Department of Education

DR. SHAKUNTALA MISRA NATIONAL REHABIILITATION UNIVERSITY, LUCKNOW
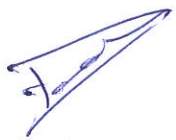

Curriculum Framework

Master of Arts in Education

(M.A. Education)

Effective from Academic Session 2022-23

Two Years Duration

(For University Departments and Affiliated Colleges)

Sanjay Kumar

1|M A Education Curriculum w e f Academic Session 2022-2023

MASTER OF ARTS IN EDUCATION (M.A.EDUCATION) PROGRAMME

PROGRAMME CODE: MAED

DURATION OF THE PROGRAMME: TWO YEARS (FOUR SEMESTERS)

CREDIT: 74

TOTAL MARKS: 1800 (I Sem.=500+ II Sem. = 500+ III Sem. = 500+ IV Sem. = 300)

MODE OF ASSESSMENT: INTERNAL (CCE) AND EXTERNAL BASED ON CGPA

PREAMBLE

The two year M.A.Ed. programme has been conceptualized to understand Education as a trans-disciplinary and multidisciplinary discipline so as to have deep understanding and critical reflection of the educational processes and critical comprehension of theory as well as hands-on reflective practice.

The M.A.Ed. programme aims to prepare academicians, educators and researchers with the ability for curriculum and instructional planning, educational management, technology, research and human resource development. They will also be trained to foster collaborative work with key stakeholders including community members, parents, administrators and other professionals as part of a trans-disciplinary team.

The IT revolution has taken a central role in the classroom and has potential to transform aspects of the curriculum. As the educator and researcher, a student with M.A.Ed. degree should have subject knowledge, advanced research skills, reflective practice and ability to adapt instruction to the needs of each individual as well as to the needs of the group of learners as a whole. The need of the hour is to integrate these with a working knowledge of ICT.

Though the scope of inclusive education and disability rehabilitation has grown into a well-developed field in India, inclusion studies and research need impetus. Research enables conversion of knowledge into information that can be used by many. Objectivity and scientific thinking are essential for effective classroom practices as well as for undertaking research projects as part of their academic and teaching career.

The knowledge of research methods and statistics is integral to any Master's level program. A teacher and academician with M.A.Ed. degree may become educational manager or curriculum planner or educator, research remains a common thread in all or any of these roles. The research component in the M.A.Ed. program produces reflective practitioners, efficient managers and professionals engaged in academic pursuits.

AIM

The aim of the M.A.Ed. Programme is of preparing academicians and researchers in the field of education and as education leaders. The major thrust of the M.A.Ed. programme

would be preparation of educators who would through this process be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing development of academicians and researchers in the field of education. They would need to be necessarily equipped with the core competencies and knowledge related to education, its philosophical, sociological, psychological, polity, economics and historical underpinnings, research methodology, inclusive education, technology enabled education, pedagogical and andragogical perspectives and assessment, environmental education, health and yoga education, curriculum planning and be aware of best practices in the field of education.

DURATION

The programme will be of two years with 2 semesters in each year. Each semester will be of 16-18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses. In this way, the following operational weeks will be available for transacting the course:

Year 1- 16-18 weeks for two semesters + 2 weeks in summer

Year 2- 16-18 weeks for two semesters + 2 weeks in inter-semester breaks

This comes to 64-72 weeks + 6 weeks for field activities/skill development with 40 credits in each year.

PROGRAMME STRUCTURE

STRUCTURE FOR 4 SEMESTERS (2 YEARS)

S.No.	Area	Courses	Credits
1	Core courses	11	44
2	Elective Courses	02	08
3	Dissertation and Viva Voce	01	08
4	Practical	03	14
	Total	17	74

WORKING DAYS AND ATTENDANCE

The programme will be conducted for **at least 200 working** days each year exclusive of the period of examination and admission. The University shall work for a minimum of thirty six hours in a week (six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

The minimum attendance of Students shall have to be 75% for all course work, 90% for all practicum, and 100% for internship (5% attendance may be condoned by Dean of the Faculty on genuine grounds).

ELIGIBILITY FOR ADMISSION

The admission for the degree of M.A.Ed. degree shall be open to: Graduation degree with 50% marks (45% for SC/ST/PwD) in the field of Humanities, Social Sciences, Sciences and other related disciplines from recognized University/Institute

ADMISSION

Admission Procedure: as per the University norms.

PROGRAMME PATTERN

The programme has been developed on Semester basis. The programme M.A.Ed. is of 1800 marks.

PASSING MINIMUM

As per the Examination Ordinance of the University.

NATURE OF EVALUATION

Evaluation would be Internal & External as per University norms.

PROGRAMME OUTCOMES (PO): This programme would be enabling the prospective students to:

PO1: develop critical thinking among prospective students;

PO2: develop research aptitude to solve day to day problem in scientific manner among prospective students;

PO3: enhance self-learning and improve academic performance;

PO4: perform research in collaborative and individual manner;

PO5: imbibe effective academic skills and confidence level;

PO6: develop problem solving skills, thinking and creativity;

PO7: prepare next generation researchers in educational studies.

PROGRAMME SPECIFIC OUTCOMES (PSO):

This specific programme would be enabling the prospective students to:

PSO1: Explore educational problems and solutions in a variety of contexts related to the foundations of education viz. philosophy, sociology, psychology, science, technology, political science, history, economics etc. and illustrate these solutions in multidisciplinary perspectives using different methods;

PSO2: Gain the knowledge with regard to inclusive education, teacher education, special education, guidance and counselling and pedagogical perspectives of education;

PSO3: Understand the pedagogical and andragogical problems of education and illustrate these solutions in multidisciplinary/transdisciplinary perspectives using different methods;

PSO4: Make application the knowledge of educational studies to address real life problems of students at all levels;

PSO5: Acquire the capabilities of knowing the educational problems at national and international level;

PSO6: Gain the knowledge of advanced educational studies which will be useful in Research;

PSO7: Acquire the disciplinary understanding of the subject Education' which will benefit to them become a good scholar of Educational Studies;

PSO8: Qualify various competitive exams like NET, SET, SLET, and other related examinations by opting the subject education.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO):

PEO1: To train prospective students to develop their positive attitude, academic skills this will enable them to become a diversified personality shining in any chosen field.

PEO2: To prepare the prospective students to move for higher level studies and pursue research.

PEO3: To enhance logical reasoning skills, aptitude skills, communication skills, self-confidence for better employability.

PEO4: To introduce the dynamics of multi-level education to strengthen the student's knowledge.

PROGRAMME DESCRIPTION

Semester I					
S.N	Course	Course Code	Nature of course	Credit (Contact Hours)	Weightage of Assessment (Term End Assessment and Continuous and Comprehensive Assessment)
1.1	Philosophical Perspective of Education	MAEDT-101	Theory (Compulsory)	4 (60 Hrs)	100 (70+30)
1.2	Psychological Perspective of Education	MAEDT-102	Theory (Compulsory)	4 (60 Hrs)	100 (70+30)
1.3	Foundations of Educational Research	MAEDT-103	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
1.4	Inclusive Education	MAEDT-104	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
1.5	Synopsis Preparation	MAEDP-	Practical	4(120	100 (70+30)

| | and Education Psychology Practical | 105 | (Compulsory) | Hrs) | |

Semester II

S.N	Course	Course Code	Nature of course	Credit (Contact Hours)	Weightage of Assessment(Term End Assessment and Continuous and Comprehensive Assessment)
2.1	Sociological Perspective of Education	MAEDT-201	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
2.2	Quantitative and Qualitative Techniques in Educational Research	MAEDT-202	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
2.3	History, Politics and Economics of Education	MAEDT-203	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
2.4	Technology Enabled Education	MAEDT-204	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
2.5	Literature Review and Tool Construction	MAEDP-205	Practical (Elective)	4(120 Hrs)	100 (70+30)

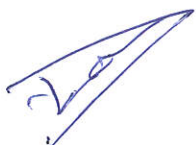|			**Semester III**		
S.N	Course	Course Code	Nature of course	Credit (Contact Hours)	Weightage of Assessment(Term End Assessment and Continuous and Comprehensive Assessment)
3.1	Pedagogy, Andragogy and Assessment	MAEDT-301	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
3.2	Teacher Education	MAEDT-302	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
3.3	Educational Management and Administration	MAEDT-303	Theory (Compulsory)	4	100 (70+30)
3.4	Elective Course (Any One):				
	Curriculum Development	MAEDT-304	Theory (Elective)	Hrs4(60 Hrs))	100 (70+30)
	Open and Distance Education	MAEDT305	Theory (Elective)	4(60 Hrs)	100 (70+30)
	Human Rights and Value Education	MAEDT306	Theory (Elective)	4(60 Hrs)	100 (70+30)
3.5	Elective Course (Any One)				

	Environmental Education	MAEDT-307	Theory (Elective)	H4(60 Hrs)rs)	100 (70+30)
	Yoga and Health Education	MAEDT308	Theory (Elective)	4(60 Hrs)	100 (70+30)
	Guidance and Counselling	MAEDT309	Theory (Elective)	4(60 Hrs)	100 (70+30)

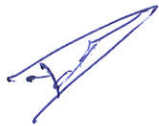| Semester IV					
S.N	Course	Course Code	Nature of course	Credit (Contact Hours)	Weightage of Assessment(Term End Assessment and Continuous and Comprehensive Assessment)
4.1	Field Engagement/Internship	MAEDP-401	Practical (Compulsory)	06(180Hrs)	100 (70+30)
4.2	Dissertation and Viva-Voce	MAEDP-402	Practical (Compulsory)	08(240 Hrs)	200 (140+60)
			Grand Total	74	1800

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20/11/22

SEMESTER-I

S.N	Course	Course Code	Nature of course	Credit (Contact Hours)	Weightage of Assessment (Term End Assessment and Continuous and Comprehensive Assessment)
1.1	Philosophical Perspective of Education	MAEDT-101	Theory (Compulsory)	4 (60 Hrs)	100 (70+30)
1.2	Psychological Perspective of Education	MAEDT-102	Theory (Compulsory)	4 (60 Hrs)	100 (70+30)
1.3	Foundations of Educational Research	MAEDT-103	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
1.4	Inclusive Education	MAEDT-104	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
1.5	Synopsis Preparation and Education Psychology Practicals	MAEDP-105	Practical (Compulsory)	4(120 Hrs)	100 (70+30)

PHILOSOPHICAL PERSPECTIVES OF EDUCATION

MAEDT 101: Philosophical Perspective of Education (Compulsory Paper)

Credit: 04 (60 Contact Hours)

Total Marks: 100 (TEE-70 and CCE-30)

Course Objective: To have a holistic view on philosophical perspectives of education, conceptual framework of education, interrelationship between education and philosophy, contribution of Indian Schools of philosophy, contribution of western schools of thought, and educational thinkers and their contribution in the field of Education.

Course Learning Outcomes: After completing the course, the students will be able to:
1. Know the basic concept of education.
2. Elaborate the connotation of education and allied processes.
3. Explain the disciplinary status of education.
4. Establish interrelationship between education and philosophy.
5. Describe the contributions of western and **Indian** educational thinkers
6. Compare Indian and Western perspectives of education

Unit 01: Basics of Education: Conceptual Framework of Education, Education as a Process and Product, Education and Its Allied Processes (Vidya, Shiksha, Learning, Literacy, Training, Indoctrination and Teaching) Education as a Discipline and Its relationship with other disciplines, Education as an Interdisciplinary, Multidisciplinary and Trans-disciplinary discipline

Unit 02: Philosophical Perspective of Education: Education and Philosophy: Interrelationship Philosophy of Education, Connotation of Education with regard to Metaphysics, **Epistemology** and Axiology, Indian and Western Perspectives of Education

Unit 03: Contribution of Indian Schools of philosophy (Sankhya Yoga, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towards educational aims and methods of acquiring valid knowledge

Unit 04: Contribution of Western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education with special reference to information, knowledge and wisdom

Unit 05: Educational Thinkers and their contribution in the field of Education: Swami Vivekanand, Aurobindo, R.N. Tagore, J. Krishnamurti, APJ Abdul Kalam, Vinova, Bhave, Gijubhai, Madan Mohan Malviya, Mahatma Gandhi, John Dewey, Rousseau, and Maria Montessori

Reference Books and Suggested Readings:

- Anand, S. P. (1993).The Teacher & Education in Emerging Indian Society, New

Delhi: NCERT.

- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.

- Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.

- Biswas. A. (1992). Education in India, Arya Book Depot. New Delhi

- Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New Delhi.

- Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.

- Munshi, K.M.: Foundations of Indian Culture, Bhavan's Publications

- Pannikar, K.M.: Essential Features of Indian Culture, Bhavan's Publications

- Ross: Ground Work of Educational Theory, George G. Harrap and Co. Ltd., London

- Sartre, Jean Paul: Existentialism, The Philosophical Library, New York

- Brubacher, J.S.: Modern Philosophies of Education, Mc Graw Hill, Delhi

- Seetharamu, A.S.: Philosophies of Education, Ashish Publishing House, New Delhi

- Aud, L.K.: Shiksha kee Darshnik Prishthbhoomi, Rajasthan Granth Akadami, Jaipur

- Patrick, G.T.W.: Introduction to Philosophy, Allen and Unwin, London

- Hiriyanna, M.: Outlines of Indian Philosophy, Allen and Unwin, London

- Dewey, John: Democracy and Education, The Macmillan Co., New York

- Dewey, John: Child and the Curriculum, Phenix Books, University of Chicago Press, Chicago, 1956

- Taneja. V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.

- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.

- Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston

PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

MAEDT-102: Psychological Perspective of Education (Compulsory Paper)
Credit: 04 (60 Contact Hours)

Total Marks: 100 (TEE-70 and CCE-30)

Course Objective: To understand the psychological perspective of education, to have holistic picture of the connotations of human growth and development and their educational implications and know the determinants of individual difference and their educational implications

Course Learning Outcomes: After completing the course, the students will be able to:
1. Comprehend the psychological perspectives of education
2. Know the connotations of human growth and development and their educational implications
3. Know the concept and definitions of learning.
4. Get acquainted with early theories of learning and their relevance.
5. Understand the concept of Transfer of Learning and educational implications of transfer of learning.
6. Know the determinants of individual difference and their educational implications
7. Get acquainted with the significance of mental health and hygiene

Unit 01: Psychological Perspective of Education: Concept, relationship between education and psychology, Nature and scope of educational psychology. Methods of educational psychology. Applications of principles of Psychology in the field of Education.

Unit 02: Human Growth and Development: Concept, stages, dimensions, methods of studying growth and development, developmental tasks.
a) Cognitive Development: thinking, imagination, reasoning, problem solving, concept formation & language development, Piaget's developmental approach and stages of cognitive development.
b) Emotional Development: developmental Changes, concept of emotional quotient/intelligence.
c) Social Development: Stages, Social Maturity and Social Intelligence
d) Moral Development: Stages
Educational Implications of growth and development (Individual differences: Determinants - heredity and environment, Implications of individual differences for organizing educational programmes, Sources of individual differences-Abilities, Aptitudes, Achievement, Attitude, interests, values, their nature and assessment)

Unit 03: Learning: Concept, Nature, major theories of learning-Association theories, Insight theory, cognitive field theory, constructivist (personal and social)

theory of learning- Social theories of learning, Factors affecting social learning, social competence, Concept of social cognition, understanding social relationship and socialization goals, biological and neural bases of leaning, factors affecting learning. - Learning & Motivation, strategies of motivation. - Transfer of Learning: Concept and theories. Memory and forgetting: Concept, factors affecting memory

Unit 04: Intelligence and Personality

Intelligence: Concept, Theories of intelligence Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence, Concepts of Problem Solving, Critical thinking, Meta-cognition and Creativity, recent trends in testing/measuring intelligence.

Personality: Concept, definition and principles of personality development, Nature, determinants, Major approaches of studying personality, Personality theories (Psychoanalytic-Freud & Neo-Freudians, Type, Trait, Type-cum-Trait and Humanistic) Assessment of personality.

Unit 05: Mental Health & Hygiene: Concept, scope & Principles, Adjustment Process, conflict, frustration, Anxiety, defence mechanisms. Ways of promoting mental health and psychological well-being

Course Work/ Assignments/ Practicum

- Plan and conduct a survey about attitudes/ practices regarding one or more of the following: children with disabilities/marginalization, prenatal development, prenatal hazards, school drop-out, motivation of children
- Conduct an experiment with Piagetian methods of evaluating cognitive development and submit a report
- Analyze any autobiography to explain human development
- Design a plan of promoting mental health and psychological well-being of behaviour modification plan for a specific child
- Present information on cognitive styles and their effects on learning

Transaction

Lecture Method, Seminar, Group Discussion, Practical and Field work

Reference Books and Suggested Readings:

1. Allport, G.W. - Patterns and Growth in personality. New York Rinehart & Winston.
2. De cecco, J.P. & Crawford, W. - The psychology of Learning and instruction: Educational psychology. New Prentice Hall of India.
3. Dollard, J. and Miller, N.E. - Personality and psychotherapy: an analysis in terms of learning. Thinking, culture. New York McGraw Hill.
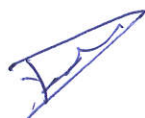
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4. Hall, C.S., Lindzey, G., and compbell, J.B. - Theories of personality New York: John Wiley and sons.
5. Hilgard, E.R. and Bower, G.H. - Theories of learning. New Delhi: Prentice Hall of India Ltd.
6. Agarwal, I.J.C (1994). Essentials of Educational Psychology. Vikas Publishing House, Pvt.Ltd., New Delhi.
7. Chatterjee, S.K. (2000). Advanced Educational Psychology. Arunabhasen Books and ALLIED(P) Ltd.,
8. Freud, S (1935). A general Introduction to psychoanalysis. Live right, New York.
9. Mangal, S.K. (1997). Advanced Educational Psychology. Prentice Hall of India Pvt., Ltd., New Delhi.
10. Hall, C.S., Lindzey Gardner & Campbell, J.B.: Theories of Personality, Wiley, New Delhi
11. Maslow, A.M. (1954). Motivation and Personality. Harper Press, New York.
12. Morgan, C.T. (1961). Introduction to Psychology. McGraw Hill, New York.
13. Mussen, P.H., Conger, J.J., & Kagan, J.(1969). Child development and personality. Harper & Row, New York.

Suggested Readings

- Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, New York.
- Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House, New Delhi.
- DeCecco, J.P., & Crawford, W. (1977). Psychology of Learning and Instruction. Prentice Hall, New Delhi.
- Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Becon, Boston.
- Hurlick, E.B. (1992). Child Development. Mc Grow Hill, New York.
- Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, New York. Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun
- Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, New York.
- Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. Gran Hill, New York. (Indian Reprint).
- Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, New Delhi.
- Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publication, New Delhi.
- Slavin, E.R. (2003). Educational Psychology: Theory and Practice (7th ed.). Allyn & Becon, Boston.
- Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. Mc Grand Hill, New York.

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FOUNDATIONS OF EDUCATIONAL RESEARCH

Compulsory Paper   **SEMESTER-I**
(Credits-04: 60 Hours)   **MAEDT-103**
CCE: 30   **Total Marks: 100**
End Semester: 70

Course Objective: To have a holistic view on methods, purpose, types of educational research and to have hand on experience on different tools and techniques of research.

Course Learning Outcomes: After completing the course, the students will be able to:
1. Know the concept and importance of educational research.
2. Elaborate the purposes of educational research.
3. Explain the general research procedure.
4. Identify various sources of research problem.
5. Enlist the characteristics of research hypothesis, null hypothesis and directional hypothesis.
6. Analyse the items used in research.
7. Evaluate the importance of various research tools and their characteristics.

Unit 1: Scientific Knowledge and Research:

Sources and philosophy of knowledge
Ways of Knowing, Ways of validation of truth, Epistemology, Methodology and Methods
Scientific thinking and research Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction,
Role of theory in research
Research and Its Type: Meaning & Characteristic of Research, Fundamental of Educational Research and its Nature and Scope.
Need for research in Education
Ethics in research
Unit 2: Major Paradigms, Types and Methods of Research:

Major paradigms - Quantitative: Concept, assumption and characteristics; Qualitative: Concept, assumption and characteristics
Types of research: Fundamental, Applied, and Action; Interdisciplinary, Multidisciplinary, and Trans-disciplinary
Methods of Research: Historical, Descriptive, Correlational, Ex-post facto

Characteristics and general steps of experimental research, Laboratory experiments' and 'Field experiments.'
Variables, Controls, and the Experimental design. External and internal validity of experimental research.
Experimental; Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design

Unit 03: Process and Research Design:

Process of research- Selection of problem, Review of literature, Sample and Sampling Design: Concepts of Population, Sample, Representative sample, Probability & Non Probability Techniques of sampling Hypothesis and its testing, Data gathering instruments: tests, questionnaire, interview, observation schedule, rating scale, checklist, inventory, Data collection and analysis Standardization of research instrument- Selection of items, reliability and validity and norms

Unit 04: Qualitative Research Design:

Qualitative Research Designs: Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT) - Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design), Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses), Phenomenological, Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses),

Unit 05: Mixed Method Design and Preparation of Research Proposal:

Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research, policy research-needs and methods.
Components of research proposal- Research Problems, Research Objectives, Research Questions, Hypothesis, Operationalization of variables, Review of related Literature Research Design, Data Analysis and Interpretation, Delimitations & limitations

Assignments/ Course Work/ Practicum

- Review a research paper published in refereed journal
- Review a text/reference book and submit a report
- Prepare and present a research proposal
- Analyze a set of data using computer application

Transaction

The research concepts and processes included in this course should be taught using

examples from the educational and teaching-learning areas through Lecture Method, Seminar, Group Discussion, Practical and Field work.

Essential Readings

- Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.
- Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Creswell, J.W.: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Sage, New Delhi
- Desu, M.M., & Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.
- Gaur,A.S., & Gaur, S. S.(2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.
- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication, London.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Khan, M.S. (2005). Educational research. Ashish Publishing House: New Delhi
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananathapuram.
- Siegel, A., & Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.
- Silverman, D. (2012). Qualitative Research. Sage Publication, London.

Suggested Readings

- Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences. Pearson Publication, Boston.
- Bogdan, R. C., & Biklen, S. K. (2007). Qualitative research for education: An introduction to theory and methods (5th ed). Pearson, Boston.
- Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
- Singh, A. K. (2004).Tests Measurement and Research Methods in Behavioural

Science. Tata McGraw-Hill Publishing, New Delhi.

- Levin, J - Elementary Statistics in Social Research, N.Y: Harper and Row Publication,
- Lincoln Y.S. & Gupta E. G.: Naturalistic Inquiry, New Delhi: Sage Publications Pvt. Ltd.
- Mertens D.M.: Research Methods in Education and Psychology: Integrating diversity with quantitative and qualitative approaches, New Delhi : Sage Publications.
- Mouly, George J. The Science of Educational Research. New Delhi: Eurasia Publishing House Pvt Ltd., 1964
- Popper, K.R. The Logic of Scientific Discovery. London: Routledge. And Kegan Paul, 1959.
- Siddhu, K.S. - Methodology of Research in Education, Bombay: Sterling Publishers, 1963.
- Siegel S. - Non Parametric Statistics for the Behavioural Sciences. New York : McGraw Hill Book Co., 1988
- Singh, A.K. Test, Measurements and Research Methods in Behavioural Sciences, Patna: BhartiBhawan (P&D), 1997.
- Sodhi, A.N. and Singh, A. Research Methodology in Social Sciences, Bombay: Himalaya Pub. House.
- Sukhia, S.P., et. al. Elements of Educational Research.
- Travers, R.M.W. - An Introduction to Educational Research, N.Y.: MacMillan, 1978.
- Van Dalen, D.B.: Understanding Educational Research: An Introduction, New York: McGraw Hill Book Company.
- Verma, M. - An Introduction to Educational and Psychological Research, New Delhi: Asia Publishing House.
- Winer, B.J. Statistical Principles in Experimental Design. New York: McGraw Hill Book Co, 1971.

INCLUSIVE EDUCATION

Compulsory Paper
(Credits-04: 60 Hours)
CEE: 30
End Semester: 70

SEMESTER-I
MAEDT-104
Total Marks: 100

Course Objectives: To provide comprehensive picture of inclusive education to develop insights into models, evolution, current issues and strategies for developing inclusive learning environments and to promote collaborative skills in the students in order to address special learning needs in the classroom.

Course Learning Outcomes: After completing the course students will be able to

- *Explain the philosophical, sociological and rights perspective of inclusive education.*
- *Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.*
- *Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.*

Unit 01: Inclusive Education : Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), Socio-Economic Disadvantaged Groups (Gender Identities- Women and Transgender, Socio-Cultural Identities-SC, ST, Minorities, Geographic Identities, Economically Backward classes, Slum Dwellers, Connotation of Inclusion in Indian Knowledge Tradition

Unit 02: Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education, Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995)/ Rights of Persons with Disability Act-2016, National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

Unit 03: Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools

Unit 04: Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and

Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School, Universal Design of Learning, Models of collaboration

Unit 05: Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

Transaction: Interactive course with discussion as well as field work to get first-hand experience of co-teaching mainstream classrooms with children with disability and other marginalised sections
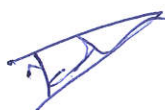
Course Work/ Practical/ Field Engagement

- Study the impact of UNCRPD/RPWD Act-2016 on RTE's provisions for children with disabilities
- Review of research in any one area in inclusive education and highlight its implications for the practitioner
- Develop a differentiated lesson with content, process, and products adapted to suit a specific learner

Essential Readings

- Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- Jorgensen, C. M., Mc Sheehan, M., &Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCE, University of New Hampshire
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- Peterson, M., &Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersery.
- Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.
- Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.
- Wade, S. E. (2000). Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers. Lawrence Erlbaum Associates, New Jersery.
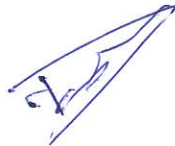
Suggested Readings

- Berry, B., Daughtrey, A., &Weider, A. (2010). Teacher leadership: Leading the way to effective teaching and learning. Centre for Teaching Quality, Washington, DC.
- Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating Dynamic Schools through Mentoring, Coaching, and Collaboration. ASCD, Alexandria.
- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies: Improving all students' social lives and learning. Paul H. Brookes, Baltimore.
- Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand
  (Eds.), Restructuring for caring and effective education: Piecing the puzzle together Brookes. Baltimore.
- Mastropieri, M. A., & Scruggs, T. E. (2006). The inclusive classroom: Strategies for effective instruction. Prentice-Hall, New Jersery.
- Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., &Favazza, P. C. (1993). Play time/social time: Organizing your classroom to build interaction skills. Communication Skill Builders, Tucson, AZ.
- UNESCO (1994). The Salamanca statement and framework for action on special needs education. Paris.

SYNOPSIS PREPARATION AND EDUCATIONAL PSYCHOLOGY PRACTICALS

MAEDP 105: Synopsis Preparation and Educational Psychology Practical

Credit: 04 (120 Contact Hours)

Total Marks: 100 (TEE-70 and CCE-30)

Course Objective: To have a practical orientation on research methods and psychological perspectives of education, and to have hand on experience on different tools and techniques of research and educational psychology.

Course Outcomes: After completing the course, the students will be able to:
1. Know the steps of synopsis development in educational research.
2. Develop the synopsis on any educational problems
3. Know the very process of conducting practical of educational psychology
3. Explain the characteristics of standardized tools of educational psychology practical
4. Identify the tools of educational psychology practical.
5. Identify the educational research problems.
6. Analyse the steps used in the development of synopsis .

Brief Description of Synopsis Preparation (Approximately in 2000 words):

1. Identification of an educational research problem of having social significance preferably from the nearby locality
2. Statement of the research problem
3. Research Questions to be answered
4. Research objectives
5. Research/Working Hypotheses (If any)
6. Research design/method
7. Data gathering instruments
8. Prospective Data analysis techniques
9. **Expected Research outcomes**
10. Delimitations
11. **References/Bibliography**
12. **Expected Chapters: Introduction, Review of the related literatures, Designing Research, Data Analysis & Interpretation and Summary, Conclusions and Implications, Annexure**

Educational Psychology Practicals (Three Tests and Two Experiments from the following areas): Conductance and Recording them in Practical Notebook
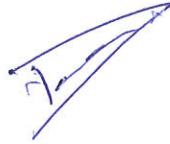
1. **Learning**
2. **Personality**

3. Intelligence
4. Adjustment
5. Mental Health
6. Interest
7. Values
8. Memory and Cognition
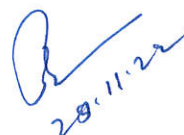9. Attitude
10. Aptitude

Sanjay Kumar

SEMESTER-II

S.N	Course	Course Code	Nature of course	Credit (Contact Hours)	Weightage of Assessment(Term End Assessment and Continuous and Comprehensive Assessment)
2.1	Sociological Perspective of Education	MAEDT-201	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
2.2	Quantitative and Qualitative Techniques in Educational Research	MAEDT-202	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
2.3	History, Politics and Economics of Education	MAEDT-203	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
2.4	Technology Enabled Education	MAEDT-204	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
2.5	Literature Review and Tool Construction	MAEDP-205	Practical (Elective)	4(120 Hrs)	100 (70+30)

SOCIOLOGICAL PERSPECTIVES OF EDUCATION

MAEDT 201: Sociological Perspective of Education (Compulsory Paper)

Credit: 04 (60 Contact Hours)

Total Marks: 100 (TEE-70 and CCE-30)

Course Objectives: To get the comprehensive meaning and nature of educational sociology, explain relationship between sociology and education, discuss the education as social process, establish relationship of sociology and education, and explain the concept of Modernization, Urbanization and Westernization with reference to Indian society.

Course Learning Outcomes: After completion of the course the students will be able to-

1. Understand meaning and nature of educational sociology
2. Explain relationship between sociology and education
3. Discuss the education as social process
4. Explain education and socialization.
5. Understand the relation of education with society.
6. Comprehend social functions of education
7. Explain sociological aspects of education
8. Establish relationship of sociology and education.
9. Understand meaning and nature of social change.
10. Explain the concept of Modernization, Urbanization and Westernization with reference to Indian society.
11. Understand educational implications of Modernization, Urbanization and Westernization

Unit 01: Meaning and Nature of Educational Sociology

Meaning, Nature of Educational sociology, Relationship of sociology and Education, Difference between educational sociology and sociology of education, Education as a process of social system and socialization, Socialization and education- education and culture, Social Stratification-Caste and Class, Social Mobility and Education;

Unit 02: Approaches to Sociology of Education

Approaches to Sociology of Education (symbolic interaction, Structural Functionalism and Conflict Theory). Concept and types of social Institutions and their functions (family, school and society), School as an embryo of society

Unit 03: Social Change/Movements and Education

Meaning, Nature of social change, Social change and education, education and social change, Concept of Urbanization, Modernization and Westernization with reference to Indian society, Impact of Liberalisation, Privatisation and Globalization on Indian Society

Concept of Social Movements, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory) in Some Indian Perspectives-Ekatma Manavtavad (Integral Humanism), Antyoday, Sarvodaya, Connotation of Rashtra and Dharma, Making of Rashtra and Education

Contribution of thinkers (Savitribai Phule, B.R. Ambedkar, Deen Dayal Upadhyay, Swami Dayanand Saraswati, Paulo Freire, Wollstonecraft, and NelNoddings) to the development of educational thought for social change

Unit 04: Education and Different aspects of society

Features of Traditional and Emerging Indian Society, Education and Community, Education and Culture, Education and Politics, Education and Values, Education and Social Control, Education in relation to secularism, National Integration and International understanding.

Unit 05: Democracy and Education

Education as related to Democracy and freedom, Equity and Education, Equality of educational opportunity

National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

Education of socially and economically disadvantaged sections of the society with reference to Socio-Economically Disadvantaged Groups (SEDGs) SC, ST, Divyangjan, Transgender, Women, Minority and rural population.

Transaction & Evaluation

- Lecture, Brain storming session, community visit, focussed group discussion, debate
- Assignments, Presentations and Class Tests

Practicum

- Observe and prepare a report on different social problems related to education
- Visit to slum area and prepare a report on educational problems
    - Analyse the core values mentioned in the Preamble of the Constitution of India
    - Enlist the fundamental rights mentioned in the Constitution of India and conduct a focussed group interview with Socio Economically Disadvantaged Groups to find whether they are enjoying or not
    - Conduct interview session with the students with special educational needs to know their problems in inclusive classroom situation

References and Suggested Readings:

Ahuja Ram (2007) Social problems in India, Jaipur ,Rawat publication.

Mathur S.S.,(2009),A Sociological approach to Indian Education. Agra, Agrwal publication.

Mathur S.S.,(1971),A Sociological approach to Indian Education. Agra, Agrwal• publication.

Richard t. Schaefer.(2006) ,Sociology a brief introduction New Delhi Tata• mcgraw-hill publication

Shankarrao C.N. (2006). Sociology principles of sociology with an introduction• to social thought .New Delhi. S. Chand & Company

Singh Y.M. (1992), Sociological foundation of education, Mumbai, Seth Publishers pvt ltd.

Walia J.S. (2002) ,Principles and methods of education, Jalandhar: Paul publishers.

Darji Chirag -Role of school in process of socialization (article) http://www.academia.edu/Documents/in/Socio_Political Philosophy

Dharmpal: Beautiful Tree

QUANTITATIVE AND QUALITATIVE TECNIQUES IN EDUCATIONAL RESEARCH

Compulsory Paper
(Credits-04: 60 Hrs)
CCE: 30
End Semester: 70

SEMESTER-II
MAEDT-202
Total Marks: 100

Course Objective: To have a holistic view on quantitative and qualitative techniques in educational research, concepts, features and types data analysis techniques and to have hand on experience on different quantitative and qualitative data analysis techniques of educational research.

Course Learning Outcomes: After completing the course, the students will be able to:
1. Know the concept of data educational research.
2. Elaborate the purposes of data analysis techniques in educational research.
3. Explain the types of quantitative data analysis techniques
4. Explain the types of qualitative data analysis techniques
5. Explain the characteristics of descriptive statistics and inferential statistics
6. Differentiate between parametric and non parametric statistics
7. Learn the computational skills of quantitative data analysis.
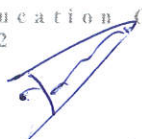
Unit 01: Data Analysis and Hypothesis Testing

Concept of Data, Types-qualitative and quantitative, Scales of Measurement and their features, Hypotheses - Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, steps of hypothesis testing, Testing of Hypothesis (Type I and Type II Errors), Confidence level, Levels of Significance, degree of freedom, Power of a statistical test and effect size, one tail-two tail test, Data gathering instruments, Data collection and analysis

Unit 02 Quantitative Data Analysis:

Descriptive data analysis (Measures of central tendency, Measures of variability and its coefficients, Measures of Correlation- Product Moment, Biserial-r, Point-biserial, tetrachoric, Phi-coefficient, Partial Correlation, Regression analysis fiduciary limits and graphical presentation of data),

Unit 03: Inferential statistics

Parametric Techniques, Non- Parametric Techniques, Conditions to be satisfied for using parametric techniques, Inferential data analysis, Use and Interpretation of statistical techniques, Normal Probability Curve and its applications, Sampling error, standard error of statistics

Unit 04: Parametric and Nonparametric statistics

Student t- test, z-test, ANOVA, ANCOVA, Chi-square (Equal Probability and Normal Probability Hypothesis), Sign Test, Mann Whitney U test, Kruskal-Wallis test

Computer applications (SPSS and others) for data analysis

Tabulation and graphic representation of data

Unit 05: Qualitative Data Analysis

Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation, Content Analysis, Meta-analysis, Themes, coding and presentation

Assignments/ Course Work/ Practicum

- Administer a test and collect the data and tabulate
- Review a quantitative research paper published in refereed journal to study the statistics used
- Administer an open ended questionnaire and analyse the contents
- Develop an achievement/intelligence/aptitude test and collect the data and submit a report
- Analyze a set of data using computer application

Transaction

The statistical concepts and processes included in this course should be taught using examples from educational studies related with teaching and learning aspects. The topics from statistics should be explained through variables, hypothesis and type of data collected in sealected research studies. Evaluation may be done by asking students to select and apply suitable statistical measure to a given set of data.

Essential Readings

- Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.
- Garret, H. (2020). Statistics for Psychology and Education. Surjeet Publication, New Delhi
- Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Desu, M.M., & Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.
- Gaur,A.S., & Gaur, S. S.(2009). Statistical Methods for Practice and Research:

A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.

- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Khan, M.S. (2005). Educational research. Ashish Publishing House: New Delhi
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananathapuram.
- Siegel, A., & Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.
- Silverman, D. (2012). Qualitative Research. Sage Publication, London.

Suggested Readings

- Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences. Pearson Publication, Boston.
- Bogdan, R. C., & Biklen, S. K. (2007). Qualitative research for education: An introduction to theory and methods (5th ed). Pearson, Boston.
- Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
- Singh, A. K. (2004).Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.

HISTORY, POLITICS AND ECONOMICS OF EDUCATION

Compulsory Paper
(Credits-04: 60 Hrs)
CCE: 30
End Semester: 70

SEMESTER-II
MAEDT-203
Total Marks: 100

Course Objective: To have a holistic view on history, politics and economics of education to know the various aspects of developmental perspectives of educational system in India and to comprehend the relationship between Policies and Education, Linkage between Educational Policy and National Development.

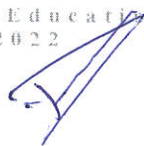**Course Learning Outcomes**: After completing the course, the students will be able to:
1. Know the developmental perspectives of education system in India
2. Explain the historical Perspectives of Education in India
3. Analyze the recommendations of committees and commissions related to Indian Education System
4. Explain the relationship between policies and education
5. Describe the linkage between educational policy and national development
6. Know the concept of economics of education.

Unit 01:Developmental Perspectives of Education-Domains of development, History, Politics and Economics of Education, Needs of studying developmental perspectives of education, Major areas of developmental perspectives of educational system in India
Historical Perspectives of Education in India: Education System in Vedic Era, Buddhistic System of Education, Education System in Medieval Period and British Period in India, Indigenous Indian Education in the Eighteenth Century

Unit 02: Major Committees and Commissions' Contribution to Indian Education System- Radhakrishnan Commision (1948), Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1968, 1986/1992), National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Educational Policy-2020

Unit 03: Relationship Between Politics and Education, Perspectives of Politics of Education Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization

Unit 04: Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy and 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, Report of International Commission on Education- Sahle-Work Zewde Report (UNESCO), 2021

Unit 05: Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education Signaling Theory Vs Human Capital Theory, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting

Course Work/ Assignments

- Trace development of education in India during various historical periods
- Identify the Acts and policies for ensuring equity and protection of human rights as well as non-discrimination in education
- Analyze the current year budgetary provisions made for primary, secondary and tertiary education in India
- Study the articles related with policies of education in India
- Study the various aspects of budgeting of education
- Identify quality related issues of any nearby school and and suggest strategies to address them
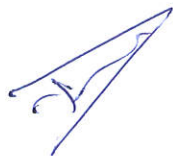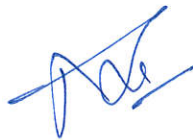- Make a report regarding the schemes which are being implemented

Suggested Readings

- Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
- Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
- Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.
- Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.
- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi.
- Kumar, A. (2003). Environmental challenges of the 21st century, APH Publishing Corporation, New Delhi.
- Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.

- National Policy on Education (1968). Ministry of Education, Govt. of India, New Delhi.
- National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.
- National Policy on Education (2020). Ministry of Education, Govt. of India, New Delhi.

- National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, New Delhi.
- Ozial, A.O. (1977). Hand Book of School Administration and Management. Macmillan, London.
- Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi.
- School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi.
- Seventh All India School Education Survey (2002). NCERT, New Delhi.
- UNDP (1996). Human Development Reports. Oxford University Press. New York.
- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- UNESCO (2009). Report on Education for sustainable development.
- UNESCO (2021). Report-Reimagining our Futures together: A New Social Contract of Education, International Commission on Education
- Dharampal: The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century
- Dharampal: Indian Science and Technology in the Eighteenth Century
- Dharmapal: Civil Disobedience and Indian Tradition

TECHNOLOGY ENABLED EDUCATION

Compulsory Paper
(Credits-04: 60 Hrs)
CCE: 30
End Semester: 70

SEMESTER-II
MAEDT-204
Total Marks: 100

Course Objective: To have a comprehensive view on technology enabled education, technology in/for education, overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design, Systems Approach to Instructional Design, Models of Development of Instructional Design Emerging Trends in e learning and Use of ICT in Evaluation, Administration and Research.

Course Learning Outcomes: After completing the course students will be able to
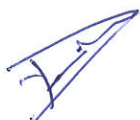
- Know the connotation of technology enabled education
- *Discuss roles of Educational Technologists in various contexts.*
- *Analyze the Behaviourist, Cognitive and Constructivist theories and their implications to Instructional Design*
- *Explain models of Development of Instructional Design*
- *Apply appropriate instructional strategies.*
- *Develop appropriate instructional media.*
- Discuss the emerging trends in e-learning
- *Integrate suitable ICT effectively in teaching-learning-evaluation.*
- *Suggest suitable modality of instruction (Online, Blended, etc.).*

Unit 01: Technology in/ for Education a) Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology, Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems, Connotations of Technology Enabled Education and its educational Implications

Unit 02: Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups), Models of Teaching

Unit 03: Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of

Sanjay Kumar

Constructivist Instructional Design, Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to elearning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

Unit 04: Emerging Trends in e learning: Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application), E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning , Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

Unit 05: Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

Course Work/ Practical/ Field Engagement

- Prepare a list of the equipments/hardware/software/tools to be used in smart class room
- Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics
- Prepare a a list of the equipments/hardware/software/ tools helpful for a child with disability
- Present a research paper on applications of ICT of any one recent trend in inclusive education
- Seminar on issues in application of ICT in inclusive education

Suggested Readings

- Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.
- Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass
- Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.
- Kumar, K., Kumar, S. (2004). ICT Skill Development. GBD Publications, GurusarSadhar.
- Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher's Pvt. Ltd. New Delhi.
- Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.
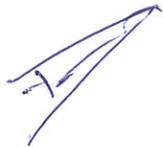- Sallis, E., & Jones, G. (2002). Knowledge Management in Education

London: Kogan Page Ltd.

- Santhosh, V. (2009). Information communications technology for teacher education. Kanishka Publisher, New Delhi.
- Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.
- Shehzad, A. (2007). Teacher's Handbook of Educational Technology. Anmol,

Publishing Pvt. Ltd., New Delhi.

- Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.
- Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi.

- Bruce Joyce and Marsha Weil: Models of Teaching, Prentice Hall Of India, New   Delhi

LITERATURE REVIEW AND TOOL CONSTRUCTION

Compulsory Paper   **SEMESTER-II**
(Credits-04: 120 hrs)   **MAEDP-205**
CEE: 30   **Total Marks: 100**
EndSem:70

Course Objective: To have a practical orientation on literature review including books, research papers, articles, policy documents, historical documents related to education system and to have hand on experience on tool construction and standardization regarding selected research problems.

Course Outcomes: After completing the course, the students will be able to:
1. Know the technicality of literature review and its importance in educational research.
2. Critically analyze the research paper in terms of its methodology and findings
3. Know the very process of the development of tool construction
4. Develop a tool with regard to the selected research problems
 5. Standardize the developed tool
4. Collect the data from the standardized the tool in regard to the research problem .

A. LITERATURE REVIEW: Review of any five books/documents/research papers (each approximately in 500 words) related to education discipline
. Book of foreign author
. Book of Indian author
. Research paper published in International Research Journal
. Research paper published in Indian Research Journal
. International policy document
. National policy document
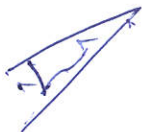. State policy document
. Act/Convention related documents

B. TOOL CONSTRUCTION: Adaption or construction of a data gathering instrument and its standardization related with the selected research problem mentioned in synopsis

SEMESTER-III

S.N	Course	Course Code	Nature of course	Credit (Contact Hours)	Weightage of Assessment(Term End Assessment and Continuous and Comprehensive Assessment)
3.1	Pedagogy, Andragogy and Assessment	MAEDT-301	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
3.2	Teacher Education	MAEDT-302	Theory (Compulsory)	4(60 Hrs)	100 (70+30)
3.3	Educational Management and Administration	MAEDT-303	Theory (Compulsory)	4	100 (70+30)
3.4	Elective Course (Any One):				
	Curriculum Development	MAEDT-304	Theory (Elective)	Hrs4(60 Hrs))	100 (70+30)
	Open and Distance Education	MAEDT305	Theory (Elective)	4(60 Hrs)	100 (70+30)
	Human Rights and Value Education	MAEDT306	Theory (Elective)	4(60 Hrs)	100 (70+30)
3.5	Elective Course (Any One)				
	Environmental Education	MAEDT-307	Theory (Elective)	H4(60 Hrs)rs)	100 (70+30)
	Yoga and Health Education	MAEDT308	Theory (Elective)	4(60 Hrs)	100 (70+30)
	Guidance and Counselling	MAEDT309	Theory (Elective)	4(60 Hrs)	100 (70+30)

PEDAGOGY, ANDRAGOGY AND ASSESSMENT

Compulsory Paper
(Credits-04: 60 Hrs)
CEE: 30
End Semester: 70

SEMESTER-III
MAEDT-301
Total Marks: 100

Course Objectives: Education is a continuous process which begins with evaluation and ends with evaluation. This course intends to orient the learners with the foundation, scope and practices followed in educational evaluation and undertaking adaptations to suit the needs of children with disabilities. The course also takes the learners one step ahead by building an understanding of the contemporary evaluation practices as well as programme evaluation.

Course Learning Outcomes: After completing the course teacher educators will be able to

- *Explain the key concepts of evaluation and describe the developments in evaluation.*
- *Describe the scope of evaluation in education.*
- *Describe the use of evaluation as an effective tool in teaching-learning process.*
- *Describe the ways & means of evaluation of programmes.*
- *Explain the current trends in evaluation.*

Unit 01: Pedagogy, Andragogy and Assessment : Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model), Concept of Andragogy in Education:Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy

Unit 02: Assessment – Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning), Concept of testing, measurement, assessment and evaluation, Principles of Assessment and Evaluation, Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes , Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

Unit 03: Assessment in Pedagogy of Education: Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources d) Assessment in Andragogy of Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).

Unit 04: Teaching-learning and Assessment: Contexts, Need & Nature, Tools for assessment and process of standardization, Equity & fairness in assessment including adaptations & Accommodations, Report writing: Format, Content & Mechanics, and Mastery Level Learning

Unit 05: Programme Evaluation & Review: Concept, need, goals and tools, Evaluation of instructional programmes, Techniques of programme evaluation, Reliability, validity and sensitivity in programme evaluation, and Reviewing outcomes

Transaction & Evaluation

- Lecture-cum-demonstration, Workshops on developing tools for content and programme evaluation
- Assignments, Presentations and Class Tests

Practicum

- Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstream and (ii) a Special school. Critically analyze the evaluation practices.
- Develop a format for self evaluation for teachers in special or mainstream.
- Develop tools one each for Knowledge based, Performance based & Authentic evaluation for children with disabilities studying in a class or a subject of your choice.

Essential Readings

- Airasian, P.W. (1991). Classroom Assessment. McGraw-Hill, New York.
- American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
- American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.
- Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessment in transition: Learning, monitoring and selection an international perspective. Oxford Pergamon Press, London.
- Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.
- Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.
- Headington (2003). Monitoring, Assessment, Recording, Reporting & Accountability. II-Ed, David Fulton Pub. , London.
- Hibbard, K. M. and others. (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children with hearing impairment. Kanishka: New Delhi.
- Mathew, S. & Mishra, A. (2010). Knowledge based evaluation of students with hearing impairment. Journal of NCED, 2(1), 26-33.
- Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.
- Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED). Harcourt Brace College Publishers, New York.
- NSW syllabuses: Assessment for, as and of Learning. Retrieved from syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015
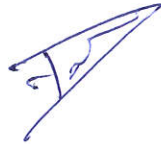- Programme evaluation and review technique. Retrieved from

http://www.inc.com/encyclopedia/program-evaluation-and-review-technique-pert.html on 10.4.2015

- School self-evaluation. http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html on 10.4.2015
- School self-evaluation. Retrieved from http://schoolself-evaluation.ie/post-primary/index.php/what-school-self-evaluation/?doing_wp_cron=1429505616.9318289756774902343750 on 10.4.2015
- UNICEF (2006). New trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/New_trends_Dev_EValuation.pdf on 16.4.2015
- Wiggins, G. (1993) Assessing students performance.SanFrancisco:Jossey-Bass.

TEACHER EDUCATION

Compulsory Paper
(Credits-04: 60 Hrs)
CCE: 30
End Semester: 70

SEMESTER-III
MAEDT-302
Total Marks: 100

Course Objectives: To have a holistic view of Teacher education which is a field of study, focuses on the professional development of pre service and in-service teacher, *explain the meaning, nature and scope of teacher education, describe the* Committees and Commissions' Contribution to Teacher Education *in India, enumerate the skills required for capacity building of teacher,* Describe the Concept, Need, Purpose and Scope of In-service Teacher Education, explain the Concept of Profession and Professionalism, analyze the factors of Teaching as a Profession, describe the Professional Ethics of Teachers and Analyze the Personal and Contextual factors affecting Teacher Development.

Course Learning Outcomes: After completing the course students will be able to

- *Explain the meaning, nature and scope of teacher education.*
- *Describe the* Committees and Commissions' Contribution to Teacher Education *in India.*
- *Enumerate the skills required for capacity building of teacher.*
- Describe the Concept, Need, Purpose and Scope of In-service Teacher Education
- Explain the Concept of Profession and Professionalism,
- Analyze the factors of Teaching as a Profession,
- Describe the Professional Ethics of Teachers,
- Analyze the Personal and Contextual factors affecting Teacher Development.
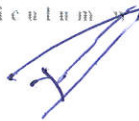
Unit 01: Teacher Education : Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels , Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning, Teacher Education in Indian Knowledge Tradition

Unit 02: Committees and Commissions' Contribution to Teacher Education : Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986/1992), National Commission on Teachers (1999), National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012), National Education Policy-2020

Unit 03: Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit 04: Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary

Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)

Unit 05: Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education

Transaction & Evaluation

- Lecture-cum-demonstration, Workshops on the issues of teacher education
- Assignments, Presentations and Class Tests

Practicum

- Observe and prepare a report on the performance of teacher working at any two levels in (i) a Mainstream and (ii) a Special school.
- Critically analyze the skills used by teachers in inclusive class room to cater the special needs students.
- Develop a format for self evaluation for teachers in special or mainstream.

Essential Readings:

- NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation, New Delhi.
- Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.
- Sharma, R.A. (2002). Teacher Education. International Publication House, Meerut.
- Bhattacharya, G.C. (2002). Teacher Education. .
- Radha Mohan (2020): Teacher Education, PHI, New Delhi
- A.K. Parida and S. K. Mohanty: Issues and Challenges in Teacher Education
- National Education Policy, 2020, Ministry of Education, GoI
- Justice Verma Committee Report regarding Teacher Education

EDUCATIONAL MANAGEMENT AND ADMINISTRATION

Compulsory Paper
(Credits-04: 60 Hrs)
CEE: 30
End Semester: 70

SEMESTER-III
MAEDT-303
Total Marks: 100

Course Objectives: To have a comprehensive view of Educational management and administration which is a field of study and practice concerned with the operation of educational organizations, *explain the basic fundamental areas of management, describe the skills required for enhancing institutional quality for sustained development, enumerate the skills required for capacity building of human resources, explain the skills needed to manage data for various information management processes and prepare cost effective budgets, proposals and describe ways of managing financial resources,* understand the know- how's of managing educational institutes on the basis of total quality management principles.

Course Learning Outcomes:

After completing the course students will be able to

- *Explain the basic fundamental areas of management and administration*
- *Describe the skills required for enhancing institutional quality for sustained development.*
- *Enumerate the skills required for capacity building of human resources.*
- *Explain the skills needed to manage data for various information management processes.*
- *Prepare cost effective budgets, proposals and describe ways of managing financial resources.*

Unit 01: Educational Management, Administration and Leadership : Educational Management and Administration – Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organinsational development, Organisational climate

Unit 02: Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

Unit 03: Concept of Quality and Quality in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad;

Unit 04: Change Management: Meaning, Need for Planned change, ThreeStep-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis, **Educational Management Information Systems (EMIS), Financial Management**

Unit 05: Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI] , International Network for Quality Assurance Agencies in Higher Education

[INQAAHE], Parameters of QS Ranking, Academic and Administrative Audit, National Board of Accreditation (NBA), and, International Organisation for Standardization (ISO).

Transaction: Lectures, Field visits, Self-study

Course Work/ Field Work

- SWOT analysis of any policy document related to higher education
- Study the style of administration of your institution
- Study the parameters of Indian and International Quality Assurance Agencies
- Proposal writing for fund raising of an educational institution
- Review performance appraisals from 2 educational institutions one each from a teacher training college and other from special school

Suggested Readings

- Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.
- Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.
- Chatterjee, B. K. (2011). Finance for Non – Finance Managers. Jaico Publishing House, New Delhi.
- Deshmukh, A.V., &Naik. A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.
- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.
- Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.
- Leithwood, K., &Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.
- Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.
- Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).
- Mukhopadhya, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. New Delhi.
- Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).
- Pande, S., &Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.
- Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd. London.
- Senge, P. (2007). A Fifth discipline Resource. Schools that lead: Nicholas Brealey Publishing, London.
- Senge, P.M. (1994). The fifth Discipline; The Art & Practice of The Learning Organization. Currency Doubleday, New York.
- Shapi, J. (N.K). Writing a Funding Proposal.
- Ulrich, D., &Brockbank, W. (2005). The HR Value Proposition. Boston: Harvard Business School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073).

Elective Course/Choice Based (Any One)

CURRICULUM DESIGN AND DEVELOPMENT

Elective Paper   **SEMESTER-III**
(Credits-04: 60 Hrs)   **MAEDT-304**
CCE: 30   **Total Marks: 100**
End Semester: 70

Course Objectives: To have a comprehensive outlook of curriculum design and development, provide the students the foundational know-how and theoretical underpinning of curriculum development from design and implementation to evaluation and an informed and critical understanding about curriculum differentiation

Course Learning Outcomes: After completing the course students will be able to

- *Define and identify different components of curriculum.*
- *Understand and analyse various approaches to curriculum development.*
- *Explain and demonstrate curriculum differentiation.*

- *State the basic concepts in curriculum design.*
- *Discuss the various approaches of curriculum development.*
- *Describe the evaluation methods of curriculum.*
- *Analyze the problems faced by students in the contemporary world.*
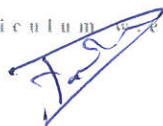- *Discuss the problems faced by children with disabilities.*

Unit 01: Curriculum Studies: Concept and scope of curriculum, Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests),Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development

Unit 02: Approaches & Types of Curriculum Development: Developmental Approach, Functional Approach, Eclectic Approach, Ecological Approach, Expanded Core Curriculum and Hidden Curriculum, Curriculum & Ideology, Curriculum as a Social Construct, Differentiating between Curriculum Design and Curriculum development, Theories of Curriculum Development, Universal Design of Learning for Curriculum Development

Unit 03: 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, C I P P Model (Context, Input, Process, Product Model)

Unit 04: Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction, Approaches to Evaluation of Curriculum : Approaches to

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Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model

Unit 05: Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Scope of curriculum research and Types of Research in Curriculum Studies

Transaction: Group discussion, lecture-cum-discussion, panel discussion, school visits and teaching observations, individual assignment of lesson planning based on learning needs in the classroom.

Course Work/ Practical/ Field Engagement

- Evaluate your curriculum in action which you are going through
- Analyze the instructional techniques while transacting the curriculum in your institution
- Explain the approaches to curriculum evaluation
- Adapt any one lesson in collaboration with a regular teacher within a secondary school text book (using one of the approaches to curriculum development) to meet the needs of children with disabilities

Essential Readings

- Aggarwal, D. (2007).Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
- Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.
- Daniels, H., & Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. McGraw Hill, New York.
- Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A critical perspective. Routledge, London.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.
- Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.
- Wiles, J.W., & Joseph, B. (2006). Curriculum Development: A Guide to Practice. Pearson Publication, London.

Suggested Readings

- CIET(2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET,NCERT, New Delhi.
- Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.
- Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for
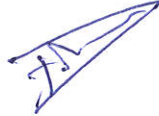
International Development.

- Wiggins, G., & Mc Tighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria.
- Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.

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OPEN AND DISTANCE EDUCATION

Elective Paper
(Credits-04: 60 Hrs)
CCE: 30
End Semester: 70

SEMESTER-III
MAEDT-305
Total Marks: 100

Course Objective: To have a comprehensive view on open and distance education and learning, open and distance learning as a source of lifelong learning, evolution of open and distance education, Instructional Design of ODL, Emerging Trends in e learning and Use of ICT in open and distance education.

Course Learning Outcomes: After completing the course students will be able to

- Know the connotation of open and distance education
- Discuss roles of open and distance education in various contexts.
- Analyze the philosophical basis of open and distance education
- Explain models of Instructional Design of open and distance education
- Discuss the emerging trends in e-learning in open and distance learning

Unit 01: Connotation of Open and Distance Education: Definition, Nature and Scope, Open and Distance Education as a source of lifelong learning, Difference between correspondence education, distance education, open education, Open and Distance Learning as a non formal education, Generations of Open and Distance Education

Unit 02: Growth and Philosophy of Distance Education, Instructional Design, Learner Support Systems and Services, Management of Distance Education, Educational Communication Technologies, Components of ODL/ODE-Self Instructional Material, Personal Contact Programmes, Assignments, Evaluation
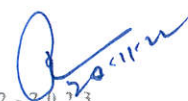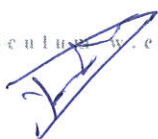
Unit 03: Research Methods for Distance Education, Curriculum Development in Distance Education, Distance Education: Economic Perspective, Staff Training and Development in Distance Education

Unit 04: Emerging Trends in Open and Distance Education: ICT as a backbone of Open and Distance Education, Learning Management System, Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Mobile Learning, Open Education Resources (Creative Common, Massive Open Online Courses;

Unit 05: Major Institutions of ODE/ODL and Initiatives of GoI: Commonwealth of Open Learning (COL), CEMCA, IGNOU, NIOS, State Open Universities, Directorate of Distance Education at Conventional University, SWAYAM, E PGPATHSHALA, DIKSHA, NPTEL, and other initiatives taken by Gov. of India in the area of open and distance education

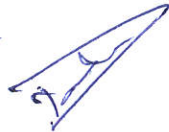**Course Work/ Practical/ Field Engagement**

- Prepare a list of the open and distance universities of India and of other countries
- Prepare a list of Directorate of Distance Education of Indian Universities
- Seminar on issues of ODL/ODE in India
- Prepare a list of the initiatives taken by GoI in accessing OER

Suggested Readings

- Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass
- Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.
- Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.
- Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.
- Shehzad, A. (2007). Teacher's Handbook of Educational Technology. Anmol, Publishing Pvt. Ltd., New Delhi.
- **H. D. Perraton** : Open and Distance Learning in the Developing World
- **Fred Lockwood : Open and Distance Learning Today**
- Ormond Simpson **: Supporting Students in Online Open and Distance Learning**
- Greville Rumble **: THE COSTS AND ECONOMICS OF OPEN & DISTANCE LEARNING**

HUMAN RIGHTS AND VALUE EDUCATION

Elective Paper
(Credits-04: 60 Hrs)
CCE: 30
End Semester: 70

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SEMESTER-III
MAEDT-306
Total Marks: 100

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Course Objectives: To enable the students to explain the connotation of Rights and Duties, to differentiate between rights based society and duties based society, to explain the oriental and occidental perspectives of human rights, to describe the significance of Human Rights to equity and equality, to understand the provisions of Human Rights in UDHR and implementing agencies, commissions, organisations and institutions related to Human Rights, to understand the connotation of value and value education, to know the significance of value education for students

Course Learning Outcomes: After the completion of the course the students will be able to

1. To explain the complete overview of Human Rights
2. To describe the constitutional and legal provisions and related issues regarding education
3. To explain Human Rights Education and know-how of Legal Awareness
4. To enable them to practice a pedagogy related to Human Rights Education, Constitutional and Legal Provisions of Education
5. To understand the connotation of value and value education,
6. To know the significance of value education for students

Unit 01: Meaning and Concept of Rights and Human Rights, Connotation of Rights based Society and Duties based Society, Rationale of Human Rights: Philosophical, Socio-cultural, Economic and Political Perspectives, Human Rights and Peace, Perspectives of Human Rights: Oriental (East) and Occidental (West) Orientations, Historical Perspective of Human Rights (Vedic Era to till date), Generations of Human Rights, Universal Declaration of Human Rights, Dimensions of Human Rights (Civil, Political, Economic, Social and Cultural), Provisions and Significance of Child Protection and Child Rights, Institutions, Agencies, Commissions and Organisations for Human Rights

Unit 02: Constitutional Provisions for Human Rights and Duties: Important Legislations and Acts in regard to ensure Education, Right to Education Act, United Nations Convention on Rights to Persons with Disabilities, Rights of Persons with Disabilities Act, Important Charters, Laws and Policies in regard to ensuring human rights to children, women and other oppressed/marginalized groups, Important legal issues of Education regarding Segregated, Integrated and Inclusive Model of Education; Equity, Equality, Protective Discrimination, Quantity and Quality; Education for Masses vs. Classes; Private, Public PPP Model of Education; Access, Enrollment, Retention and Quality Achievement; and Education of Persons with Disabilities, Minorities, Women and Children, Child labour and education, Children trafficking and sexual abuse

Unit 03: Human Rights Education and Legal Awareness: Education as a Human Right and Duty, Connotation and Significance of Human Rights Education, Human Rights in Ancient Indian Literature and other Perspectives, Human Rights and Human Values Diversity, Inequality and Marginalization in Society and the implications for Human Rights Education, Happiness and Human Rights Education, Model of Education in regard to Human Rights, Multicultural society and Human Rights Education, Inclusive Society and Human Rights Education, Help Line Services to ensure human rights

Unit 04: Value Education – Definition, Views on Education – Socrates, Plato, Aristotle, Mahatma Gandhi, Swami Vivekananda, Sri Aur bindo, Rabindrath Tagore and Dr. R. Radhakrishnan, Concept of Human Values – Family Values – Aesthetic Values – Ethical Values – Spiritual Values

Self-Discipline – Self-Confidence – Self-Initiative – Self-awareness – Empathy – Compassion –Forgiveness – Honesty and Courage, Leadership qualities – Personality Development, Introduction to Religious Values – Karma Yoga in Hinduism – Love and Justice in Christianity –Brotherhood in Islam – Compassion in Buddhism – Ahimsa in Jainism, Courage in Sikhism –Need for Religious Harmony

Unit 05: Controlling Mind – Physical Exercise – Meditation – Mudras – Yoga – Asanas Concept of Mind in the Upanishads – Moralization of Desires – Neutralization of Anger – FiveWays to Check Worry Habit and Eradication – Benefits of Blessings

The Power of Mind – the Power of Positive Thinking

Practicum:
- To enlist the cases regarding human/child rights violation in nearby area of school
- To make a comparative chart regarding human rights and fundamental rights mentioned in the Charter of UDHR and in the Constitution of India respectively
- To enlist design activities regarding human rights awareness programme for all stakeholders of the community where school is situated
- To identify human rights violations practices, if any, in school activities and suggest ways and means for overcoming them
- To examine the human rights awareness programmes being run by the different agencies
- To design and perform literary and cultural activities like creative writing, story telling, role play, Nukkad Natak, Mimes, Skits, Play etc. regarding human rights violation and education
- To identify and critically examine movies, songs, advertisements, media content (print, electronic and social) in regard to gender inequality and mention which kinds of human rights are being violated
- To conduct a interview and analyze the data from dropout and out of school children with disabilities, minorities children, girl students keeping in mind to ensure their basic human rights

- To make a documentary film showing the case of human rights violations of children and the ways and means to overcome them

Mode of Transaction: Classroom lectures, observation, debates, discussions, projects, role play, exhibitions, mimes, sharing case studies, watching a movie/documentary etc.

References
Kapoor Rajiv (2000). Human Rights: Free and Equal, Rawat Publication, New Delhi
Singh, A.N. (1998). Manavadhikar Srot Granth, NCERT, New Delhi
Symanides, J. (2000). Human Rights: Concepts and Standards, Rawat Publication, New Delhi
NCTE (2000). Teacher and Human Rights Education (Self Instruction Material), NCTE, New Delhi
Parker, D.H. (1968). Human Values, Harper and Bros. New York
Gupta, N.L. (2000). Human Values in Education, Concept Publishing Company, New Delhi
UDHR (1948) published by UNO
UNCRPD published by UNO
RPWD Act, 2016
RTE Act 2009 and its Amendments
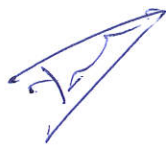Basu, D.D. (2000). Constitution of India, PHI, New Delhi

Das, M.S. & Gupta, V.K. : *Social Values among Young adults: A changing Scenario*, M.D.Publications, New Delhi, 1995.

Jash, P. *Glimpses of Hindu Cults and Culture*, Sundeep Prakashan, Del i, 1997.

NCERT,Education in Values, New Delhi, 1992.

R. C. Pradhan, "Language and Mind in the Upanishads", *Language and Mind: The Classical Indian Perspective*, ed. K. S. Prasad, Hyderabad Studies in Philosophy no. 5, Decent Books, New Delhi, 2008.

Vincent Peale, Norman. *Six Attitudes for Winners*, Jaico Publishing Ho se, Mumbai, 2009.
Vivekananda, Swami. "Personality Development", Advaita Ashrama, Kolkata, 2008

Sanjay Kumar

Elective Course/Choice Based (Any One)

ENVIRONMENTAL EDUCATION

Elective Paper
(Credits-04: 60 Hrs)
CEE: 30
End Semester: 70

SEMESTER-III
MAEDT-307
Total Marks: 100

Course objective: This Course is intended to create awareness that the life of human beings is an integral part of environment and to inculcate the skills required to protect environment from all sides.

Course Learning outcomes: On completion of this course the students will be able to-

1. Understand the nature, components of an ecosystem and that humans are an integral part of nature.
2. Realize the importance of environment, the goods and services of a healthy biodiversity, dependence of humans on environment.
3. Evaluate the ways and ill effects of destruction of environment, population explosion on ecosystems and global problems consequent to anthropogenic activities.
4. Discuss the laws/ acts made by government to prevent pollution, to protect biodiversity and environment as a whole.
5. Acquaint with international agreements and national movements, and realize citizen's role in protecting environment and nature.

Unit 01: Environment and Natural Resources: Multidisciplinary nature of environmental education; scope and importance. Man as an integral product and part of the Nature. A brief account of land, forest and water resources in India and their importance.

Unit 02: Biodiversity : Definition; importance of Biodiversity - ecological,

consumptive, productive, social, ethical and moral, aesthetic, and option value,

Levels of Biodiversity: genetic, species and ecosystem diversity.

Unit 02: Environmental degradation and impact: Human population growth and its impacts on environment; land use change, land degradation, soil erosion and desertification. Use and over-exploitation of surface and ground water, construction of dams, floods, conflicts over water (within India). Deforestation: Causes and effects due to expansion of agriculture, firewood, mining, forest fires and building of new habitats.

Unit 03: Non-renewable energy resources, their utilization and influences. A brief account

of air, water, soil and noise pollutions; Biological, industrial and solid wastes in urban areas. Human health and economic risks.

Unit 04: Green house effect: Global warming; ocean acidification, ozone layer depletion, acid rains and impacts on human communities and agriculture. Threats to biodiversity: Natural calamities, habitat destruction and fragmentation, over exploitation, hunting and poaching, introduction of exotic species, pollution, predator and pest control.

Unit 05: Conservation of Environment: Concept of sustainability and sustainable development with judicious use of land, water and forest resources; afforestation. Control measures for various types of pollution; use of renewable and alternate sources of energy. Solid waste management: Control measures of urban and industrial waste. Conservation of biodiversity: In-situ and ex-situ conservation of biodiversity. Environment Laws: Environment Protection Act; Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols; Environmental movements: Bishnois of Rajasthan, Chipko, Silent valley.

Practicum (Suggested activities to learner):

1. Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc
2. Visit to a local polluted site-Urban/Rural/Industrial/Agricultural site.
3. Study of common plants, insects, birds and basic principles of identification.
4. Study of simple ecosystems☐forest, tank, pond, lake, mangroves etc.
5. Case study of a Forest ecosystem or a pond ecosystem.

Transaction: Group discussion, lecture-cum-discussion, demonstration, panel discussion, natural site visits and observation of natural degraded areaa

Reference books :
➢ ErachBarucha (2004) *Text book of Environmental Studies for Undergraduate courses*
(Prepared for University Grants Commmission) Universities Press.
➢ PurnimaSmarath (2018) *Environmental studies* Kalyani Publishers, Ludhiana

➢ Odum, E.P., Odum, H.T. & Andrews, J. (1971) *Fundamentals of Ecology.* Philadelphia: Saunders.
➢ Pepper, I.L., Gerba, C.P. &Brusseau, M.L. (2011). *Environmental and Pollution Science*. Academic Press.
➢ Raven, P.H., Hassenzahl, D.M. & Berg, L.R. (2012) *Environment. 8th edition*. John Wiley & Sons.
➢ Singh, J.S., Singh, S.P. and Gupta, S.R. (2014) *Ecology, Environmental Science and Conservation.* S. Chand Publishing, New Delhi.
➢ Sengupta, R. (2003) Ecology and economics: An approach to sustainable development. OUP.
➢ Wilson, E. O. (2006) *The Creation: An appeal to save life on earth.* New York:

Norton.

➢ Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll (2006) *Principles of Conservation Biology.* Sunderland: Sinauer Associates,

YOGA AND HEALTH EDUCATION

Elective Paper
(Credits-04: 60 Hrs)
CEE: 30
End Semester: 70

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SEMESTER-III
MAEDT-308
Total Marks: 100

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Course objective: This Course is intended to create awareness regarding Yoga and health education and give description of Yogic Therapy so as to preserve and promote mental wealth and well being.

Course learning Outcomes: After completing the course students will be able to

- *State the basic concepts Yoga and Yoga as the basis of culture and humanitarianism*
- *Discuss anatomy and physiology of yogic practices and yoga therapy.*
- *Describe yogic therapy through traditional and modern understanding.*
- *Practice different Asans and Mudras as yogic practice.*
- *Discuss the aspects of mental health and its relationship with Yoga.*

Unit 1: Yoga and Cultural Synthesis

Definition of culture: A brief survey of different cultures, religions and Culture-Relation between Culture and Yoga.
The Indian Culture-Vedic Religion-Upanishadic Thought
Six systems of Indian Philosophy, Schools of Vedanta
The Mahabharata-The Bhagwad Gita-The Ramayana-Puranas, Tantras
Shaivism, Vaishnavism Buddhism and Jainism, Islam-Sufism-Christianity-Avesta and Iranian Religion
Yoga, as the basis of Culture and Humanitarianism.

Unit 02: Anatomy and Physiology of Yogic Practices & Yogic Therapy:
- Cells
- Structure
- Organelles

Function Anatomy and Physiology of Yogic Practices
Tissues: Definition, Tubes of Tissues - Structure and Function
Systems: Nervous System, Respiratory System, Digestive System, Reproductive System, Skeletal System, Muscular System
Sense Organs: especially Eyes and Ears - Structure and Function

Unit 3: Yogic Therapy Through Traditional & Modern Understanding
Yogic Therapy Through Traditional Understanding
Asanas, Pranayama, Kriyas, Bandhas and Mudras, General Metabolism and Dietetics

Unit 4: Theoretical understanding of yoga and Modern Psychology - The Yogic concept of "Swasthya"- Concept and models of Normality in Yoga and Modern Psychology

Role of Yamas, Niyamas, Asana, Pranayama and Dhyana in attitude change and attitude formation for a total personality integration. Patanjali's concepts of Samapattis, Dharana, Dhyana, Samadhi and Samyama: a psychological perspective

Unit 5: Yogic Practices and Health: Introduction, Yoga and Yogic Practices, Emotional & Mental Health, Mental Health (its meaning, determinants and applications).
Stress Management: Modern and Yogic perspectives - Tackling ill-effects of Frustration, Anxiety and Conflict through modern and Yogic methods.
Improving Healthy Behaviors- Goal Setting, Violence & Injury Prevention- Conflict Resolution, Dating Violence, Nutrition & Physical Activity

Transaction: Group discussion, lecture-cum-discussion, demonstration, panel discussion, natural site visits and observation of natural degraded area

Practical training in yoga: Asans: Shrishasana, Crocodile Practices (Four variations), Pavanmuktasana, Naukasana, Viparitakarani, Sarvangasana, Matsyasana, Halasana, Karnapidasana, Bhujangasana, Shalabhasana, Sarpasana, Dhanurasana

Pranayam: Anuloma-viloma, Ujjayi, Shitali, Sitkari, Bhastrika, Bhramari, Suryabhedana, Chandrabhedana

Bandhas and Mudras: Jalandhara Bandha, Uddiyana Bandha, Jicha Bandha, Mula Bandha

Kriyas: Kapalbhati, Aganisara, Tratak andSankhprakachalana

GUIDANCE AND COUNSELING

Elective Paper
(Credits-04: 60 Hrs)
CEE: 30
End Semester: 70

SEMESTER-III
MAEDT-309
Total Marks: 100

Course Objectives: To have the comprehensive view of *the basic concepts in Guidance &Counselling, discuss Educational, Vocational and Personal Guidance, describe testing devices and non-testing techniques of guidance, analyze the problems faced by students in the contemporary world and discuss the problems faced by children with disabilities.*

Course Outcomes: After completing the course students will be able to

- *State the basic concepts in Guidance &Counselling.*
- *Discuss Educational, Vocational and Personal Guidance.*
- *Describe testing devices and non-testing techniques of guidance.*
- *Analyze the problems faced by students in the contemporary world.*
- *Discuss the problems faced by children with disabilities.*

Unit 01: Education and Career Guidance: Concept, principles, Objectives and need for guidance at various educational levels Guidance and Counselling: Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic), Career Development needs of students. Changing scenarios in a global world, Tests and Techniques for Guidance: Testing techniques (Aptitude, Interest, Achievement & Personality) Non-testing techniques (Interview, Case study, observation, Diary, anecdotal and commutative record), Essential services in a school guidance program

Unit 02: Vocational Guidance: Factors influencing choice of career, Theories: Vocational Choice, Vocational development and Career development theories, Assessment of Vocational maturity, Occupational information in Guidance, Guidance for students with disabilities.

Unit 03: Fundamentals of Counselling: Concept and nature of counselling, Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Personcentred Counselling (Carl Rogers) - Theories of Counselling (Behaviouristic, Rational, Emotive and Reality), Scope and objectives of counselling, Stages of the counselling process, Counselling techniques, Ethical principles and issues .

Unit 04: Group approaches in Vocational Counselling and Guidance: Types, areas and approaches of Counselling, Steps and skills in the counselling process, Advantages and Disadvantages of Group Guidance techniques, Essential services in school and community based guidance programs, Placement, research, evaluation services and Job study- i) Job description, ii) Job specification, iii) Job analysis, iv) Job satisfaction

Unit 05: Assessment in Educational and Vocational Guidance and Counselling: Assessment of underachievement and challenges, Assessment of giftedness and special strengths, Career test construction, administration, scoring and interpretation, Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse, Role of counsellor in the contemporary context
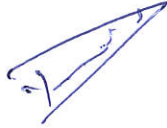
Essential Readings

- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
- Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House.
- Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.

Suggested Readings

- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
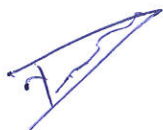- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.

SEMESTER -IV

S.N	Course	Course Code	Nature of course	Credit (Contact Hours)	Weightage of Assessment(Term End Assessment and Continuous and Comprehensive Assessment)
4.1	Field Engagement/Internship	MAEDP-401	Practical (Compulsory)	06(180Hrs)	100 (70+30)
4.2	Dissertation	MAEDP-402	Practical (Compulsory)	08(240 Hrs)	100 (70+30)
4.3	Viva Voce	MAEDP-403		04 (120 Hrs)	100 (70+30)

FIELD ENGAGEMENT/INTERNSHIP

Compulsory Paper: Practical
(Credits-04: 120 Hrs)
Internal Examiner: 30
External Examiner: 70

SEMESTER-IV
MAEDT-401
Total Marks: 100

Course Objectives: To have the hands on experience during field engagements and internship and analyze the educational issues and problems of community and educational institutions

Course Outcomes: After completing the course students will be able to

- *Visit nearby community and identify its educational problems.*
- *Prepare a profile report of school visit.*
- *Prepare a profile report of community visit.*
- *Note the opinion of stakeholders regarding their educational issues.*
- *Analyze the problems perceived during field engagements.*
- *Discuss the problems faced by the concerned stakeholders.*

Field Engagement/ Internship as Academicians, Educators and Researchers:

- Each student is expected to visit to nearby community to interact with community members regarding their educational issues/challenges/problems/opinions and make report in this regard, visit to a school and prepare a profile report, visit to a Higher Education Institution and prepare a brief profile report, visit to SCERT office and make a brief report and visit to a DIET/ Office of any Educational Administrator and make a brief report in this regard.

DISSERTATION AND VIVA-VOCE

Compulsory Paper: Practical
(Credits-04)
Internal Examiner: 60
External Examiner: 140

SEMESTER-IV
MAEDP-402
Total   Marks:200

Course Objectives: To have the practical understanding and competence of solving educational research problems and ability to write research report in scientific manner. To develop expressive skills and the practical understanding and competence regarding educational research problems what the researcher has undertaken and overall understanding of the curriculum he/she has supposed to completed.

Course Outcomes: After completing the course students will be able to

- *Identify research problems of social and educational significance and find ways and means to solve them.*
- *Write research report in a scientific manner.*
- *Analyze the data and interpret them to solve the research problem.*
- *Test the hypotheses if he/she has formulated.*
- *Find the educational implications of the research problems.*

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the HOD. Students are expected to complete the Dissertation work in four phases in four semesters.

Phase 1: Synopsis Submission

In the first semester the students have to develop the Research proposal (Synopsis) and present the same in the Faculty Seminar at the end of the first semester.

Phase 2: Review of Literature and Development of Tools

During the Second Semester the student has to conduct review of literature and develop relevant tools for their research projects. Students have to present a seminar on collected review of literature and tools developed in the faculty seminar and seek feedback and incorporate suggestions given by the faculty.
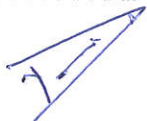
Phase 3: Data collection

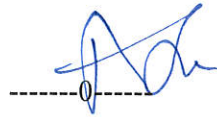In phase three, students must complete data collection and data analysis.

Phase 4: Data analysis, Results Discussion and Thesis Submission

In phase four students must complete Data analysis, Results and Discussion and report writing and submit the final report after getting plagiarism report as per the rules decided by the University/UGC at the end of fourth semester. The students have to submit three typed copies of Dissertation to the Department/ College by the end of IV Semester. The viva-voce will be held on

a date to be fixed by the University. Dissertation and viva-voce will be evaluated jointly by external and internal examiners.

Sanjay Kumar