) Mangal, S.K. (2000). *Teacher education: Trends & strategies*. Radha Publishing, New Delhi.
- 8) Mangla, Sheela(2000). *Teacher Education: Trends & strategies*, New Delhi, Radha Publishing.
- 9) Martin, D. J. & Kimberly S. Loomis (2006).*Building teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- 10) Mantry, S. (2020). *Teacher education: Perspectives, research and issues in teacher education: (Completely based on M.Ed syllabus)* (Kindle Edition). Amazon. <https://www.amazon.in/TEACHER-EDUCATION-PERSPECTIVES-RESEARCH-Completely-ebook/dp/B08CL38LHG>
- 11) MHRD (1986). *National policy of education and program of action*. New Delhi, Govt. of India.
- 12) MHRD (1992). *Program of action*. Department of Education, Govt. of India, New Delhi.
- 13) NCFTE (2009). *National curriculum framework for teacher education: Towards preparing professional and humane teachers*. NCTE, New Delhi.
- 14) Pany, S. (2013). *Teacher education in India*. New Delhi: Shipra Publication.
- 15) Raggett, M., & Clarkson, M. (2012). *Changing pattern of teacher education*. New Delhi: Routledge.
- 16) Sahoo, P. K., Yadav, D., & Das, B. C. (2010). *Professionalism in teacher education: Contemporary perspectives*. New Delhi: Uppal
- 17) Singh, H., Saxena, N. R., Mishra, B. K., & Mohanty, R. K. (2019). *Perspective research and issues in teacher education*. Bookman.
- 18) Sharma, S.P. (2005). *Teacher education*. Kanishka Publishers, New Delhi.
- 19) Singh, L.C. (1990). *Teacher education in India: A source book*. NCERT, New Delhi.

- 20) Research Report on Impact of in-service teacher training under SSA on Classroom transaction in Haryana State.
- 21) UNESCO (2006). *Teachers and Educational Quality*. UNESCO Institute for Statistics, Montreal.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC6)

(ii) EDUCATION FOR SUSTAINABLE DEVELOPMENT-II

Course Code: 24ED-DEC6 (ii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.

COURSE LEARNING OUTCOMES (CLOs):

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


- CLO1. Explain the Sustainable Development Goals (SDGs) as outlined by UNESCO, with a particular focus on SDG 4.
- CLO2. Describe the role of education in promoting sustainable lifestyles.
- CLO3. Discuss the importance of technical and vocational skills for employability in achieving SDGs.
- CLO4. Highlight the significance of good health, well-being, inclusive education, and social transformation for sustainable development, including relevant educational policies, curricula, pedagogical practices, and ICT integration.
- CLO5. Analyze the role of educational management and ecosystems, and evaluate recent research outcomes in the context of achieving SDGs.

COURSE CONTENT

UNIT-I

Introduction to Education for Sustainable Development

- 1.1 Introduction to UNESCO 17 Sustainable Development Goals (SDGs)
- 1.2 Sustainable Development Goal-4- Quality Education for all and Education for Sustainable Development (ESD)


 Chairperson, 22.07.24
 Department of Education,
 C.R.S.U., JIND (Haryana)

- 1.3 ESD & SDGs: ESD for achieving SDG- 4.7- a) Sustainable lifestyle, b) Human rights, c) Gender equality, d) Promotion of peace & non-violence, e) Global citizenship f) Leveraging cultural diversity for SDGs.

UNIT-II

ESD for achieving SDG-4.4

- 2.1 Technical & vocational skills for employability
2.2 21st Century competencies for global & decent jobs
2.3 Sustainable entrepreneurship
2.4 Promoting good mental health & wellbeing.

UNIT-III

ESD & Social Transformation

- 3.1 Inclusive education & social transformation
3.2 Responsible consumption & production
3.3 Peace & justice in the society
3.4 Sustainable cities & communities
3.5 Sustainable health practices & social wellbeing.

UNIT-IV

Sustainable education & global partnership

- 4.1 Educational policy & curriculum
4.2 Pedagogical practices & ICT
4.3 Educational research & social benefits
4.4 Educational ecosystem & management

MODE OF TRANSACTION

Lecture, peer learning, discussions, presentations, assignments etc.

SUGGESTED READINGS

- 1) Agarwal, A., Narain, S. and Sen, S. (1999). *The Citizens Fifth Report. Part II- Sustainable Database*. New Delhi, Centre for Science and Environment.
- 2) Braidotti, R., Charkiewicz, E., Hausler, S and Wieringa, S. (1994). *Women, the environment, and sustainable development: Toward a theoretical synthesis*. London: Zed Books.

- 3) Chhokar, K. B. (2000). *Conserving biodiversity*. New Delhi, Oxford and IBH publishing Co. Pvt. Ltd.
- 4) Cortese, A. (1999). *Education for sustainability: The University as a model of sustainability*. Boston, MA: Second Nature, Inc.
- 5) Cortese, A. (2001). *Education for a sustainable future: The next industrial revolution*. Boston, MA: Second Nature, Inc.
- 6) UNESCO's Report on Education for Sustainable Development, Paris, UNESCO.
- 7) Ministry of Law and Justice, Right to Education Act (2009), Govt. of India, New Delhi.
- 8) http://www.unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSC T%20H andbook_Extract.pdf (ESD Model)
- 9) Issues and trends in Education for Sustainable Development: UNESCO Publication
- 10) Digital Pedagogy for Building Peaceful & Sustainable Societies: Blue Dot Publication
- 11) [https://www.mdpi.com/journal/sustainability/special_issues/Entrepreneurship Education](https://www.mdpi.com/journal/sustainability/special_issues/Entrepreneurship_Education)
- 12) [Education for Sustainable Development - Course \(nptel.ac.in\)](https://www.nptel.ac.in/courses/24ED-DEC6)

DISCIPLINE SPECIFIC ELECTIVE COURSE (DEC6)

(iii) WOMEN EDUCATION

Course Code: 24ED-DEC6 (iii)

Time: 3 hours

Max. Marks: 100

Credits: 4

(External: 70, Internal: 30)

Note:

1. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Q. No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each. All questions carry equal marks.


COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Analyze the various aspects of women education.

CLO2: Acquaint with the need of women and girl education.

CLO3: Reflect upon the status of women in society.


 Chairperson, 22.07.24
 Department of Education,
 C.R.S.U., JIND (Haryana)

CLO4: Analyze about the prevalence and ways for eradication of various social evils related to women in the society.

COURSE CONTENT

UNIT-I

Introduction to Women Education

- 1.1 Women Education: Meaning, need and scope, Transition of status of women through ages.
- 1.2 Girl child education: Need, facilities, policies, present and futuristic plans of girl child education, Problems in educating girl child, drop out: meaning and causes, Social aspects influencing girl education: Subject choice, attitude and expectations of school and society.
- 1.3 Physical, mental, emotional and social development of girls during different stages of life.
- 1.4 Review of various programs especially designed for women, NEP-2020 and Women Education.

UNIT-II

Women's Rights and Empowerment

- 2.1 Women empowerment: Concept, indicators, ways for empowering the women and impact of self-empowerment on women, cognitive and non-cognitive aspects for self empowerment of women, self- help groups (SHGs).
- 2.2 Socio-psychological determinants of women education, Education of women of minority communities.
- 2.3 Women's rights: Right to education, work, property, maintenance, equality, right against exploitation.

UNIT-III

Issues related to Women

- 3.1 Issues related to women: Bigamy, dowry, Violence, glass ceiling, rape, exploitation at work, extra marital affair and NRI deserted wives.
- 3.2 Domestic violence: Meaning, types, causes and ways to avoid domestic violence.
- 3.3 Female feticides, infanticide, early child marriage and girl child labor.
- 3.4 Need, ways to achieve quality of life of women; social justice and empowerment.

UNIT-IV

Recent trends and Contribution of Women Thinkers

- 4.1 Role of media in changing the status of women, women and modernization, women entrepreneurship, Representation of Women's role in textbooks and media sources.
- 4.2 Research trends in women education.

4.3 Reflections on the contribution of Mother Teresa, Savitribai Phule and Sudha Krishnamurthy.

MODE OF TRANSACTION

Lecture, Seminar, team teaching, e-tutoring, dialogue, peer group discussion, self-learning, Collaborative learning and Cooperative learning.

SUGGESTED READINGS

- 1) Noddings, N. (2012). *Philosophy of education* (3rd ed.). Colorado, USA.
- 2) Ozman, H. A., & Craver, S. M. (2011). *Philosophical foundations of education*. Boston, USA: Allyn & Bacon.
- 3) Palmer, J. A. (2001). *Fifty modern thinkers on education: From Piaget to the present day*. RoutledgeFalmer. London, USA, Canada.
- 4) Rao, B. (2008). *Women education*. Discovery Publication: New Delhi.
- 5) Singh, U. K., et al. (2005). *Women education*. Common Wealth Publishers: New Delhi.
- 6) Tripathy, S. N. (2003). *Women in informal sector*. Discovery Publishing House: New Delhi.
- 7) Nehru, R. S. S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.

PRACTICUM COURSE (PC4)

CASE STUDY

Course Code: 24ED-PC4

Credits-4

Max. Marks: 100

(External: 70, Internal: 30)

COURSE LEARNING OUTCOMES (CLOs):


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

CLO1: Understand the purpose and process of case study.

CLO2: Acquaint to the problems and difficulties of specific institution or individual.

CLO3: Suggest solutions for the problem of institution or individual.

The practicum shall be compulsory for those students who opt for scheme-2 in 4th semester. The practicum provides an opportunity to the students to understand the concept and process of case study of an educational institution/individual. It will enhance problem solving abilities and analytic thinking in students. Each student will work under the guidance of a supervisor allotted by the Department and prepare a report on case study of an educational institution or an individual and will submit it to the Department as per schedule fixed by the Department. The evaluation of the practicum course will be done jointly by the external and internal examiner on a date fixed by the University.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

EMPLOYABILITY AND ENTREPRENEURSHIP SKILLS COURSE (EEC)

(i)LIFE SKILL EDUCATION (LSE)

Course Code: 24ED-EEC (i)

Time: 1:30 hours

Credits: 2

Max. Marks: 50

(External: 35, Internal: 15)

Note:

1. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
2. Q. No. 1 will be compulsory and will carry 7 marks. It will comprise of 2 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Discuss meaning, objective and importance of life skill education.

CLO2: Explain ten core life skills listed by WHO.

CLO3: Describe methods of teaching life skills.

CLO4: Describe the role of teachers and community in life skill education.

COURSE CONTENT

UNIT-I

Introduction to Life Skills

- 1.1 Concept and definition of Life Skill Education.
- 1.2 Objectives of Life Skill Education.
- 1.3 Importance of Life Skill Education.
- 1.4 Ten Core Life Skills (Listed by WHO) - Problem solving skills, Decision making skills, Creative thinking skills, Critical thinking skills, Communication skills, Interpersonal skills, Empathy, Self-awareness, Coping with emotion, Coping stress.

UNIT-II

Approaches & Strategies for LSE

- 2.1 Pillars of Life Skills Education
- 2.2 Approaches of Life Skill Education


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

2.3 Strategies for life Skill Education

2.4 Life skills competency framework

2.5 Role of teachers and community level workers in Life skill education.

MODE OF TRANSACTION

Open discussion, learning by expositions, presentations, seminars, collaborative & cooperative strategies, field visits, story-telling, role-playing, paraphrasing, reflection and brainstorming session on life skills education-related concepts, dialogue and, and blended learning approach.

ACTIVITIES/PRACTICUM

1. Students can conduct a SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis.
2. Students can evaluate their level of skills using a psychological test/scale.
3. Students can visit educational institutions to assess the status of life skills education and the methods used to teach these skills.
4. Students can create a scrapbook focused on life skills.
5. Students can present a seminar on a selected life skill.
6. Any other activity as suggested by the concerned teacher can be undertaken.

SUGGESTED READINGS

- 1) SCERT. Life Skills Education-Guidebook for Teachers (SCERT)
- 2) Sengararvelu,G. (2011).Education in Emerging Indian Society, Neel Kamal Publication Pvt Ltd.
- 3) UNESCO (2005).Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
- 4) WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations
- 5) Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- 6) [Unit-10.pdf \(egyankosh.ac.in\)](http://egyankosh.ac.in)
- 7) [MNH-PSF-96.2.Rev.1-eng.pdf \(who.int\)](http://www.who.int)
- 8) [life_skills_book_1.pdf \(assam.gov.in\)](http://assam.gov.in)
- 9) [Life_Skills_Education.pdf \(spmvv.ac.in\)](http://spmvv.ac.in)
- 10) <https://www.egyankosh.ac.in/bitstream/123456789/74635/3/Unit-1.pdf>

EMPLOYABILITY AND ENTREPRENEURSHIP SKILLS COURSE (EEC)

(ii) EDUCATIONAL ENTREPRENEURSHIP

Course Code: 24ED-EEC (ii)

Time: 1:30 hours

Credits: 2

Max. Marks: 50

(External: 35, Internal: 15)

Note:

1. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
2. Q. No. 1 will be compulsory and will carry 7 marks. It will comprise of 2 short answer type notes of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.

COURSE LEARNING OUTCOMES (CLOs):

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

CLO1: Identify and analyze the characteristics and competencies required to become a successful educational entrepreneur.

CLO2: Apply principles of innovation and creativity in the context of educational entrepreneurship, including idea generation and the creative process.

CLO3: Evaluate the role of innovation in educational entrepreneurship and its impact on educational institutions.

CLO5: Analyze the different phases of educational entrepreneurship, including the start-up phase, growth phase, and later growth phase.


CLO6: Examine strategies for expansion and growth in the later growth phase of educational entrepreneurship.

COURSE CONTENT

UNIT-I

Introduction to Educational Entrepreneurship

- 1.1. Conceptual understanding of Entrepreneurship and Educational Entrepreneurship; Need, Importance and Scope of Educational Entrepreneurship.
- 1.2 Characteristics and Competencies of an Educational Entrepreneur.
- 1.3 Innovation and Creativity in Educational Entrepreneurship: Idea Generation, the Creative process, Principles of Innovation, Role of Innovation in Educational Entrepreneurship.
- 1.4 Recommendations of NEP-2020 in the context of entrepreneurship.


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)

UNIT-II

Phases of Educational Entrepreneurship

- 2.1. Startup Phase: Identification of Opportunity, Setting -up Mission, Vision and Goals, Understanding Implications of Government Regulations.
- 2.2. Growth Phase: Feasibility study –Marketing Plan, Financial Planning, Human Resource Planning, Operations and Output Planning, Resource Mobilization.
- 2.3. Later Growth Phase: Strategies for expansion and growth, Leadership style, Educational leaders and Educational Institutions –Case studies, Ethical Issues, Legal Issues - copy rights, patents, trademarks, IPR [Intellectual Property Rights].

MODE OF TRANSACTION

Experiential learning, Lecture, Seminar, team teaching, dialogue, peer group discussion, self-learning, Collaborative learning, Cooperative learning and, field survey etc.

ACTIVITIES/FIELD WORK/PRACTICUM

1. Review of local environment to identify potential areas of entrepreneurial opportunities.
2. Group presentations and discussions on case studies of successful entrepreneurs in diverse areas.
3. Discussions on the essential characteristics of an entrepreneur.
4. Field visit by students to any enterprise of own choice and recording and reporting observations regarding:
 - Background of entrepreneur
 - Reasons for selecting the entrepreneurial career
 - Stating the enterprise
 - Products/Services
 - Production process and investment made
 - Marketing practices followed
 - Profit or Loss
 - Growth & development
 - Problems faced
 - Institutions/Organisations which offered support
 - Type of satisfaction

SUGGESTED READINGS


- 1) Barringer, B.R., and Ireland, D. (2011). Entrepreneurship: Successfully Launching New Ventures, 4th Edition. New Jersey: Pearson Education.
- 2) Drucker, P.F. (2006). Innovation & Entrepreneurship. London: Harper Business
- 3) Holt, D.H. (2002). Entrepreneurship: New Venture Creation. New Delhi: Prentice Hall Private Limited.

- 4) Spinelli, S., & R. Adams (2011). *New Venture Creation, Entrepreneurship for the 21st Century*, 9th Edition. New York: McGraw Hill/Irwin.
- 5) Verstraete, T. & Jouioson-Laffitte, E. (2012). *A Business Model for Entrepreneurship*. Cheltenham: Edward Elgar Publishing Ltd.
- 6) [NEP_Final_English_0.pdf \(education.gov.in\)](#)
- 7) [ResearchGate](#)
- 8) [Education is the foundation of entrepreneurship and economic growth | World Economic Forum \(weforum.org\)](#)
- 9) https://www.researchgate.net/publication/319057540_Entrepreneurship_Education_Concept_Characteristics_and_Implications_for_Teacher_Education

Acknowledgement

In designing the syllabus for the various courses within the M.A. Education Programme, we have taken into account the existing syllabi of M.Ed. and M.A. Education programs from the following universities:

- 1) *Central University of Haryana, Mahendergarh*
- 2) *Central University of Punjab*
- 3) *Central University of Rajasthan*
- 4) *SNDT University, Mumbai.*
- 5) *KUK*
- 6) *MDU*
- 7) *CDLU*
- 8) *Sambalpur University*
- 9) *Central University of Karnataka.*


Chairperson, 22.07.24
Department of Education,
C.R.S.U., JIND (Haryana)