FYIPGP
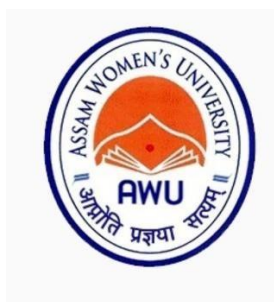
SYLLABUS

2024

Department of Education

Assam Women's University

Rowriah, Jorhat: 785004

FIVE –YEAR INTEGRATED POST GRADUATION PROGRAMME (FYIPGP) IN EDUCATION

ASSAM WOMEN'S UNIVERSITY

- ## THE PREAMBLE

Education unfolds what is already enfolded in man. In this sense, the aim of education is to help people develop, enhance and realize their inherent potentialities. Education is also recognized as the mirror of society. In this sense, it is an instrument to achieve larger societal goals. Hence, education being as a social process has been concerned with preparing the members of the society to adapt to the constantly changing conditions of the society. As such, honoring diversity and ensuring inclusion by treating all with respect and dignity, showing sensitivity to gender, cultural and religious differences has become an important element of education discipline. Education is further loaded with the responsibility of developing core competencies such as communication skills required to articulate thoughts and ideas effectively, using oral and written communication skills, and to present information and explanations in a well-structured manner. Keeping in view the dynamic nature of society, education as a discipline is to develop competencies and actions required for keeping oneself professionally engaged and participate in learning to update knowledge and practice.

Change is the unchangeable law of nature and therefore, society is not a static entity. With the continuous changes taking place in the society, the nature and scope of education also changes and enlarges. Education which is deemed to be a solution for all social problems has to be up-todate of all these changes happening in the society. Educators and educational practitioners should also change them accordingly.

The main purpose of the FYIPGP in Education as a field of knowledge in its cognitive, applied and innovative aspects bearing in mind that the learners will have holistic and scholastic understanding of the discipline of education in relation to the evolution of teaching-learning process, teacher's professionalism, learners' psychosocial and philosophical shaping, critical thinking and dimensions of academic foundations in both

National and Global settings. Needs may range from understanding the concept of education to knowing how knowledge gets generated, preserved and transmitted in the area of education and to acquiring higher level of specific aspects, research and innovations in education

- **INTRODUCTION:**

Higher Education in India is considered as a critical core in the development and growth strategy of the nation. According to NEP 2020, Higher Education should put an emphasis on recognising, identifying, and fostering each student's unique strengths by educating teachers and parents about the need of encouraging each student's holistic development in both curricular and co-curricular areas. It must be flexible enough to allow students to select their learning paths and programmes and, in turn, pick their own life choices based on their talents and interests. For a pluralistic world, there should be a focus on multidisciplinary and a comprehensive education in the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge. Education as a discipline is very broad as well as dynamic. Its boundaries are extensive and encompasses our entire lives. In the process of evolution of the discipline, it has gone through different stages, and is continuously advancing and developing. It addresses philosophical, psychological, technological aspects, societal issues, etc. Education as a discipline is taught at Bachelor's and Master's Levels at different colleges and universities in India. It enhances student learning in Education as a Social Science discipline

The FYIPGP in Education of Assam Women's University adapted as per the recommendations of NEP 2020 will include degree leading to UG Certificate, the UG Diploma, the Three Year UG Degree, the four year UG Degree (Honours), the four year UG Degree (Honours with Research) and the Five Year PG Degree in Education. The FYIPGP in Education will allow the student an opportunity to experience the full range of holistic and multidisciplinary learning, along with the chosen Major and Minor choices of the students.

- **PROGRAMME OBJECTIVE:**

PO 1: The objective of the programme is to develop an understanding on the relationship between education and different aspects of society.

PO 2: The programme aims to train the learners to develop certain skills on various models of pedagogy.

PO 3: The programme aims to develop among the learners an interdisciplinary approach towards understanding the relation between education, change and development.

PO 4: The programme aims at enlightening the learners on the salient role of education as an institution in our society.

- **PROGRAMME OUTCOME:**

PO 1: The programme will enable the learners to develop a critical understanding on different areas of education such as research, ICT, curriculum, planning and management, assessment and evaluation.

PO 2: The programme will enable the students to understand the relationship between education and other social institutions of our society.

PO 3: The programme would help the students to understand and analyze the change in the nature and functioning of educational institutions over time.

PO 4: The programme would effectively work towards developing certain sets of skills and knowledge necessary in the teaching leaning process.

- **TEACHING LEARNING PROCESS**

The programme allows to use varied pedagogical methods and techniques both within classroom and beyond.

- Lecture
- Tutorial
- Power point presentation
    - Documentary film on related topic
- Project Work/Dissertation
    - Group Discussion and debate
    - Seminars/workshops/conferences
- Field visits and Report/Excursions
- Mentor/Mentee

- **ASSESSMENT**
  - Home assignment
  - Project Report
  - Class Presentation: Oral/Poster/Power point
  - Viva
  - Practical Examination
  - Group Discussions
  - In semester examination
  - End Semester examinations

Table 1: Credit distribution matrix for Four Year Undergraduate Programme (FYIPGP)

Year	Semester	DSC (Core)	DSE (D)	Minor (M)	MDC (G)	AEC (A)	SEC (S)	VAC	INTERNSHIP	Research Project/Dissertation or Advance level course in lieu of Dissertation	Total
1	I	4	--	4	4	3	3	3	--	--	21
	II	4	--	4	4	3	3	3	--	--	21
2	III	8	--	4	4	3	3	--	--	--	22
	IV	16	--	4	--	--	--	3	--	--	23
3	V	16	--	4	--	--	--	--	3	--	23
	VI	16	--	4	--	--	--	--	--	--	20
4	VII	12	--	4	--	--	--	--	4/0	0/4	20
	VIII	12	--	4	--	--	--	--	8/0	0/8	24
5	IX	12	8	--	--	--	--	--	0/4	4/0	24
	X	8	8	--	--	--	--	--	0/8	8/0	24
	Total	**108**	**16**	**32**	**12**	**9**	**9**	**9**	**15**	**12**	**222**

Code explanation:

- Disciplinary/Interdisciplinary Core; M= Minor, MDC= Multidisciplinary Course, AEC= Ability Enhancement Course, SEC= Skill Enhancement Course, VAC= Value Added Course

Table 2: Semester wise and component wise distribution of Courses (FYUGP- Single Major)

Year	Semester	Discipline Specific Course-(Core)-NSA		DSE		Minor		Multidisciplinary	AEC- (English/ MIL/Regional Language)	SEC/Internship/ Apprenticeship/ Dissertation	VAC	Total credits
		Course Level	No. of Courses	Course level	No. of Courses	Course Level	No. of Courses	No. of Courses	No. of Courses	No. of Courses	No. of Courses	
1	I	100	1	--	--	100	1	1	1	1	1	21
	II	100	1	--	--	100	1	1	1	1	1	21
Exit 1												

Exit 1: UG Certificate in the relevant discipline/subject

Total Credit Requirement: 42 credits+3 credit of work based vocational course/internship/apprenticeship offered during summer term

| 2 | III | 200 | 2 | -- | -- | 100 | 1 | 1 | 1 | 1 | 0 | 22 |
| | IV | 400 | 4 | -- | -- | 100 | 1 | 0 | 0 | 0 | 0 | 23 |

Exit 2: UG Diploma in the relevant discipline/subject

Total Credit Requirement: 87 credit+43credit of work based vocational course/internship/apprenticeship offered during First or Second year summer term

| 3 | V | 400 | 4 | | | 100 | 1 | | | 1 (Internship) | | 23 |

	V I	400	4			100	1			1 (Researc h Project)		20

For student who undertake 3 years UG programme, UG Degree will be awarded in the relevant subject/discipline Total credit requirement: 132											
4	VII	300	3		100	1			1 (Research Project)		20
	VIII	300	3		100	1			1 (Research Project)		20
	IX	300	3		200	2			1 (Dissertation)		24
	X	200	2		200	2			1 (Dissertation)		24
									Total		**222**

Note:

After completion of internship during Summer Term, students will have to submit a completion certificate and comments from the internship supervisor/coordinator and make a presentation on his/her work relating the work to the overall learning objectives.

Year	Semester	Course Title	Course Category	Course Code	Credit Hours
1st Year	I Semester	Foundations of Education	Major	IPEDMJ1401	4
		Principle of Education	Minor	IPEDMN1401	4
		Introduction to Education	MDC (G)	IPEDMD1401	4
		English/MIL/Regional language	AEC		3
		Soft Skill Development-I	SEC	IPEDSE1301	3
			VAC		3
					21
	II Semester	Philosophy of Education	Major	IPEDMJ2401	4
		Philosophical Foundations of Education	Minor	IPEDMN2401	4
		Teacher Education	MDC	IPEDMD2401	4
		English/MIL/Regional language	AEC		4
		Soft-skill Development-II	SEC	IPEDSE2302	3
			VAC		3
					21

The students on exit shall be awarded Undergraduate Certificate (in the Field of Study/Discipline) after securing the requisite 44 Credits in Semester 1 and 2 provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during 1st and 2nd Semester

Year	Semester	Course Title	Course Category	Course Code	Credit Hours
2nd Year	III Semester	Introduction to General Psychology	Major	IPEDMJ3401	4
		Inclusive Education	Major	IPEDMJ3402	4
		Sociological Foundations of Education	Minor	IPEDMN3401	4
		Inclusive Education	MDC	IPEDMD3401	4
		English/MIL/Regional language	AEC		3

		ICT in Education	SEC	IPEDSE3303	3
					22
	IV Semester	Sociology of Education	Major	IPEDMJ4401	4
		Research in Education-I	Major	IPEDMJ4402	4
		Development of Indian Education (Pre-Independence)	Major	IPEDMJ4403	4
		Leadershipl Management, Administration and	Major	IPEDMJ4404	4
		Learning and Teaching	Minor	IPEDMN4401	4
			VAC		3
					23
Grand Total (Semester I, II, III and IV)					**87**
The students on exit shall be awarded Undergraduate Diploma (in the Field of Study/Discipline) after securing the requisite 87 Credits on completion of Semester IV provided, they secure additional 4 credit in skill based vocational courses offered during First Year or Second Year summer term					
3rd Year	V Semester	Independence)of Indian Education (Post-	Major	IPEDMJ5401	4
		Measurement, Assessment and evaluation in Education	Major	IPEDMJ5402	4
		Educational Technology	Major	IPEDMJ5403	4
		Research in Education-II	Major	IPEDMJ5404	4
		Techniques of Teaching	Minor	IPEDMN5401	4
		School Internship			3
					23
	VI Semester	Comparative Education	Major	IPEDMJ6401	4
		Contemporary Concerns in Indian Education	Major	IPEDMJ6402	4
		Statistics in Education	Major	IPEDMJ6403	4
		Value Education and Human Rights	Major	IPEDMJ6404	4
		Psychological Foundations of Education	Minor	IPEDMN6401	4

					20
Grand Total (Semester I, II, III and IV, V and VI)					130

		The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) Honours (3 years) after securing the requisite 132 Credits on completion of Semester 6				
4th Year	VII Semester	Curriculum Development	Major	IPEDMJ7401	4	
		Educational Thinkers and their thoughts	Major	IPEDMJ7402	4	
		Research Ethics	Major	IPEDMJ7403	4	
		Women in North-East India	Minor	IPEDMN7401	4	
		Research Project – I (Development of Project / Research Proposal and Review of Related literature) / DSE Course in lieu of Research Project			4	
					20	
	VIII Semester	Guidance and Counselling	Major	IPEDMJ8401	4	
		Economics of education	Major	IPEDMJ8402	4	
		Gender Issues in Education	Major	IPEDMJ8403	4	
		Guidance and Counselling	Minor	IPEDMN8401	4	
		Dissertation (Collection of Data, Analysis and Preparation of Report) / 2 DSE Courses of 3 credits each in lieu of Dissertation			8	
					24	
Grand Total (Semester I, II, III and IV, V, VI, VII and VIII)					**174**	
The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) (Honours with Research) (4 years) after securing the requisite 176 Credits on completion of Semester 8						

PG

	Total Credit of IX and X Semester	**48**
	Grand Total (Semester I, II, III, IV, V, VI, VII, VIII, IX, X)	**222**

The students on exit shall be awarded a **PG Degree** (in the Field of Study/Discipline), or Integrated 5 years PG Degree) after securing the requisite 220 credits on completion of Semester 10)

EXIT WITH PG DEGREE IN THE CORE DISCIPLINE

Abbreviations Used:

MDC: Multi -Disciplinary Course, **AEC**: Ability Enhancement Course, **SEC**: Skill Enhancement Course,

VAC: Value Added Course, **DSC**: Discipline Specific Course, **DSE**: Discipline Specific Elective

COURSE NAME: FOUNDATIONS OF EDUCATION

COURSE CODE: IPEDMJ1401

CREDIT HOURS: 4

COURSE: MAJOR

MARK DISTRIBUTION: 40 (IN SEM) + 60 (END SEM)

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES: The course aims at making the students acquaint with

1. The concept, Natures, Forms, Agencies and Functions of Education

2. The Meaning, Importance, Determinants and Types of aims of Education.

3. Concept, nature ,principles of Curriculum and Co-curricular Activities

4. Meaning, Role of Teachers, Methods of democracy in Education.

COURSE OUTLINE   **Total Class Hours: 54**

Sl. No.	MODULE	TOPIC	L	T	P	TOTAL (L+T+P)	Marks
1.	**MEANING AND CONCEPT OF EDUCATION**	• Meaning, Nature and Scope of Education • Forms of Education: ✓ Formal,	9	3	0	12	15

No.	Unit	Content					
		✓ Informal ✓ Non-Formal • Agencies of Education: ✓ Family ✓ School ✓ Society ✓ State • Functions of Schools • Relationship between School & Society • Functions of Education					

2.	**AIMS OF EDUCATION**	• Meaning and Importance of Aims in education
		
		• Determinants of Aims in Education:
		
		  ✓ Philosophical
		
		  ✓ Sociological
		
		  ✓ Economic
		
		  ✓ Political
		
		• Social Vs Individual Aims of Education
		
		• Aims of Education:
		
		  ✓ Vocational
		
		  ✓ Liberal
		
		  ✓ Cultural
		
		  ✓ Democratic
			11	4	0	15	15

3.	CURRICULUM	• Concept and Nature of Curriculum • Importance of Curriculum in Education • Principles of Curriculum • Types of Curriculums: ✓ Written ✓ Taught ✓ Supported ✓ Assessed ✓ Recommended ✓ Hidden ✓ Excluded ✓ Learned • Co-Curricular Activities: ✓ Meaning ✓ Importance ✓ Types: Leadership and Charity, Sports, Academic Stretch and challenges, Performing and Creative Arts	11	4	0	15	15
4.	**Policy, Politics and Education**	• Meaning of Democracy in Education • Role of Teachers and Administrator in Democracy • Democracy and the Education of Masses • Methods of Teaching in Democracy	9	3	0	12	15
	TOTAL		40	14	0	54	60

-LECTURE   **T-TUTORIAL**   **P-PRACTICAL**

ASSESSMENT PROCEDURE:

1. In-Semester Assessment: 40 Marks
- Class Test: 10 Marks
- Mid-Term Examination: 20 Marks
- Any of the activity listed below: 10 Marks
- ✓ Group Discussion
- ✓ Seminar Presentation
- ✓ Field Study
- ✓ Survey
2. End Semester Examination: 60

LEARNING OUTCOMES OF THE COURSE:

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

CO1: Describe the concept, Natures, Forms, Agencies and Functions of Education

CO2: Describe the Meaning, Importance, Determinants and Types of aims of Education

CO3: Concept, nature ,principles of Curriculum and Co-curricular Activities

CO4: Meaning, Role of Teachers, Methods of democracy in Education.

SUGGESTED READING:

1. Pathak, R.P. (2012): Philosophical and Sociological Principles of Education. Dorling Kinderseley (India) pvt. Ltd.

2. Sarma, R.n. (1992): Philosophyand Sociology of Education. Urjeet Publications, Delhi-07

3. Bhatia & Bhatia (1995): The Philosophical and Sociological Foundations of Education. Doaba House, Delhi-110006

4. Chauhan, S.S. (1999): Advanced Educational Psychology. Vikash Publication House Pvt. Ltd. New Delhi-110004

5. Rush, R.R.: The Philosophical Bases of Education

6. Goswami, D. (2013): Philosophy of Education.DVS Publishers, Panbazar, Guwahati

7. Ahuja, A.K.: Economics of Education, authors Press, Delhi-92

8. Chandra, S.S.: Sociology of Education

COURSE NAME: PRINCIPLE OF EDUCATION

COURSE CODE: IPEDMN1401

CREDIT HOURS: 4

COURSE: MINOR

MARK DISTRIBUTION: 40 (IN SEM)+ 60 (END SEM)

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES: The course aims at making the students acquaint with

1. The concept, Natures, Forms, Agencies and Functions of Education

2. The Meaning, Importance and Types of aims of Education.

3. Concept, nature ,principles and types of Curriculum and Co-curricular Activities

4. Meaning of democracy in Education, Democracy and education of masses and methods of democracy in Education.

COURSE OUTLINE   **Total Class Hours: 54**

Sl. No.	MODULE	TOPIC	L	T	P	TOTAL (L+T+P)	Marks

1.	**MEANING AND CONCEPT OF EDUCATION**	• Meaning, Nature and Scope of Education • Forms of Education: Formal, Informal Non-Formal and its nature • Agencies of Education: Family School Society State • Functions of Education	9	3	0	12	15
2.	**AIMS OF EDUCATION**	• Meaning and Importance of Aims in education • Aims of Education: ✓ Social ✓ Individual ✓ Vocational ✓ Liberal ✓ Cultural ✓ Democratic • Democratic, Citizenship, Moral and Complete living as an aim of Education	11	4	0	15	15

3.	CURRICULUM	• Concept and Nature of Curriculum	11	4	0	15	15
		• Importance of Curriculum in Education					
		• Principles of Curriculum					
		• Types of Curriculums:					
		✓ Written					
		✓ Taught					
		✓ Supported					
		✓ Assessed					
		✓ Recommended					
		✓ Hidden					
		✓ Excluded					
		✓ Learned					
4.	Policy, Politics and Education	• Meaning of Democracy in Education	9	3	0	12	15
		• Role of Teachers and Administrator in Democracy					
		• Democracy and the Education of Masses					
		• Methods of Teaching in Democracy					
	TOTAL		4	1	0	54	60

		0	**4**			

L-LECTURE   **T-TUTORIAL**   **P-PRACTICAL**

ASSESSMENT PROCEDURE:

1. In-Semester Assessment: 40 Marks

   - Class Test: 10 Marks

   - Mid-Term Examination: 20 Marks

   - Any of the activity listed below: 10 Marks

   o   Group Discussion

   o   Seminar Presentation

   o   Field Study

   o   Survey

2. End Semester Examination: 60

LEARNING OUTCOMES OF THE COURSE:

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

CO1: Describe the concept, Natures, Forms, Agencies and Functions of Education

CO2: Describe the Meaning, Importance, Determinants and Types of aims of Education

CO3Concept, nature ,principles and type of Curriculum

CO4 Meaning of democracy in Education, Democracy and education of masses and methods of democracy in Education.

SUGGESTED READING:

1. Pathak, R.P. (2012): Philosophical and Sociological Principles of Education. Dorling Kinderseley (India) pvt. Ltd.

2. Sarma, R.n. (1992): Philosophyand Sociology of Education. Urjeet Publications, Delhi-07

3. Bhatia & Bhatia (1995): The Philosophical and Sociological Foundations of Education. Doaba House, Delhi-110006

4. Chauhan, S.S. (1999): Advanced Educational Psychology. Vikash Publication House Pvt. Ltd. New Delhi-110004

5. Rush, R.R.: The Philosophical Bases of Education

6. Goswami, D. (2013): Philosophy of Education.DVS Publishers, Panbazar, Guwahati

7. Ahuja, A.K.: Economics of Eduction, authors Press, Delhi-92

8. Chandra, S.S.: Sociology of Eduction

COURSE NAME: INTRODUCTION TO EDUCATION

COURSE CODE: IPEDMD1401

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES: The course aims at making the students acquaint with

1. The concept, Natures, Forms, Agencies and Functions of Education

2. The Meaning, Importance, Determinants and Types of aims of Education.

3. Concept, nature ,principles of Curriculum and Co-curricular Activities

4. Meaning of democracy, democracy and education for masses, methods of teaching in democratic Education.

COURSE OUTLINE   **Total Class Hours: 54**

Sl. No.	MODULE	TOPIC	L	T	P	TOTAL (L+T+P)	Marks
1.	**MEANING AND CONCEPT OF EDUCATION**	• Meaning, Nature and Scope of Education • Forms of Education: Formal, Informal Non-Formal • Agencies of Education:	9	3	0	12	15

		Family					
		School					
		Society					
		State					
		• Functions of education					
2.	**AIMS OF EDUCATION**	• Meaning and Importance of Aims in education	**11**	**4**	**0**	**15**	**15**
		• Aims of Education:					
		Vocational					
		Liberal					
		Cultural					
		Democratic					
		• Social Vs Individual Aims of Education					
3.	**CURRICULUM**	• Concept and Nature of Curriculum	**11**	**4**	**0**	**15**	**15**
		• Importance of Curriculum in Education					
		• Principles of Curriculum					

4.	Policy, Politics and Education	• Meaning of Democracy in Education • Role of Teachers and Administrator in Democracy • Democracy and the Education of Masses • Methods of Teaching in Democracy	9	3 0		12	15
TOTAL			**40**	**14**	**0**	**54**	**60**

L-LECTURE   **T-TUTORIAL**   **P-PRACTICAL**

ASSESSMENT PROCEDURE:

1. In-Semester Assessment: 40 Marks

    • Class Test: 10 Marks

    • Mid-Term Examination: 20 Marks

    • Any of the activity listed below: 10 Marks

✓ Group Discussion

✓ Seminar Presentation

✓ Field Study

✓ Survey

2. End Semester Examination: 60

LEARNING OUTCOMES OF THE COURSE:

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

CO1: Describe the concept, Natures, Forms, Agencies and Functions of Education

CO2: Describe the Meaning, Importance, Determinants and Types of aims of Education

CO3Concept, nature ,principles of Curriculum

CO4 Meaning of democracy in Education.

SUGGESTED READING:

1. Pathak, R.P. (2012): Philosophical and Sociological Principles of Education. Dorling Kinderseley (India) pvt. Ltd.

2. Sarma, R.n. (1992): Philosophyand Sociology of Education. Urjeet Publications, Delhi-07

3. Bhatia & Bhatia (1995): The Philosophical and Sociological Foundations of Education. Doaba House, Delhi-110006

4. Chauhan, S.S. (1999): Advanced Educational Psychology. Vikash Publication House Pvt. Ltd. New Delhi-110004

5. Rush, R.R.: The Philosophical Bases of Education

6. Goswami, D. (2013): Philosophy of Education.DVS Publishers, Panbazar, Guwahati

7. Ahuja, A.K.: Economics of Eduction, authors Press, Delhi-92

8. Chandra, S.S.: Sociology of Eduction

COURSE NAME: SOFT SKILL DEVELOPMENT-I

COURSE CODE: IPEDSE1301

CREDIT HOURS: 3

COURSE: SKILL ENHANCEMENT COURSE

MARK DISTRIBUTION: 40 (IN SEM)+ 60 (END SEM)

L	T	P	Cr Hr
0	0	3	3

OBJECTIVE OF THE COURSE:

It is a value-added course.It will enhance students capability in various field.

SOFT SKILL DEVELOPMENT

1) Facing in Interview : Mock interview of Various Selection Board (Ph.d Viva Voice, Selection of Asst. Professor Etc.)

2) Confidence building

3) Time Management: In Examination, For Competitive Exam

4) Communication Skill: Development of Communication Skill

5) Leadership and Team Work: In Educational Institution, Social Field

6) Social Service: Educational Institute, Locality Etc.

COURSE OUTCOMES:

After learning this paper the students will be able to

CO1: have knowledge and skill of entrepreneurship

CO2: develop soft skill among the students

CO3: develop confidence and improve the Interview Skills

COURSE TITLE: PHILOSOPHY OF EDUCATION

COURSE CODE: IPEDMJ2401

CREDIT: 4

COURSE: MAJOR

MARKS DISTRIBUTION: 40 (IN-SEM) +60 (END SEM)

L	T	P	CREDIT
3	1	0	4

COURSE OBJECTIVES:

- To acquaint with the concept of Philosophy of Education.
- To acquaint with the contribution of Indian School of Philosophies in Education.
- To acquaint with the contribution of Western School of Philosophies in Education.
- To acquaint with the contribution of Indian and Western Philosophers to the development of educational thought for Social Change.

Course Outline:Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1	**Introduction to Philosophy of Education**	• Philosophy: Meaning, Nature and Scope • Philosophy of Education: Meaning, Nature and Scope • Branches of Philosophy: Metaphysics, Epistemology, Axiology • Relationship between education and philosophy	6	1	0	7	15
2	**Contributions of Indian Schools of Philosophy**	• Contribution of Indian Schools of Philosophy towards educational aims, source, contents and methods of acquiring valid knowledge: Samkhya Yoga Vedanta	11	2	0	13	15

		Buddhism Jainism					
3	**Contributionsof Western Schools of Philosophy**	• Contribution of Western Schools of Philosophy towards educationalaims, source, contents and methods of acquiring valid knowledge: Idealism Realism Naturalism Pragmatism Marxism Existentialism	15	2	0	17	15
4	**Contribution of Indian and Western Thinkers**	• **Contribution of Indian and Western Thinkers in Educational thoughts for social change** • Indian Thinkers:Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, Savitribai Phule,Jiddu Krishnamurthy • Western Thinkers: Paulo Freire, Wollstonecraft, Nell Noddings	15	2	0	17	15
	TOTAL		47	7	0	54	60

L: Lecture   **T: Tutorial**   **P: Practical**

ASSESSMENT PROCEDURE:

1. **Internal Assessment: 40 Marks**
- Class Test: 10 Marks
- Mid-term exam: 20 Marks
- Any one of the following activities listed below: 10 Marks
✓ Book Review
✓ Preparation and presentation of a paper on the educational contribution of any philosopher given in the course
✓ Group Discussion
✓ Home Assignment
2. End Semester Examination: 60 Marks

COURSE OUTCOMES:

CO1: able to explain the core concepts and aspects of philosophy of education.

CO2: able to describe thecontributionIndian Schools of Philosophy.

CO3: able to describe the contribution of Western School of Philosophies.

CO4: able to appraise the contribution of Indian and Western Philosophers in Education.

Suggested Readings:

1. Bhatia & Narang (2013). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
2. Brubacher, John S. (1962). Modern Philosophies of Education. McGraw Hill: New Delhi.
3. Chandra S. S., R. Sharma,&Rejendra K (2002). Philosophy of Education. New Delhi: Atlantic Publishers.
4. Goswami, Dulumoni (2013). Philosophy of Education. Guwahati: DVS Publishers.
5. Ravi, S. S. (2015). Philosophical and Sociological Bases of Education. New Delhi: Prentice Hall India Pvt. Ltd.
6. Singh, Y. K. (2007). Philosophical Foundation of Education. New Delhi: APH Publishing Corporation.
7. Freire, P. (1972). Pedagogy of the Oppressed. Penguine Books.
8. 8. Goswami, A.C. (2001). Philosophical and Sociological Bases of Education in Emerging India. Guwahat: Jyoti prakashan.
9. Vivekananda, S., (2011). My Idea of Education. Kolkata: Advaita Ashrama.
10. Miri, M. (2014). Philosophy of Education. New Delhi: Oxford University Press
11. Tripathy, M. (2013). Gandhi on Education: Concepts and Relevance. New Delhi: Cyber Tech Publications.
12. Noddings, N. (2015) Happiness and Education
13. Vivekananda, S., (2011). My Idea of Education. Kolkata: Advaita Ashrama
14. Mahatma Gandhi (1951), Basic Education, Ahmedabad: Navajivan Publishing House
15. Paulo Freire. (1968), Pedagogy of the Oppressed: The Continuum International Publishing Group Ltd

COURSE TITLE: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

COURSE CODE: IPEDMN2401

CREDIT: 4

COURSE: MINOR

MARKS DISTRIBUTION: 40 (IN-SEM) +60 (END SEM)

L	T	P	CREDIT
3	1	0	04

COURSE OBJECTIVES:

- Students will be able to describe the meaning, nature and scope of Philosophy of Education.
- Acquaint with the role of Philosophy in Education.
- explain the basic tenets of the given Indian Philosophies and their influence on education
- explain the basic tenets of the given Western Philosophies and their influence on education.

Course Outline: Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1	**Introduction to Philosophy**	- Meaning, nature and scope of Philosophy - Branches of Philosophy: (Metaphysics, Epistemology - and Axiology) - Meaning, nature and scope of Education - Types of Education (Formal, Informal and Nonformal) - Relation between Education and Philosophy - Meaning, nature and scope of Philosophy ofEducation - Philosophy of Education and	12	1	0	13	15

		Educational Philosophy					
2	**Role of Philosophy in Education**	• Philosophical foundations of Education and itsimportance • Role of Philosophy in Education: • Philosophy and aims of education • Philosophy and curriculum • Philosophy and methods of teaching. • Philosophy and role of teachers • Philosophy and discipline	**12**	**1**	**0**	**13**	**15**

3	**Indian Schools of Philosophy and their Influences ineducation**	• Basic features and classification of Indian Philosophy
		• Yoga Philosophy:
		  ✓ Concept of Yoga Philosophy
		  ✓ Hathayoga and Rajayoga.
		  ✓ Astangika Yoga
		• Influence of Yoga philosophy in education.
		• Vedanta Philosophy:
		  ✓ Basic tenets (Brahma, Atman, Jagat, Maya)
		  ✓ Advaita Vedanta
		• Influence of Vedantaphilosophy in education.
		• Buddhism:
		  ✓ Concept of Buddhism
		  ✓ Four noble truths of Buddha
		  ✓ Middle Path
		• Influenceof Buddhism in education
			13	**1**	**0**	**14**	**15**

4	**Western Schools of Philosophy and their Influences inEducation**	• Basic features of Western Philosophy
		• Idealism:
		  ✓ Basic tenets
		  ✓ Influence in determining aims, curriculum, methodsof teaching, role of teacher and discipline ineducation.
		• Naturalism:
			13	**1**	**0**	**14**	**15**

		✓ Basic tenets ✓ Influence in determining aims, curriculum, methodsof teaching, role of teacher and discipline ineducation • Pragmatism: ✓ Basic tenets ✓ Influence in determining aims, curriculum, methodsof teaching, role of teacher and discipline ineducation.					
	TOTAL		**50**	**4**	**0**	**54**	**60**

L: Lecture **T: Tutorial** **P: Practical**

ASSESSMENT PROCEDURE:

3. **Internal Assessment: 40 Marks**

- Class Test: 10 Marks

- Mid-term exam: 20 Marks

- Any one of the following activities listed below: 10 Marks

  - ✓ Seminar

  - ✓ Group discussion

  - ✓ Assignment related to the Course content

  - ✓ Visiting a place of philosophical interest and preparing a report

4. End Semester Examination: 60 Marks

COURSE OUTCOMES:

CO1:students will be able to explain the meaning, nature and scope of philosophy of education.

CO2: able to explain the role of philosophy in education.

CO3:describe the Indian philosophies and their influence on education.

CO4: explain the basic tenets of the given Western Philosophies and their influence on

education.

Suggested Readings:

1. Dewey John (2014). Democracy and Education. New Delhi: Aakar Books.

2. Chandra, S. S. & R. K. Sharma (2006). Philosophy of Education. Delhi: Atlantic Publisher.

3. Chatterjee, S. & Dutta, D. M. (2015). An Introduction to Indian Philosophy. New Delhi: RupaPublications India Pvt. Ltd.

4. Chaube, S. P. & Chaube, A. (1997). Philosophical and Sociological Foundations of Education.Agra: Vinod Pustak Mandir.

5. Das, L. (2001). A Text Book of Education. Guwahati: Amrita Prakashan.

6. Flew, Antony (1989). An Introduction to Western Philosophy: Ideas and Argument from Plato toPopper. London: Thames & Hudson Ltd.

7. Deka, U. & Gogoi, P. (2019). Philosophical Foundations of Education: Golaghat:SaraswatiPrakashan.

8. Harvey, Peter (2013). An Introduction to Buddhism: Teaching, History and Practices. New Delhi:

Cambridge University Press. (First South Asia Edition).

9. Hiriyana, M.(1993). Outlines of Indian Philosophy. Delhi: Kavyalaya Publishers. (First Indian

Edition).

10. Miri, M. (2014) Philosophy of Education. Oxford University Press.

11. Radhakrshnan, S. (2012). Indian Philosophy (Vol. I and II). New Delhi: Oxford University Press.(Seventh Impression).

12. Rusk, R. R. (2007). Philosophical Bases of Education. Delhi: Surjeet Publications.

13. Sengupta, I. (2012). A Short History of Western Philosophy. Kolkata: New Central Book Agency.

14. Singh, Y. K. (2007). Philosophical Foundation of Education. APH Publishing Corporation.

15. Safaya, R. N. &Shaida, B. D. (1990). Development of Educational Theory and Practice.

Jalandhar: Dhanpat Rai & Sons.

16. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson

Education India.

17. Taneja, V. R. (1983). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.

COURSE NAME: TEACHER EDUCATION

COURSE CODE: IPEDMD2401

CREDIT HOURS: 4

COURSE: MDC

MARKS DISTRIBUTION: 40 (IN SEM) + 60 (END SEM)

L	T	P	Cr Hr.
3	**1**	**0**	**4**

COURSE OBJECTIVES: The course aims at making the students acquaint with

1. Concept, Nature, Need, Scope, Development of Teacher Education in India.
2. The concept of Pre-service and In-service Teacher Education Teacher Education at all Pre-Primary, Primary and Secondary levels, Orientation and refresher Courses, Curriculum framework.
3. Agencies of Teacher education Like NCTE, NEUPA, UGC, Public versus private institution, Public Private Partnership (PPP) in Teacher Education.
4. The Criteria of a good teacher, Professional ethics and code of conduct of a teacher, Issues and concerns of Teacher Education.

COURSE OUTLINE: **TOTAL CLASS HOURS: 54**

Sl No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1.	Introduction	**Introductory Concepts** • Concept, nature and scope of Teacher Education • Needs, aims and objectives at different levels • Teachers training vs Teacher Education • Teacher as a changing agent • **History and development of Teacher Education in**	11	4	0	15	15

		India: Pre independence and post-independence • **Recommendations on Teacher Education:** Kothari Commissions, NPE POA					
2.	Teacher Education Programme in India	• Pre-service and In-service Teacher Education Programme • Teacher Education at all levels: Pre-Primary Primary Secondary • Orientation and refresher Courses • Curriculum framework	10	3	0	13	15
3.	Agencies of Teacher Education	• **NCTE, NCERT, UGC, NUEPA, SCERT, DIET, NAAC:** role and management of the institutions • Academic staff colleges • Public versus private institution • Public Private Partnership (PPP)	9	3	0	12	15
4.	Teaching as a profession	• Criteria of a good teacher • Professional ethics and code of conduct of a teacher • **Issues and concerns of Teacher Education:** Preparing teachers for inclusive, Classrooms Integrating technology in Teacher Education	10	4	0	14	15
	TOTAL		40	14	0	54	60

L: Lecture   **T: Tutorial**   **P: Practical**

ASSESSMENT PROCEDURE:

1. Internal Assessment: 40 Marks
   Class Test: 10 Marks
   Mid-term exam: 20 Marks
   Any one of the following activities listed below: 10 Marks

   ✓ Group Discussion
   ✓ Seminar presentation

2. End Semester Examination: 60 Marks

COURSE OUTCOMES: After learning this paper, the students will be able to --

CO1: Grasp then Concept, Nature, Need, Scope, Development of Teacher Education in India.

CO2: Gain knowledge on the concept of Pre-service and In-service Teacher Education Teacher Education at all Pre-Primary, Primary and Secondary levels, Orientation and   refresher Courses, Curriculum framework.

CO3: Develop knowledge of Agencies of Teacher education Like NCTE, NEUPA, UGC, Public versus private institution, Public Private Partnership (PPP) in Teacher Education.

CO4: Familiar with the Criteria of a good teacher, Professional ethics and code of conduct of a teacher, Issues and concerns of Teacher Education.

SUGGESTED READINGS:

1) Anand, C.L. Aspects of Teacher Education, Delhi, S. Chand and Co., 1988.

2) Chaurasia, G. Teacher Education and Professional Organization, Delhi, Authors Press,2000.

3) G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt, Ltd.

4) NCTE, Teacher Education Curriculum- A Framework, New Delhi, NCERT, 1978

5) Panda, B.N. &Tewawari, A.D. Teacher Education, New Delhi, A.P.H. Publishing corporation, 1997

6) Rain, V.K. Teacher Education: A Perspective, Guwahati, Eastern Book House, 1998.

7) Sharma, S.P. Teacher Education: Principles, Theories and Practices, Kanishka (2003

COURSE NAME: SOFT SKILL DEVELOPMENT-II

COURSE CODE: IPEDSE2302

CREDIT HOURS: 3

COURSE: SKILL ENHANCEMENT COURSE

MARKS DISTRIBUTION: 100 Marks (Practical Exam)

L	T	P	Cr Hr.
0	0	3	3

COURSE OBJECTIVES:

- TO develop the understanding of self
- To create social relational in sensitivity and effective communication skill
- To realize a holistic and integrated understanding of human self and personality
- To exploreone's dreams, aspirations, concerns through varied forms of self-expression

COURSE MODULE:

Interactive Session:

- Sharing stories of different children who are raised in different circumstances and how this affected their sense of self and identity
- The exercise of developing reflective journals and providing regular feedback on those
- Workshop on various field:
  - ➢ place of art in education,
  - ➢ aims of education in present scenario,
  - ➢ mythical thinking in contemporary life,
  - ➢ life stories
- Physical Activities:
  - ➢ Yoga
  - ➢ Activities related to body, mind and sense
  - ➢ Components of stress-free life

ASSESSMENT PROCEDURE:

1. **Practical Exam: 100 Marks**

COURSE OUTCOMES:

After completion of this course students will be able to

CO1: Develop the understanding of self

CO2: Create social relational in sensitivity and effective communication skill

CO3: Realize a holistic and integrated understanding of human self and personality

CO4: Exploreone's dreams, aspirations, concerns through varied forms of self-expression

COURSE TITLE: INTRODUCTION TO GENERAL PSYCHOLOGY

COURSE CODE: IPEDMJ3401

CREDIT: 4

COURSE: MAJOR

MARKS DISTRIBUTION: 40 (IN-SEM) + 60 (END SEM)

L	T	P	CREDIT
3	1	0	4

COURSE OBJECTIVES:

- To explain the meaning and nature of psychology, describe the different schools of psychology and their contribution to education, explain meaning, nature, scope and importance of Educational Psychology describe the meaning, concept, types and theories of learning.
- To describe the concept and theories of intelligence and creativity.
- explain the meaning, concept, factors and theories of personality.
- describe the concepts of mental health and mental hygiene, measures of mental health in school.

Course Outline: **Total Class Hours: 54**

SL. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1	Psychology and education	• Meaning and nature of psychology • Schools of Psychology: Behaviourism Structuralism Functionalism Gestalt Psychology Psycho-analysis Constructivism • Meaning, nature and	9	3	0	12	15

		scope of Educational Psychology • Importance of Educational Psychology in classroom teaching					
2	Learning and Motivation	• Meaning and nature of learning • Factors of Learning: Home, School, Mass Media, Intelligence • Types of learning: cognitive, affective and psycho-motor learning • Theories of learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory • Thorndike's Laws of learning • Motivation: Meaning and role in learning • Attention and Interest: Meaning and role in learning • Memory and Learning	10	3	0	13	15
3	Intelligence and Creativity	• Meaning and nature of intelligence • Factors of Intelligence: Heredity and Environment • Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory, Group factor theory and Guilford's Structure of Intellect (SoI) • Concept of Emotional Intelligence • Creativity: Meaning and nature	10	3	0	13	15

		• Process and Product of creativity • Nurturing Creativity in Classrooms • Education of Exceptional children: Creative child, Gifted and Slow learner, Educable, trainable, mentally challenged.					
4	Personality and Mental Health	• Meaning and Characteristics of personality • Factors of personality Physical, Mental, Social, Emotional. • Type Theories of Personality. - Hippocrates, Sheldon, Kretchmer, Spranger and Jung • Trait theories of personality: Cattel and Eysenck • Concept of balanced mature personality • Concept of mental health and mental hygiene • Adjustment mechanism: Fantasy, Compensation, Identification, Rationalization and Sublimation • Concept of Instinct and Emotion. • Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self-assertiveness, Herd Instincts, Sex Instincts). • Relation between Instincts and Emotion.	12	4	0	16	15

			L	T	P	Total	
		• Importance of Emotional training in the classroom.					
	TOTAL		**41**	**13**	**0**	**54**	**60**

L: Lecture   T: Tutorial   P: Practical

ASSESSMENT PROCEDURE:

1. Internal Assessment: 40 Marks

      Class Test: 10 Marks

      Mid-term exam: 20 Marks

      Any one of the following activities listed below: 10 Marks

2. End-Semester Examination (Practical): 60 Marks

COURSE OUTCOMES: On completion of the course, the students will be able to:

CO1: understand the Definitions and Concepts, Aims and Objectives of Physical Education, Terminologies of Physical Education, Scope and Place of Physical Education in total education process.

CO2: critically understand the Development of Physical Education.

CO3: know about the Concept and Principles of Growth and Development, Body types and its implication in Physical Education, Sports Socializations etc.

CO4: gain practical knowledge of different types of Sports or Physical activities related to Physical Education.

SUGGESTED READINGS:

7. Bucher Charles A., Foundations of Physical Education, St. Louis the C.V. Mosby Company, 1983.
8. Williams J.F – Principles of Physical Education,
9. Barrow H.M. – Man and Movement
10. Kamalesh M.L., Physical Education: Facts and Foundation, New Delhi, P.B.
11. Publications,
12. Uppal AK & Gautam GP (2008). Health and Physical Education. Friends Publication.
13. Thirunarayanan, C. and Hariharan, S., Analytical History of Physical Education, Karaikudi, C.T. & S.H., Publications, 1990.

14. Chauhan, S.S. (1978). *Advanced Educational Psychology*. New Delhi; Vikas Publishing House Pvt. Ltd.
15. Chatterjee, S.K. (2000). *Advance Educational Psychology*. Calcutta; Books and Allied Pvt. Ltd.
16. Ewen, R.B. (2010). *An Introduction to Theories of Personality*. New York; Academic Press.
17. Gates, A.I. et.al. (1948) *Educational Psychology*. New York; Macmillan & Co.
18. Hall, C. & Lindzey, G. (2007). *Theories of Personality*. New York; Wiley Publications.
19. Lazaraus, R.S. (1961). *Adjustment and Personality*. New York; McGraw Hill Co.
20. Mangal, S.K. (2002). *Advanced Educational Psychology*. New Delhi; Prentice Hall of India, Pvt. Ltd.
21. Mathur, S.S. (2010). *Educational Psychology*. New Delhi; Vinod Pustak Mandir.
22. Stones, E. (1970). *The Psychology of Education*. London; Methue

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COURSE TITLE: INCLUSIVE EDUCATION

COURSE CODE: IPEDMJ3402

CREDIT: 4

COURSE: MAJOR

MARKS DISTRIBUTION: 40 (IN-SEM) +60 (END SEM)

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L	T	P	CREDIT
2	1	0	04

COURSE OBJECTIVES:

- To understand the concept of special, integrated and inclusive education in different perspectives.
- To understand the concept, nature and characteristics and identification of various disabilities.
- To acquaint the students with the policies and legislation of inclusive education at the national and international levels.
- To acquaint with the planning and Management of Inclusive Classroom.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1	**Introduction to Inclusive Education**	• Concept of Special Education, Integrated Education and Mainstreaming. • SEDG (Diverse Learners) • Inclusive Education: Concept, objectives, needs and types • Historical development of Inclusive Education	8	2	0	10	15
2	**Understanding Diverse Learners**	• Concepts of Impairment, Disability and Handicap. • Classification of Disabilities based on ICF Model. • Prevalence, Types, Characteristics and	11	2	0	13	15

		Educational Needs of Diverse Learners with: • Intellectual Disabilities • Physical Disabilities and • Multiple Disabilities					
3	**Policies and Legislations, Schemes for Inclusive Education**	• The Salamanca Statement and Framework for Action on Special Needs Education, 1994. • Persons with Disability Act, 1995 • National Policy on Disabilities, 2006 • Rights of the Persons with Disabilities (RPWD) Act, 2016. • National Curriculum Framework, 2005 • National Education Policy, 2020 • National Curriculum Framework for School Education, 2023 • United Nations Conventions on the Rights of Persons with Disabilities • Schemes for Person with Disabilities: DISHA, Vikaas, Samarth, Sahyogi, Sambhav etc.	14	2	0	16	15
4	**Planning and Management of Inclusive Classrooms**	• Infrastructure, Human Resource and Instructional Practices for Diverse learners • Curriculum and Curricular Adaptations for Diverse Learners • Assistive and Adaptive Technology for Diverse	13	2	0	15	15

		learners: (a) Product (Aids and Appliances) (b) Process (Individualized Education Plan, Remedial Teaching), • Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School, NGOs. • Barriers in Inclusive Education (Attitudinal, Social, Infrastructural)					
		Total	46	8	0	54	60

L: Lecture　　　　　　　　**T: Tutorial**　　　　　**P: Practical**

ASSESSMENT PROCEDURE:

1. **Internal Assessment: 40 Marks**
- Class Test: 10 Marks
- Mid-term exam: 20 Marks
- Any one of the following activities listed below: 10 Marks
  a) Home Assignment
  b) Seminar Presentation
  c) Conduct a survey in the local area to ascertain the prevailing attitudes and practices towards social and academic inclusion of children with diverse needs.
  d) Visit the family of a child with disability and describe briefly her/his problems and suggest remedies also
2. End Semester Examination: 60 Marks

COURSE OUTCOMES:

CO1: Explain the concept of inclusive education in different perspectives.

CO2: Describe the concept, nature and characteristics and identification of various disabilities.

CO3: Analyze and synthesise the policies and legislation on inclusive education at the national and international levels.

CO4: describe the various features of Planning and management of inclusive classroom.

Suggested Readings:

1. Baquer, A. and Sharma, A. (1997). Disability: Challenges Vs. Responses. New Delhi: CAN.

2. Brelje, W. (1999). Global Perspective on Education of the Deaf. USA: Butte Publication Inc.

3. Cruschank, W.M. (1975). Psychology of Exceptional Children and Youth. Englewood Cliffs N.J.: Prentice Hall

4. Dessent, T. (1987). Making the Ordinary School Special. London: The Falmer Press.

5. Evans, R.C. & MC Laughlin, P. (1993). Recent Advances in Special Education and Rehabilitation, Boston: Andover Medical Publishers.

6. Evans, P & Verma, V. (1990). Special Education- Past Present and Future (Ed). London: The Falmer Press,

7. Friel, J. (1997). Children with special needs. London: Jessica Kingsley Publication.

8. Guilford, P. (1971). Special Education Needs. London: Routledge Kagan Paul

9. Hollahan, D and Kauffman, M. (1978). Exceptional Children: An Introduction to Special Education. Englewood Cliffs: Prentice Hall.

10. Maclett R. and Katherine R.C. (2014). Approaching Disability- Critical issues and Perspectives. London: Routledge Taylor and Francis Group.

11. McLeskey, J., Warldron, N. L., Spooner, F. and Algozzine, B. (2014). Handbook of Effective Inclusive Schools (Research and Practice).London: Routledge Taylor and Francis Group.

12. Mangal, S.K. (2008). Educating Exceptional Children: An Introduction to Special Education. New Delhi: Prentice Hall of India (Pvt.) Ltd.

13. Panda, K.C. (2008). Education of Exceptional Children. New Delhi: Vikash Publishing House.

14. Pandey, R.S. and Advani, L. (1995). Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.

15. Richards, G. and Armstrong, F. (2016). Teaching and Learning in Diverse and Inclusive Classrooms. London: Routledge Taylor and Francis Group.

16. Sindelar, P.T., Mccray, E.D., Brownnell, M.T. and Lignugaris, B. (2014). Handbook on Research on Special Education Teacher Preparation. London: Routledge Taylor and Francis Group.

17. Stephens, T.M. et al (1983). Teaching Mainstream Students. New York: John Wiley.

COURSE NAME: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

COURSE CODE: IPEDMN3401

CREDIT HOURS:4

COURSE: MINOR

MARK DISTRIBUTION: 40 (IN SEM)+ 60 (END SEM)

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES:

The course will enable the student to understand

1. Understand the concept, approaches and theories of educational sociology

2. Comprehend the social aspects of education

3. Analysis the relationship between education, changes and development

4. Classify different political ideologies and their bearings on education. The inequalities, equalities and excellence in education

COURSE OUTLINE:

Total Class Hours: 41

Sl. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1	**CONCEPTUAL FRAMEWORK**	• Concept, nature and scope of sociology and Educational sociology • Sociological approach to education • Interrelationship between education and sociology • Agencies of socialization- Home , school, peer group, Mass media.	08	3	0	11	15
2	**SOCIAL ASPECTS OF EDUCATION**	• Education and Modernization • Education and Social Mobility • Education and Social Stratification	8	2	0	10	15

		• Social functions of education					
		• Education and Globalization					
3	**SOCIAL EDUCATIONAL OUTCOMES**	• Meaning and nature of social change	10	2	0	12	15
		• Relationship between education and social change					
		• Causes of Social change					
		• Concept, nature and different types of Culture					
		• Process of Cultural Change- Assimilation, Accommodation, Cultural diffusion, Enculturation, Acculturation					
		• Cultural change and role of education					
4	**THEORITICAL FRAMEWORK AND PERSPECTIVES IN THE SOCIOLOGY OF EDUCATION**	• Consensus Theory	06	02	0	08	15
		• Feminism					
		• Comtean positivism- Meaning of Positivism- Positivism as a Doctrine and as a method					
		• Conflict theory of					

	Marx					
		32	**9**	**Total 41**	**60**	

ASSESSMENT PROCEDURE:

1. **In-Semester Assessment: 40 Marks**

    - Class Test: 10 Marks

    - Mid-Term Examination: 20 Marks

    - Any of the activity listed below: 10 Marks

    ✓ Group Discussion

    ✓ Seminar Presentation

    ✓ Field Study

    ✓ Survey

2. **End Semester Examination: 60**

COURSES OUTCOMES:

CO1 The students will develop their knowledge about concept, approaches and theories of educational sociology

CO2 The students will understand the social aspects of education

CO3 The students will able to analysis the relationship between education & aspects of society

CO4 The student will able to classify different political ideologies and their bearings on education

SUGGESTED READINGS:

1. Rao C.N. Shankar, Sociology principles of sociology with an introduction to social thought, New Delhi, S. Chand & Company Pvt.Ltd.,2012

2. Chanda S.S. & Sharma R.K. Sociology of Education, New Delhi, Atlantic Publishers, 2002

3. Chandra S.S. Sociology of Education, Guwahati, Eastern Book House, 1996

4. Durkheim, E. Education and Sociology, New York, The free Press, 1996.

5. Shukla, S & K. Kumar, Sociological Perspective in Education, New Delhi, Chanakya Publication, 1985

6. Hemlata, T./ Sociological Foundations of Education, New Delhi, Kanishka Publishers, 2002Adiseshiah, W.T.V. &Pavanasam. R. Sociology in Theory and Practice, New Delhi, Santhi

COURSE TITLE: INCLUSIVE EDUCATION

COURSE CODE: IPEDMD3401

CREDIT: 4

COURSE: MDC

MARKS DISTRIBUTION: 40 (IN-SEM) +60 (END SEM)

L	T	P	CREDIT
2	1	0	03

COURSE OBJECTIVES:

- To understand the concept of special, integrated and inclusive education in different perspectives.
- To understand the concept, nature and characteristics and identification of various disabilities.
- To acquaint the students with the policies and legislation of inclusive education at the national and international levels.
- To acquaint with the planning and Management of Inclusive Classroom.

Total Class Hours: 41

SL. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1	**Introduction to Inclusive Education**	• Concept of Special Education, Integrated Education and Mainstreaming. • SEDG (Diverse Learners) • Inclusive Education: Concept, objectives, needs and types • Historical development of Inclusive Education	8	1	0	9	15
2	**Understanding Diverse Learners**	• Concepts of Impairment, Disability and Handicap. • Classification of Disabilities based on ICF Model.	9	1	0	10	15

		• Prevalence, Types, Characteristics and Educational Needs of Diverse Learners with: • Intellectual Disabilities • Physical Disabilities and • Multiple Disabilities					
3	**Policies and Legislations, Schemes for Inclusive Education**	• The Salamanca Statement and Framework for Action on Special Needs Education, 1994. • Persons with Disability Act, 1995 • National Policy on Disabilities, 2006 • Rights of the Persons with Disabilities (RPWD) Act, 2016. • National Curriculum Framework, 2005 • National Education Policy, 2020 • National Curriculum Framework for School Education, 2023 • United Nations Conventions on the Rights of Persons with Disabilities • Schemes for Person with Disabilities: DISHA, Vikaas, Samarth, Sahyogi, Sambhav etc.	10	1	0	11	15
4	**Planning and Management of Inclusive Classrooms**	• Infrastructure, Human Resource and Instructional Practices for Diverse learners • Curriculum and Curricular Adaptations for Diverse Learners • Assistive and Adaptive	10	1	0	11	15

		Technology for Diverse learners: (a) Product (Aids and Appliances) (b) Process (Individualized Education Plan, Remedial Teaching), • Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School, NGOs. • Barriers in Inclusive Education (Attitudinal, Social, Infrastructural)					
		Total	37	4	0	41	60

L: Lecture   **T: Tutorial**   **P: Practical**

ASSESSMENT PROCEDURE:

3. **Internal Assessment: 40 Marks**
- Class Test: 10 Marks
- Mid-term exam: 20 Marks
- Any one of the following activities listed below: 10 Marks
    e) Home Assignment
    f) Seminar Presentation
    g) Conduct a survey in the local area to ascertain the prevailing attitudes and practices towards social and academic inclusion of children with diverse needs.
    h) Visit the family of a child with disability and describe briefly her/his problems and suggest remedies also
4. End Semester Examination: 60 Marks

COURSE OUTCOMES:

CO1: Explain the concept of inclusive education in different perspectives.

CO2: Describe the concept, nature and characteristics and identification of various disabilities.

CO3: Analyze and synthesise the policies and legislation on inclusive education at the national and international levels.

CO4: describe the various features of Planning and management of inclusive classroom.

Suggested Readings:

1. Baquer, A. and Sharma, A. (1997). Disability: Challenges Vs. Responses. New Delhi: CAN.

2. Brelje, W. (1999). Global Perspective on Education of the Deaf. USA: Butte Publication Inc.

3. Cruschank, W.M. (1975). Psychology of Exceptional Children and Youth. Englewood Cliffs N.J.: Prentice Hall

4. Dessent, T. (1987). Making the Ordinary School Special. London: The Falmer Press.

5. Evans, R.C. & MC Laughlin, P. (1993). Recent Advances in Special Education and Rehabilitation, Boston: Andover Medical Publishers.

6. Evans, P & Verma, V. (1990). Special Education- Past Present and Future (Ed). London: The Falmer Press,

7. Friel, J. (1997). Children with special needs. London: Jessica Kingsley Publication.

8. Guilford, P. (1971). Special Education Needs. London: Routledge Kagan Paul

9. Hollahan, D and Kauffman, M. (1978). Exceptional Children: An Introduction to Special Education. Englewood Cliffs: Prentice Hall.

10. Maclett R. and Katherine R.C. (2014). Approaching Disability- Critical issues and Perspectives. London: Routledge Taylor and Francis Group.

11. McLeskey, J., Warldron, N. L., Spooner, F. and Algozzine, B. (2014). Handbook of Effective Inclusive Schools (Research and Practice).London: Routledge Taylor and Francis Group.

12. Mangal, S.K. (2008). Educating Exceptional Children: An Introduction to Special Education. New Delhi: Prentice Hall of India (Pvt.) Ltd.

13. Panda, K.C. (2008). Education of Exceptional Children. New Delhi: Vikash Publishing House.

14. Pandey, R.S. and Advani, L. (1995). Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.

15. Richards, G. and Armstrong, F. (2016). Teaching and Learning in Diverse and Inclusive Classrooms. London: Routledge Taylor and Francis Group.

16. Sindelar, P.T., Mccray, E.D., Brownnell, M.T. and Lignugaris, B. (2014). Handbook on Research on Special Education Teacher Preparation. London: Routledge Taylor and Francis Group.

17. Stephens, T.M. et al (1983). Teaching Mainstream Students. New York: John Wiley.

COURSE NAME: ICT IN EDUCATION

COURSE CODE: IPEDSE3303

CREDIT HOUR: 3

COURSE: SKILL ENHANCEMENT COURSE

MARKS DISTRIBUTION: 40 (IN-SEM) + 60 (END SEM)

L	T	P	Cr Hr.
1	0	2	3

COURSE OBJECTIVES:

The course aims towards acquainting the students with

1. Concept of ICT based Education
2. ICT for Teaching-Learning possibilities and concerns
3. ICT for supporting Inclusive Education
4. ICT for Evaluation, Documentation and Communication ICT for Evaluation

COURSE OUTLINE: **Totalcredit Hour: 41**

SL. NO	MODULE	TOPIC	L	T	P	TOTAL (L+T+P)	Marks
1	INTRODUCTION TO ICT IN EDUCATION	• Concept and features of ICT • Introduction to ICT devices: Computer as ICT device, Software and Hardware parts of computer, Basic functions of computer, LCD projector, Smart board • Concept of Computer Assisted Learning. • Role of ICT in Teaching Learning process • Concept and Elements of e-learning • Understanding Internet as source of e- learning	8	4	0	12	15
2	APPLICATION OF ICT IN EDUCATION	• Use of Microsoft Office Applications: MS Word, MS Excel and MS PowerPoint • E- ways of Learning: E-content and E- book • E-Learning through Mobile apps • E-content design- graphic, audio-video	3	1	6	10	15

3	ICT FOR TEACHING-LEARNING	- Teaching Learning in Virtual Classroom - Blended learning and flipped classroom - Learning Management System (LMS) through Google classroom, Moodle - Concept, importance and application of MOOCs, SWAYAM as e-learning platform - Exploration of ICT resources for Teaching-Learning, Appropriate ICT Infusion in developing of a lesson plan on a given topic using ICT resources - Hardware: (CD/DVD, Projectors, Interactive Board etc.) usage - Software: (Single and Multiple Media, Animation and Simulation) - Critique and Curation of ICT resources: Need, Relevance, Validity, Appropriateness and use.	2	2	5	9	15
4	ICT FOR EVALUATION, DOCUMENTAION AND COMMUNICATION	- ICT: Scope and Techniques for Evaluation - Exploring and using appropriate Software Tools for Evaluation: Exam Online, Central Test, TestInvite, SpeedExam, EDUMAAT, Conduct Exam, Eklavya - Constructing and Implementing ICT based Tests/ Quizzes using ICT Resources - Documenting and Communicating events and processes using ICT: Tools and Techniques - Digital Story Telling and Storyboarding - Publishing in the web: Possibilities and Scope;	2	0	8	10	15

	Evaluating Choices					
TOTAL		15	6	20	41	60

ASSESSMENT PROCEDURE:

1. Internal Assessment: 40 Marks

- Class Test: 10 Marks

- Mid-term exam (Practical): 20 Marks

- Any one of the following activities listed below: 10 Marks

  - ✓ Group Discussion

  - ✓ Seminar presentation

  - ✓ Assignment Submission

  - ✓ Project work

2. End Semester Examination: 60 Marks

COURSE OUTCOMES:

CO1: Students will enhance their knowledge about ICT based Education

CO2: Students will familiarize ICT's Teaching-Learning possibilities and concern

CO3: Students will know the use of ICT for Inclusive Education

CO4: Students will learn how ICT is used for Evaluation, Documentation and Communication

SUGGESTED READINGS:

1. Guide to measuring Information and Communication Technologies in Education. (2009). Canada: UNESCO Institute for Statistics. Retrieved from http//www.uis.unesco.org

2. Morrison G.R. Lowther, D.L. &Demeulle L. (1999). Integrating Computer Technology into the Classroom. United States of America: Merrill (Prentice Hall)

3. National Policy on ICT in School Education. (2010). New Delhi: Department of School education and Literacy. Ministry of HRD, GOI. Retrieved from: http//mhrd.gov.in/ict school

4. Mayer, R.E. (2002). Cognitive Theory and the Design of Multimedia Instruction: An example of the twoway Street between Cognition and Instruction. New Directions for Teaching and Learning. Number 89. 55-71.

5. Moursund, D. (2005). Introduction to Information and Communication Technology in Education. Retrieved from website of University of Oregon

6. Agarwal J.P. (2013): Modern Educational Technology. Black Prints, Delhi.

7. Barton,R.(2004).Teaching Secondary Science with ICT. McGraw Hill International

8. Bhaskar Rao (2013): SamacharaPrasaraSankethika vidya Shastramu, Masterminds,Guntur.

9. Cambridge, D.(2010).E-Portfolios for Lifelong Learning and Assessment. JohnWiley and Sons

10. Costantino, P.M., DeLorenzo,M.N., Kobrinski,E.J.(2006).Developing a professionalteaching portfolio: a guide for success. Pearson

11. Denis, Kim, Sen and Morin (2000), Information Technology – The breakingWave. Tata McGraw-Hill Publishing Company Limited, New Delhi.

12. Imison,T., Taylor,P.H.(2001). Managing ICT in the Secondary Schools. Heinemann:Oxford.Intel Teach to the Future Pre-Service Binder – Version 2.0

13. Kirwadkar A & Karanam P (2010): E-Learning Methodology. Sarup BookPublishers Pvt Ltd. New Delhi.

14. Kumar K.L. (2000): Educational Technology. New Age International Pvt.Limited. New Delhi.

15. Madhu P (2006): Satellite in Education. Shipra Publications. Delhi.

16. Mangal S.K. & Uma Mangal (2009): Essentials of Educational Technology, PHILearning Pvt Limited, New Delhi.

17. Meredith Marilyn and Rustkosky Nita (2000). Advanced Microsoft Office 2000,BPB Publication, New Delhi.

18. Norton P (2000): Introduction to Computers. Tata McGraw Hill Publications,New Delhi.

19. Roblyer M.D (2006): Integrating Educational Technology into Teaching. PearsonPrentice Hall Inc. New Jersey.

20. Sharma Y.K. & Sharma M (2006): Educational Technology and Management.Vol 1. Kanishka Publishers and Distributors, New Delhi

COURSE NAME: SOCIOLOGY OF EDUCATION

COURSE CODE: IPEDMJ4401

CREDIT HOUR: 4

COURSE: MAJOR

MARK DISTRIBUTION: 40 (IN SEM)+ 60 (END SEM)

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES:

The course will enable the student to understand

- Understand the concept, approaches and theories of educational sociology

- Comprehend the social aspects of education

- Analysis the relationship between education, changes and development

- Classify different political ideologies and their bearings on education. The inequalities, equalities and excellence in education

COURSE OUTLINE:

Total Class Hours: 54

Sl.	Module	Topic	L	T	P	Total	Marks

No.						(L+T+P)	
1	**Introduction to Sociology of Education**	• Concept, nature and scope of sociology and Sociology of Education • Sociological approaches to education: Symbolic Interaction Structural Functionalism Conflict Theory • Interrelationship between Education and Sociology • Concept and Types of Social Institutions and their Functions: Family School Society	10	3	0	13	15
2	**SOCIAL ASPECTS OF EDUCATION**	• Social functions of education • Education and Modernization • Education and Social Mobility • Education and Social Stratification • Education and Globalization	8	3	0	11	15
3	**SOCIAL CHANGE, CULTURE AND EDUCATION**	• Meaning and nature of social change • Relationship between education and social change • Causes of Social change • Concept, nature and different	12	3	0	15	15

			L	T	P		
		• types of Culture					
		• Processes of Cultural Change: Assimilation					
		Accommodation					
		Cultural diffusion					
		Enculturation					
		Acculturation					
		• Cultural change and role of education					
4	**THEORITICAL FRAMEWORK AND PERSPECTIVES IN THE SOCIOLOGY OF EDUCATION**	• Consensus Theory • Feminism • Comtean positivism: Meaning of Positivism Positivism as a Doctrine Positivism as a method • Conflict theory of Marx	12	3	0	15	
			42	**12**		**Total 54**	**60**

L-LECTURE **T-TUTORIAL** **P-PRACTICAL**

ASSESSMENT PROCEDURE:

1. In-Semester Assessment: 40 Marks

   - Class Test : 10 Marks

   - Mid-Term Examination: 20 Marks

   - Any of the activity listed below : 10 Marks

- o   Group Discussion

- o   Seminar Presentation

- o   Field Study

- o   Survey

2. End Semester Examination: 60

COURSES OUTCOMES:

CO1 The students will develop their knowledge about concept, approaches and theories of educational sociology

CO2 The students will understand the social aspects of education

CO3 The students will able to analysis the relationship between education & aspects of society

CO4 The student will able to classify different political ideologies and their bearings on education

SUGGESTED READINGS:

1. Rao C.N. Shankar, Sociology principles of sociology with an introduction to social thought, New Delhi, S. Chand & Company Pvt.Ltd.,2012

2. Chanda S.S. & Sharma R.K. Sociology of Education, New Delhi, Atlantic Publishers, 2002

3. Chandra S.S. Sociology of Education, Guwahati, Eastern Book House, 1996

4. Durkheim, E. Education and Sociology, New York, The free Press, 1996.

5. Shukla, S & K. Kumar, Sociological Perspective in Education, New Delhi, Chanakya Publication, 1985

COURSE NAME- RESEARCH IN EDUCATION I

COURSE CODE: IPEDMJ4402

CREDIT HOURS: 4

COURSE: MAJOR

MARK DISTRIBUTION: 40 (IN SEM)+ 60 (END SEM)

L	T	P	Cr Hr
3	1	0	4

Course Objective

The course aims at making the students

1. Acquaint with the concept, nature and scope of Educational Research

2. Develop an understanding the concept, steps , significance of Review of related literature

3. To acquire valid knowledge about data collection procedures of Educational Research

4. To introduce the tools and techniques of Research

COURSE OUTLINE   **Total Class Hours: 54**

Sl No.	Module	Topic	L	T	P	Total (L+T+ P)	Marks
1	**Introduction to Educational Research**	• Meaning and steps of scientific method • Characteristics of scientific method: Replicability, Precision, Falsifiability, Parsimony • Concept,characteristics and scope of EducationalResearch • Needs of educational research • Aims of Educational Research: Problem solving, theory building and Prediction • Approaches to educational research: Qualitative and Quantitative • Types of Educational Research (fundamental, applied and action) Designs in Educational Research: Historical, Descriptive	9	2	0	11	15

| 2 | **Research Process** | • Steps of Educational Research

• Review of related literature, its need and importance

•

• Formulation of Research Problem

• Criteria and source for identifying the problem

• Defining the problem

• Variables: dependent and independent variable, Extraneous, Moderator, Intervening

• Formulation of Research Question

• Formulation of research Objectives

• Formulation of Hypothesis: meaning, nature, importance ,types (Directional and non-directional) andforms (Declarative, null and question) | 8 | 3 | 2 | 13 | 15 |
| 3 | **Sampling** | • Concept of Universe (Population), Sample, Sampling Frame, sampling Unit

• Characteristics of good sample

• Techniques of sampling: probability and non- probability

• Probability sampling: Simple | 11 | 4 | 0 | 15 | 15 |

							15
		• random, stratified, cluster, Multi-stage • Non- probability sampling: Purposive, Quota, Incidental, snowball , systematic					
4	**Research Tools and Techniques**	• Concept of research tools and techniques • Reliability and validity of Research tools • Types of Tools: Rating Scale, Questionnaire, Attitude scale (Likert and Thurstone), achievement test, Inventories, aptitude Test Interview • Research techniques: Observation and interview	10	4	1	15	
			40	14	0	54	60

L-LECTURE   **T-TUTORIAL**   **P-PRACTICAL**

ASSESSMENT PROCEDURE:

1. In-Semester Assessment: 40 Marks

- Class Test : 10 Marks

- Mid-Term Examination: 20 Marks

- Any of the activity listed below : 10 Marks

o   Group Discussion

o   Seminar Presentation

- o Field Study

- o Survey

2. End Semester Examination: 60

LEARNING OUTCOME:

After learning this paper the students will be able to

 CO1: understand the concept, nature and scope of educational Research

CO2: know the concept, steps, significance of Review of related literature

CO3: have knowledge about data collection procedures of Educational Research

CO4: know the tools and techniques of Research

SUGGESTED READINGS:

1. Best, J.W. & Kahn, J.V. Research in Education, Prentice Hall of India Pvt. Ltd., New Delhi.

2. Buch, M.B.: Surveys *of Research in Education,* NCERT, New Delhi

3. Garrett, H.E. Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd., Hague Building, 9 Sprott Road, Ballard Estate, Bmbay-400038

4. Good, Barn & Scates*: The Methodology of Educational Research*, Appleton- Century Crofts, Inc, New York

5. Guilford, J.P. *: Fundamental Statistics in Psychology and Education*, McGrow Hill Book Company Inc. New York, 1956

6. Kerlinger, Fred. N.*: Foundations of Behavioural Research*, Surjeet Publications, Delhi, 1983

7. Kohl, L,:*Methodology of Educational Research*, Vikash Publishing House Pvt. Ltd., New Delhi

8. Lindquist: *Design and Analysis of Experiments in Psychology and Education*. American council on Education, Washington D.C.

9. Newman, W. Lawrence.: *Social Research Methods: Qualitative and Quantitative Approaches* (Sixth Edition) Pearson Education, Inc.2006

10. Sidhu, K.s.: *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd., New Delhi

11. Singh, A.k. :*Tests, Measurements and Research Methods in Behavioural Science*, Bharti Bhavan, Thakurbari Road , Kadamkuan, Patna-800003

12. Travers, Robert M.W: *Introduction to Educational Research*, The Macmillan Company, New York

COURSE NAME: DEVELOPMENT OF INDIAN EDUCATION (PRE-INDEPENDENCE)

COURSE CODE: IPEDMJ4403

CREDIT HOURS: 4

COURSE: MAJOR

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES: The course will enable the student to understand

- the historical perspective of Indian Education; Vedic, Buddhist and Islamic Era

- the historical perspective in the first quarter of 19th Century

- historical perspective in the 2nd quarter of 19th Century

- historical perspective in the 3rd quarter of 19th Century

Sl. No.	MODULE	TOPIC	L	T	P	TOTAL (L+T+P)
1.	**INDIAN EDUCATION BEFORE THE ADVENT OF BRITISH**	• Vedic Education: Aims, Characteristics, Curriculum and Organization • Gurukul System: Aims, Characteristics, Curriculum and Organization • Buddhist Education: Aims, Characteristics, Curriculum and Organization • Islamic Education: Aims, Characteristics, Curriculum and Organization	11	4	0	15

2	**Education in India in the first half of the 19th century**	• Indigenous Educational Institutions in India during the advent of British • Contribution of the Missionaries in Indian Education • The Charter Act 1813 • Anglicist Classicist Controversy • Surveys of Indigenous Educational Institutions • Macaulay's Minutes 1835: recommendations and Criticism • Bentick's Resolution •	8	3	0	11
3	**Education in India in the second half of 19th century**	• Wood's Despatch (1854)Recommendations and Evaluation of Despatch • Hunter Commission (1882): Objectives and Recommendation • Influence of Hunter Co mission on subsequent Development of Education in India	10	3	0	13
4	**Education in India in the beginning of 20th century to independence**	• Lord Curzon • Gokhley • Basic Education • Sargent Committe	11	4	0	15

		• Diarchy 1935				

L-LECTURE   **T-TUTORIAL**   **P-PRACTICAL**

ASSESSMENT PROCEDURE:

1.In-Semester Assessment: 40 Marks

- Class Test : 10 Marks

- Mid-Term Examination: 20 Marks

- Any of the activity listed below : 10 Marks

  o Group Discussion

  o Seminar Presentation

  o Field Study

  o Survey

2.End Semester Examination: 60

COURSE OUTCOMES: After studying the course the student will able to gain knowledge

CO1: on the historical perspective of Indian Education; Vedic, Buddhist and Islamic Era

CO2: the historical perspective in the first quarter of 19th Century

CO3: historical perspective in the 2nd quarter of 19th Century

CO4: historical perspective in the 3rd quarter of 19th Century

SUGGESTED READING

1. Aggarwal, J.C.(2013): Landmarks and The History of Modern Indian Education. Bikash Publishing House, New Delhi

2. Chaube, S.P. (2014): History of Indian Education. Agra, Shri Vinod Pustak Mandir.

3. Kohli, V.K. (1996): Indian Eduacytio and Its Problems. Vivek Publishers, Ambala

4. MHRD Report of The University Education Commission(1948), Ministry of Education, New Delhi, Govt. of India

5. MHRD, Challenges of Education(1985): A policy Perspective, Ministry of Education, New Delhi, Govt. of India

6. Mukharjee, S.N. (1966): History of Education in India; Modern Period Acharya Book Depot, Baroda

COURSE TITLE: EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

COURSE

CODE:IPEDMJ4404

CREDIT: 4

COURSE: MAJOR

MARKS DISTRIBUTION: 40 (IN-SEM) +60 (END SEM)

L	T	P	CREDIT
3	1	0	04

COURSE OBJECTIVES

- To understand the concept of management and administration.
- To acquaint the students with meaning, nature, approaches, models and styles of leadership.
- To acquaint the students with the concept of Quality in Educational Management
- To acquaint the students with the concept of change management in education.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1	**Educational Management and Administration**	• Concept and Definition of Educational Management, Administration • Difference between Management and	12	1	0	13	15

		Administration					
		• Importance, Functions and principle of Educational Management					
		• Management as a system					
		• SWOT Analysis					
		• Taylorism					
		• Administration as a Process					
		• Administration as a bureaucracy					
		• Human relation approach					
		• Organizational Compliance					
		• Organizational development					
		• Organizational climate					
2	**Leadership in Educational Management**	• Concept, Nature and Styles of leadership • Approaches to leadership: Trait approach, Transformational leadership, Transactional leadership, Value based leadership, Cultural leadership, Psychodynamic leadership, Charismatic leadership • Models of Leadership: Blake and Mouton's Managerial Grid, Tri-dimensional Model, Leader-Member Exchange Theory	12	2	0	14	15
3	**Quality in Educational Management**	• Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, • Quality Gurus: Walter Shewart, Edward Deming, C.K Prahlad,	13	1	0	14	15

4	**Change Management in Education**	• Concept of Change Management • Need for Plant Change • Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke	12	1	0	13	15
	Total		49	5	0	54	60

L: Lecture   **T: Tutorial**   **P: Practical**

ASSESSMENT PROCEDURE:

1. **Internal Assessment: 40 Marks**
- Class Test: 10 Marks
- Mid-term exam: 20 Marks
- Any one of the following activities listed below: 10 Marks
   a) Group Discussion will be conducted on issues of educational management.
   b) Presentation of any topic from the syllabus
   c) Action research of any one administrative problem of school
   d) Home Assignment
2. End Semester Examination: 60 Marks

COURSE OUTCOMES:

CO1: Describe the concepts of educational management and administration.

CO2: Describe the concepts of leadership in educational management.

CO3: analyze the concept of quality in educational management.

CO4: explain about change management in education.

Recommended Readings:

Text Books:

1. Kimbrough, R.B 7 Nunnery, M.Y. (1988). Educational Administration- an Introduction, Macmillan publishing Company, New Work.
2. Bhatnagar, R.P. & Agrawal, V. Educational Administration Supervision, Planning and Financing. Meerut: R. Lall Book Depot.

Reference Books:

3. Mukhopadhaya, M. (2006). Total Quality Management and Education. New Delhi : Sage Publications.
4. Bedi Kanishka.(2006). Quality Management. New Delhi; Oxford University Press.
5. Burton, Jene. (2002). Management Today- Principles and Practice. New Delhi; Tata McGraw Hill Publishing Company Ltd.
6. Bush, Tony. (2003). Theories of Educational Leadership and Management. New Delhi; Sage Publications
7. Bush, Tony. (1999). Educational Management redefining theory, policy and practice (Ed). New Delhi; Paul Chapman Publishing Ltd.
8. Chandan, J. S. (2002). Management Concept and Strategies. New Delhi; Vikash Publishing House Pvt. Ltd.
9. Hayes. John. (2015). The Theory and Practice of Change Management. Palgrave
10. Kalwar, M. C. and Pathak Ratikanta. (2005). Principle of Business Management, Guwahati; Abhilekh Publication and Production.
11. Prasad. L.M. (2013). Principles and Practices of Management. New Delhi; Sultan Chand & Sons.
12. Kumar, Rajendra C. (2007). The Leadership in Management, New Delhi; A. P. H. Publishing Company.
13. Mehorotra, Anju. (2005). Leadership styles of Principals, New Delhi; Mittal publications.
14. Mishra, R. C. (2007). Theory of Education Administration. New Delhi; A. P. H. Publishing Corporation.
15. NEUPA. (2015) Model Education Code: Practices and Processes of school Management.
16. NEUPA. (2013). Concepts and Terms Used in Educational Planning and Administration.

COURSE TITLE: LEARNING AND TEACHING

COURSE CODE: IPEDMN4401

CREDIT HOURS: 4

COURSE: MINOR

MARK DISTRIBUTION: 40 (IN SEM)+ 60 (END SEM)

L	T	P	Cr Hr

3	1	0	4

COURSE OBJECTIVES:

The course aims at making the students to

1. Learning about teaching in congruence with the nature of learning, dimension of learning from different psychological perspective

2. Understand the issues of imposed schooling, learning of knowledge, skills, values and beliefs

3. Learn teacher's role in teaching learning process, teaching as a skill, teaching as a complex activity

4. Learn about teaching as a profession, learning as a skill and its need

COURSE OUTLINE: **TOTAL CLASS HOURS: 54**

Sl. No.	Module	Topic	L	T	P	TOTAL (L+T+P)	
1	**Learning and learner**	• Concept and nature of learning • Dimensions of learning from different psychological perspectives: Cognitive abilities, Interest, Aptitude, Creativity, Personality, Values and self esteem • Learning as a socio-cultural process (With special reference to Erickson's contribution) • Learning as a cognitive process (With special reference to Piaget's contribution) • Learning as construction of knowledge (With special reference to Vygotsky's contribution)	10	3	0	13	15

2	**Learning in inside and outside of school**	• Issues of imposed schooling (oppression, monopoly of school in the sphere of learning, arrogance of authority, cultural) • Learning of knowledge, skills, values, beliefs, positive emotions • Alternative ways of learning	8	3	0	11	15
3	**Understanding Teaching**	• Meaning of teaching as a complex activity • Teaching as a skill • Teacher's role in teaching learning process • Teaching in a diverse classroom • Teaching as a critical pedagogue	11	4	0	15	15

4	**Teaching as a profession**	• Is teaching a profession
		
		 • Qualities of a good teacher
		
		 • Professional ethics
		
		 • Professional development and need of professional development
		
		 • Strategies of professional development:
		   ✓ Conventional face to face
		   ✓ School based INSET
		   ✓ Action Research
		   ✓ Self initiated learning
		
		 • Teacher Autonomy and Accountability
			11	4	0	15	15

				40	14	0	54	60

ASSESSMENT PROCEDURE:

3. In-Semester Assessment: 40 Marks

- Class Test: 10 Marks

- Mid-Term Examination: 20 Marks

- Any of the activity listed below: 10 Marks

  o Group Discussion

  o Seminar Presentation

  o Field Study

  o Survey

4. End Semester Examination: 60

COURSE OUTCOMES:

CO1: Learning about teaching in congruence with the nature of learning, dimension of learning from different psychological perspective

CO2: Understand the issues of imposed schooling, learning of knowledge, skills, values and beliefs

CO3: Learn teacher's role in teaching learning process, teaching as a skill, teaching as a complex activity

CO4: Learn about teaching as a profession, learning as a skill and its need

SUGGESTED READINGS:

1. Bhutt, H.: *The Diary of a school teacher*. An Azim Pranji university publications, www.arvindgupta .com/diary – school teacher – eng.pdf

2. Burden, Paul R; Byrd, David, M.(1999): *Method for effective teaching* (Sec Edition), Allyn and Bacon

3. Carr, D.(2005): *Making sense of education: An Introduction to the Philosophy and Theory of education and teaching*, Rontledge

4. Delpit, L. (2006): Other people's children, cultural conflict in the classroom. The New press

5. Dhar, T.N. (1996): Professional Status of Teachers. NCTE, NEW DELHI

6. Kauchak, D.P. and Eggen, P.D. (1998): *Learning and Teaching: Research based Methods*. Boston: ALLYN AND Bacon

7. Ladsen- Billings, G. (1995): *Toward a theory of cultural relevant pedagogy*. American Educational Research Journal, 32(3), 465-491.

8. Lampert, M. (2001): *Teaching problems and the problems of teaching*. Yale University PresS

COURSE NAME: DEVELOPMENT OF INDIAN EDUCATION
(POST INDEPENNDENCE)
COURSE CODE: IPEDMJ5401

COURSE: MAJOR

CREDIT HOURS: 4

MARKS DISTRIBUTION: 40 (In-Sem) + 60 (End Sem)

L	T	P	Cr Hr.
3	1	0	4

COURSE OBJECTIVES: The course will enable the student to ---

1. Know about the educational scenario at the time of Independence

2. Know about the Development of Education in Independent India till Kothari Commission

3. Development of Education in Independent India from Kothari Commission to National Education Policy 2020

4. Recent developments in Indian Education

Course Outline: **Total Credit: 54**

Sl. No.	MODULE	TOPIC	L	T	P	TOTAL (L+T+P)	Marks
1.	**Educational scenario at the time of Independence**	• A brief account of educational scenario at the time of Independence • University Education Commission, 1948-49 • Education in the Indian Constitution: Introduction, Preamble of the Constitution,	10	4	0	14	15

		Constitutional Provisions on education					
2	**Development of Education in Independent India till Kothari Commission**	• Dr. Tara Chand Committee-1948 • University Education Commission, 1948-1949 • Secondary Education Commission, 1952-53 • Kothari Commission, 1964-66	6	2	**0**	**8**	**15**
3	**Development of Education in Independent India from Kothari Commission to** **National Education Policy 2020**	• National Policy on Education,1968 • National Policy of Education,1986 • Review of National Policy of Education: Ramamurthy Review Committee, 1990 Janardan Reddy Committee Report, 1991 Revised National Policy of Education-1992 • New Education Policy, 2020	12	5	**0**	**17**	**15**
4	**Recent developments in Indian Education**	• The National Knowledge Commission Report • National Curriculum Framework, 2005 • Government Programme of Education: SSA RMSA	11	4	**0**	**15**	**15**

		RUSA • Right of Children with Free and Compulsory Education Act, 2009 • Role of different regulatory bodies: NAAC NCTE AICTE MCI BCI					
		TOTAL	**39**	**15**	**0**	**54**	**60**

L: Lecture   **T: Tutorial**   **P: Practical**

ASSESSMENT PROCEDURE:

1. Internal Assessment: 40 Marks

- Class Test: 10 Marks

- Mid Term Exam: 20 Marks

- Any one of the following activities listed below: 10 Marks

✓ Group Discussion

✓ Seminar presentation

✓ Assignment Submission

✓ Project work

2. End-Semester Examination: 60 Marks

COURSE OUTCOMES:

CO1: Students will enhance their knowledge about ICT based Education

CO2: Students will familiarize ICT's Teaching-Learning possibilities and concern

CO3: Students will know the use of ICT for Inclusive Education

CO4: Students will learn how ICT is used for Evaluation, Documentation and Communication

SUGGESTED READINGS:

1. Guide to measuring Information and Communication Technologies in Education. (2009). Canada: UNESCO Institute for Statistics. Retrieved from http//www.uis.unesco.org

2. Morrison G.R. Lowther, D.L. &Demeulle L. (1999). Integrating Computer Technology into the Classroom. United States of America: Merrill (Prentice Hall)

3. National Policy on ICT in School Education. (2010). New Delhi: Department of School education and Literacy. Ministry of HRD, GOI. Retrieved from: http//mhrd.gov.in/ict school

4. Mayer, R.E. (2002). Cognitive Theory and the Design of Multimedia Instruction: An example of the twoway Street between Cognition and Instruction. New Directions for Teaching and Learning. Number 89. 55-71.

5. Moursund, D. (2005). Introduction to Information and Communication Technology in Education. Retrieved from website of University of Oregon

6. Agarwal J.P. (2013): Modern Educational Technology. Black Prints, Delhi.

7. Barton,R.(2004).Teaching Secondary Science with ICT. McGraw Hill International

8. Bhaskar Rao (2013): SamacharaPrasaraSankethika vidya Shastramu, Masterminds,Guntur.

9. Cambridge, D.(2010).E-Portfolios for Lifelong Learning and Assessment. JohnWiley and Sons

10. Costantino, P.M., DeLorenzo,M.N., Kobrinski,E.J.(2006).Developing a professionalteaching portfolio: a guide for success. Pearson

11. Denis, Kim, Sen and Morin (2000), Information Technology – The breakingWave. Tata McGraw-Hill Publishing Company Limited, New Delhi.

12. Imison,T., Taylor,P.H.(2001). Managing ICT in the Secondary Schools. Heinemann:Oxford.Intel Teach to the Future Pre-Service Binder – Version 2.0

13. Kirwadkar A & Karanam P (2010): E-Learning Methodology. Sarup BookPublishers Pvt Ltd. New Delhi.

14. Kumar K.L. (2000): Educational Technology. New Age International Pvt.Limited. New Delhi.

15. Madhu P (2006): Satellite in Education. Shipra Publications. Delhi.

16. Mangal S.K. & Uma Mangal (2009): Essentials of Educational Technology, PHILearning Pvt Limited, New Delhi.

17. Meredith Marilyn and Rustkosky Nita (2000). Advanced Microsoft Office 2000,BPB Publication, New Delhi.

18. Norton P (2000): Introduction to Computers. Tata McGraw Hill Publications,New Delhi.

19. Roblyer M.D (2006): Integrating Educational Technology into Teaching. PearsonPrentice Hall Inc. New Jersey.

20. Sharma Y.K. & Sharma M (2006): Educational Technology and Management.Vol 1. Kanishka Publishers and Distributors, New Delhi

COURSE NAME: MEASUREMENT, ASSESSMENT AND EVALUATION IN EDUCATION

COURSE CODE: IPEDMJ5402

CREDIT HOURS: 4

COURSE: MAJOR

MARK DISTRIBUTION: 40 (IN SEM)+ 60 (END SEM)

L	T	P	Cr Hr
3	1	0	4

Course objectives: : The course aims at making the students acquaint with

1) Concept, characteristics, Types, Function and importance of Measurement

2) Concept, nature, Needs , methods, principles, Types of Evaluation

3) Concept of Various types of Test like achievement test, teacher-made test, personality test, aptitude test

4) Concept of Psychological test and test procedure and item Analysis

Course Outline   **Total Class Hours: 54**

Sl No.	Module	Topic	L	T	P	Total (L+T+P)	Marks Distribution
1.	**Introduction to measurement**	• Concept and characteristics of Measurement • Types of Measurement • Physical Measurement • Psychological/ Behavioural Measurement • Difference between Physical and Psychological	10	3	0	13	15

		measurement					
		• Functions and Importance of Measurement.					
		• Non-referenced and criterion referenced measurement					
		• Scales of Psychological Measurement. Nominal, Ordinal, interval, Rational					
2.	**Evaluation**	• Concept, need, methods & basic principles of evaluation. • Importance of evaluation • Differences between Evaluation and Examination • Types of Evaluation : Formative and Summative Evaluation.	8	3	0	11	15
3.	**Concept of Tests**	• Characteristics of a good measuring instrument: (Reliability, Validity, Norms, Usability, Objectivity) • Types of Test : Achievement Test and Teacher-made Test, Standardized Test. • Questionnaires, Schedules, Inventories and performance Test. • Personality Test : Projective and Non-Projective Techniques. • Intelligence Test :Binnet-Simon Test and its various revisions, The Wechler Adult Intelligence Scale. • Aptitude Test : Differential Aptitude Test (DAT) and General Aptitude	11	4	0	15	15

		Testr Battery (GATB)					

4.	**Psychological Test- Procedure for Test Construction**	• What is Psychological Test?
		
		• Test Construction and Standardization
		
		Planning the Test, Constructing the Test, Item Analysis.
		
		    • Analysis of the Test: Standardization
		
		Content
		
		Administration
		
		Direction
		
		Time-limit
		
		Scoring
		
		    • Psychometric Analysis
		
		Validity
		
		Reliability
		
		Normative Data
			11	4	0	15	15

						0	54	60

ASSESSMENT PROCEDURE:

1. **In-Semester Assessment: 40 Marks**

   - Class Test: 10 Marks

   - Mid-Term Examination: 20 Marks

   - Any of the activity listed below: 10 Marks

   o **Group Discussion**

   o **Seminar Presentation**

   o **Field Study**

   o **Survey**

2. End Semester Examination: 60

Course Outcomes: After the completion of the course students will learn about the

CO1: Concept, characteristics, Types, Function and importance of Measurement

CO2: Concept, nature, Needs , methods, principles, Types of Evaluation

CO3: Concept of Various types of Test like achievement test, teacher-made test, personality test, aptitude test

CO4: Concept of Psychological test and test procedure and item Analysis

Suggested Reading:

1. Ahmann, J. Stanely , Testing Student Achievement and Aptitudes, Prentice Hall of India Pvt. Ltd.

2. Ebel, Robert L., Measuring Educational Achievement , Prentice Hall of India Pvt. Ltd., New Delhi

3. Elhance, D.N., Fundamental Statistics, Kitab H. Mahal, 15 Thernhill Road Allahabad

4. Freeman, Frank S., The and practice of psychological Testing, Oxfor& IBH Publishing Co. PVT.LTD. New Delhi

5. Garrett, H.E, Statistics in Psychology in education, Feffer and Simons Ltd. Hague Building, 9 Sprott Road, Ballard Estate, Bombay-400038

6. Guilford, J.P., Fundamental statistics in Psychology and education, Mc Ghraw Hill Book Company INC. New York 1956

7. Gronlund, N.E. , Measurement and Evaluation, Prentice Hall of india Pvt. Ltd. New Delhi

8. Kohl, L, Methodology of Educational Research, Vikash Publishing House PVT. LTD.

COURSE TITLE: EDUCATIONAL TECHNOLOGY

COURSE CODE: IPEDMJ5403

CREDIT: 4

COURSE: MAJOR

MARKS DISTRIBUTION: 40 (IN-SEM) +60 (END SEM)

L	T	P	CREDIT
3	1	0	04

COURSE OBJECTIVES:

- To understand the concept of Educational Technology (ET) as a Discipline.
- To understand the differences between Information Technology, Communication Technology, Information and Communication Technology (ICT) and Instructional Technology.
- To understand the concept of Pedagogy and Andragogy.
- To acquaint the students with emerging trends in E learning.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1	**Concept of Educational Technology**	• Meaning and nature of educational technology • Components of Educational Technology- Hardware and Software and Systems Approach • Educational Technology (ET) as a Discipline: • Information Technology • Communication Technology • Information and Communication Technology (ICT) • Instructional Technology	11	1	0	12	15
2	**Models of Development of Instructional Design**	• ADDIE • ASSURE • Dick and Carey Model • Gagne's Nine Events of Instruction and Five E's of Constructivism • Nine Elements of Constructivist Instructional Design	12	1	0	13	15
3	**Pedagogy and Andragogy**	• Concept of Pedagogy and Andragogy • Bloom's Taxonomy of	13	1	0	14	15

| 4 | **Emerging Trends in E learning** | • Concept and nature of E learning

• Approaches to E learning: Offline, Online, Synchronous, Asynchronous, Blended learning, Mobile learning.

• Social Learning: Web 2.0 and Web 3.0

• Open Education Resources: Creative Common, Massive Open Online Courses

• E Inclusion - Concept of E Inclusion

• Use of ICT in Evaluation, Administration and Research: E Portfolio, Online Repositories and Online libraries, Online Assessment tools. | 13 | 2 | 0 | 15 | 15 |

Educational Objectives

• Theory of Andragogy (Malcolm Knowles)
• Assessment in Andragogy of Education (Interaction Analysis): Flanders' Interaction analysis, Galloway's system of interaction analysis

| | | Total | 49 | 5 | 0 | 54 | 60 |

L: Lecture   **T: Tutorial**   **P: Practical**

ASSESSMENT PROCEDURE:

1. **Internal Assessment: 40 Marks**
- Class Test: 10 Marks
- Mid-term exam: 20 Marks
- Any one of the following activities listed below: 10 Marks
   a) Prepare a power point presentation including photo, text, video and audio and present before the classmates.

b) Prepare any topic for publish in website or social media.
c) Make educational Blogs.
d) Group Discussion.
2. End Semester Examination: 60 Marks

COURSE OUTCOMES:

CO1: Describe the concept, nature and components of Educational Technology.

CO2: Distinguish between Information Technology, Communication Technology, Information and Communication Technology (ICT) and Instructional Technology.

CO3: Describe the emerging trends in E learning.

CO4: Apply ICT in Assessment, Administration and Research work.

Recommended Readings:

1. Agarwala, J.C. (2014). Essential of Educational Technology. Vikas Publishing.

2. Ashby, E. (1972). The fourth Revolution: A Report and Recommendation by the Carnegle Commission of Higher Education. New York: McGraw Hill Book Co.

3. Chauhan, S. S. (2008). Innovations in Teaching Learning process. New Delhi: Vikas Publishing House Pvt. Ltd.

4. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). Models of Teaching. New Delhi: Prentice Hall of India Pvt. Ltd.

5. Mangal, S. K. and Uma Mangal (2011). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.

6. Mohanty, Jagannath (2008). Educational Technology. New Delhi: Deep and Deep Publication

7. Mrunalin, T. and Ramakrishna, A. (2016). Information and Communication Technology in Education. Hyderabad: Neelkamal Publications.

8. Sharmah, R. A. (2007).Technological Foundation of Educational. Meerut: R. Lall Book Depot.

9. Shaikh, I. R. (2015). Educational Technology and ICT. New Delhi: McGraw Hill Education

10. Singh, C. P. (2011). Advanced Educational Technology. New Delhi: Saurabh Publishing House.

10. Arulsamy, S. (2009). Application of ICT in Education. Hyderabad: Neelkamal.

COURSE NAME: RESEARCH IN EDUCATION-II

COURSE CODE: IPEDMJ5404

CREDIT HOURS: 4

COURSE: MAJOR

MARK DISTRIBUTION: 40 (IN SEM)+ 60 (END SEM)

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES: The course aims at making the students acquaint with

1) Approaches to Research like Historical, Descriptive, Experimental

2) Qualitative Analysis of Data in the Research Process like content analysis, logical analysis, inductive

3) Descriptive and Inferential and Parametric and Non-Parametric test

4) Research report writing, its significance and different steps

COURSE OUTLINE

Total Class Hours: 54

Sl. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks

1	**APPROACHES**	APPROACHES TO RESEARCH
		
		Historical Research
		
		   i) Concept and Nature
		
		   ii) Steps and importance
		
		   iii) Internal Criticism and External Criticism
		
		Descriptive Research
		
		   i) Concept and Nature
		
		   ii) Steps and Importance
		
		   iii) Types of Descriptive Research
		
		Survey Studies
		
		Case Study
		
		Ethnographic Studies
		
		Experimental Research
		
		   i) Concept and Nature
		
		   ii) Variables
		
		        • Independent and dependent variables
		
		        • Confounding variables
			8	3	0	11	15

		iii) Experimental Design					
		• Pre Experimental Design					
		• True Experimental Design					
		• Quasi Experimental Design					
		iv) Experimental Validity-internal & External					
2	**Qualitative analysis of data**	• Source of qualitative data • Analyze and interpretation of qualitative data • Content Analysis • Inductive Analysis • Logical Analysis • Validating the results of qualitative data analysis	11	3	0	14	15
3	**Quantitative analysis of data and Descriptive data analysis**	• Descriptive and Inferential Analysis • Parametric and Non-parametric tests Inferential data analysis • Significance of the difference between means of two independent group (t test) • The Null Hypothesis (Ho) • The Level of Significance • Two Tailed and one Tailed Test of Significance • Degree of Freedom • Analysis of Variance (ANOVA) • The Z test, t test, F test • Biserial, point-biserial,	10	3	2	15	15

4	**Research Report Writing**	Research Report i) Style and Format of writing the report ii) Significance of Report Writing iii) Difference Steps of Writing report iv) Mechanics of writing a research report	10	0	4	14	15

ASSESSMENT PROCEDURE:

1. In-Semester Assessment: 40 Marks

   - Class Test: 10 Marks

   - Mid-Term Examination: 20 Marks

   - Any of the activity listed below: 10 Marks

   o Group Discussion

   o Seminar Presentation

   o Field Study

   o Survey

2.End Semester Examination: 60

LEARNING OUTCOMES OF THE COURSE:

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

CO1: Approaches to Research like Historical, Descriptive, Experimental

CO2: Qualitative Analysis of Data in the Research Process like content analysis, logical analysis, inductive

CO3: Descriptive and Inferential and Parametric and Non-Parametric test

CO4: Research report writing, its significance and different steps

SUGGESTED READINGS:

1. Best, J.W. & Kahn, J.V. Research in Education, Prentice Hall of India Pvt. Ltd., New Delhi.

2. Buch, M.B.: Surveys *of Research in Education,* NCERT, New Delhi

3. Garrett, H.E. Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd., Hague Building, 9 Sprott Road, Ballard Estate, Bmbay-400038

4. Good, Barn & Scates*: The Methodology of Educational Research*, Appleton- Century Crofts, Inc, New York

5. Guilford, J.P. *: Fundamental Statistics in Psychology and Education*, McGrow Hill Book Company Inc. New York, 1956

6. Kerlinger, Fred. N.*: Foundations of Behavioural Research*, Surjeet Publications, Delhi, 1983

7. Kohl, L,:*Methodology of Educational Research*, Vikash Publishing House Pvt. Ltd., New Delhi

8. Lindquist: *Design and Analysis of Experiments in Psychology and Education.* American council on Education, Washington D.C.

9. Newman, W. Lawrence.: *Social Research Methods: Qualitative and Quantitative Approaches* (Sixth Edition) Pearson Education, Inc.2006

10. Sidhu, K.s.: *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd., New Delhi

11. Singh, A.k. :*Tests, Measurements and Research Methods in Behavioural Science*, Bharti Bhavan, Thakurbari Road , Kadamkuan, Patna-800003

12. Travers, Robert M.W: *Introduction to Educational Research*, The Macmillan Company, New York

COURSE TITLE: TECHNIQUES OF TEACHING

COURSE CODE: IPEDMN5401

CREDIT: 4

COURSE: MINOR

MARKS DISTRIBUTION: 40 (IN-SEM) +60 (END SEM)

L	T	P	CREDIT
3	1	0	4

COURSE OBJECTIVES:

1. To develop an understanding the concept of teaching-learning process, principles of teaching, maxims of teaching, characteristics of learners, components of teaching, phases of teaching, factors affecting teaching.

2. To enable the students to use different teaching methods in and outside the classroom.

3. To enable the students to know about the different approaches of teaching.

4. To enable the students to use different assessment and evaluation tools.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1	**Introduction to Teaching and Learning**	• Teaching: Concept, Objectives, Levels of teaching (Memory, Understanding and Reflective), Characteristics and basic requirements • Principles of teaching • Maxims of teaching • Learning: Concept and nature, Levels of learning (Cognitive, Affective and Psychomotor) • Learner's characteristics: Characteristics of adolescent and adult learners (Academic, Social, Emotional and Cognitive), Individual differences, Factors influencing individual differences such as: Heredity & environment • Factors affecting teaching related to: Teacher, Learner, Support material, Instructional facilities, Learning environment and Institution • Teaching-Learning Process: Components of Teaching-Learning Process; Phases of teaching (Pre-active, Interactive and Post-active phases of teaching) • Teaching as a Profession, Professional ethics of a teacher	11	3	0	14	15
2	**Methods of Teaching**	• Methods of teaching: Teacher centered vs. Learner centered methods,Off-line vs. On-line approaches	8	2	0	10	15

		(Swayam, Swayam Prabha, MOOCs, Google Classroom etc., Blended learning and Flipped Classroom)					
3	**Approaches of Teaching**	• Collaborative and Cooperative Learning approaches: Think-pair share, Jigsaw, Reverse Jigsaw, Inside-Outside Circle, Reciprocal Teaching, STAD • Alternative ways of learning – Listening community, interpreting narratives, participating group and community activities • Teaching Support System: Traditional, Modern and ICT based • Teaching Behavior: Authoritative, Democratic and Laissez-faire	10	2	**0**	**12**	**15**
4	**Assessment and Evaluation**	• Concept of Assessment and Evaluation in Education • Purposes of evaluation: Diagnosis, Monitoring of learning, Providing feedback, Promoting, Placement, Certification, Prognostic; Formative and Summative Evaluation, Continuous and Comprehensive Assessment • Assessment of Cognitive, Affective and Psychomotor learning • Devices/techniques of Assessment: Question Paper, Assignments, Projects, Practical works, Seminars, Report writing, Work sheets	13	5	**0**	**18**	**15**

	• Construction of a balanced Question paper • New trends in assessment and evaluation: Credit and grading, online examination, computer-based examination • Assessment feedback					
TOTAL		42	12	0	54	60

L: Lecture	**T: Tutorial**	**P: Practical**

ASSESSMENT PROCEDURE:

1. Internal Assessment: 40 Marks

- Class Test: 10 Marks

- Mid-term exam: 20 Marks

- Any one of the following activities listed below: 10 Marks

    ✓ Class seminar presentation/Group discussion

    ✓ Practical Exam

    ✓ Observation record during practical

2. End Semester Examination: 60 Marks

COURSE OUTCOMES:

CO1: To develop an understanding the concept of teaching-learning process, principles of teaching, maxims of teaching, characteristics of learners, components of teaching, phases of teaching, factors affecting teaching.

CO2: Students will be able to use different teaching methods in and outside the classroom.

CO3: Students will understand the different approaches of teaching.

CO4: Students will gain knowledge about the use of different assessment and evaluation tools.

Suggested Readings:

1. Chauhan, S. S. (2008). Innovations in Teaching Learning process. New Delhi: Vikas Publishing House Pvt. Ltd.

2. Freire, Paulo, (1972). Pedagogy of Oppressed. New Delhi: Penguine Books

3. Govinda, R. (2011). Why goes to school: Exploring exclusion in Indian education. Oxford University Press.

4. Hall, C., & Hall, E. (2003). Human Relations in Education.Routledge

5. Illich, Ivan, (2012). Deschooling Society. New York: Marion Books: (Republished)

6. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). Models of Teaching. New Delhi:Prentice Hall of India Pvt. Ltd.

7. Kumar, Krishna, (1991). Political agenda of Education: Study of Colonialist and Nationalist Ideas. New Delhi: Sage

8. Kumar, Krishna, (1996). Learning from Conflict. New Delhi: Orient Longman

9. Pathak, A., (2013). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Delhi: Aakar

10. Rajput, S., Singh, A., Pandit, B.L., Tiwari, A.D. and Kumar, S. (2002). Handbook on Paper Setting. New Delhi: NCERT

11. Sibia A. (2002). Valuing Teacher Questioning. New Delhi: NCERT

12. Singh A. (2004). Instructional Objectives of School Subjects. New Delhi: NCERT

13. Singh A.K. (2012). Tests, Measurement and Research Methods in Behavioural Science. Patna: Bharati bhawan.

COURSE NAME: COMPARATIVE EDUCATION

COURSE CODE: IPEDMJ6401

CREDIT HOURS: 4

COURSE: MAJOR

MARK DISTRIBUTION: 40 (IN SEM)+ 60 (END SEM)

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES: The course aims at making the students acquaint with

1. Meaning, Nature, scope , importance of comparative education. And Education for Economic, socio-cultural Development.

2. Structure and distinctive features of the system of education of U.K., U.S.A, China and India.

3. Education for Global Consciousness, Education for Environmental Protection, Role of UN and SAARC and Educational Programmers of UNESCO .

4. Poverty and population Explosion, problem of Illiteracy and equalization and Educational opportunities.

COURSE OUTLINE   **Total Class Hours: 54**

Sl. No.	MODULE	TOPIC	L	T	P	TOTAL (L+T+P)	Mark
1.	**MEANING AND CONCEPT OF COMPARATIVE EDUCATION**	• Meaning, Nature and Scope of Comparative Education • Importance of the study of Educational systems in comparative perspective • Education for Economic Development • Education for Socio-cultural Development • Factors determining the Educational System of a country	9	3	0	12	15
2.	**SYSTEMS OF EDUCATION IN DEVELOPED COUNTRIES AND THIRD WORLD COUNTRIES**	• Structure and distinctive features of the Systems of Education in the following Countries ✓ U.K. ✓ U.S.A. ✓ China ✓ India	11	4	0	15	15
3.	**EDUCATION FOR PEACE AND GLOBAL CONCIOUSNESS**	• Education for Global Consciousness and Development • Education for Environmental Protection • Role of UN and SAARC • Educational Programmers of UNESCO	11	4	0	15	15
4.	**Problems Prevailing in Third World Countries and**	• Poverty and Population Explosion • Problems of Illiteracy	9	3	0	12	15

Role of Education	• Equalization and Educational Opportunities					
	TOTAL	**40**	**14**	**0**	**54**	**60**

L-LECTURE   **T-TUTORIAL**   **P-PRACTICAL**

ASSESSMENT PROCEDURE:

    1. In-Semester Assessment: 40 Marks

        • Class Test: 10 Marks

        • Mid-Term Examination: 20 Marks

        • Any of the activity listed below: 10 Marks

        o Group Discussion

        o Seminar Presentation

        o Field Study

        o Survey

2. End Semester Examination: 60

LEARNING OUTCOMES OF THE COURSE:

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

CO1: Know the meaning, Nature, scope , importance of comparative education. And Education for Economic, socio-cultural Development

CO2: Know the Structure and distinctive features of the system of education of U.K., U.S.A, China and India.

CO3: Know the education for Global Consciousness, Education for Environmental Protection, Role of UN and SAARC and Educational Programmers of UNESCO .

CO4: Know the Poverty and population Explosion, problem of Illiteracy and equalization and Educational opportunities.

SUGGESTED READING:

    1) Mishra, N (2001) : Poverty in South Asia, Delhi, Authors Press Publishers.

2) Andreas, M.K.(1965) : Tradition and Change in Education: A comparative Study, London, Prentice Hall, Inc.

3) Devi. S.F. (2002) : systems of education , New Delhi, Mittal publication

4) Dutta, B.S. V. (2004) : Comparative education- a comparative study of educational Systems. DVS publishers and distributor Guwahati.

5) Rao, V.K.(2003) : Education System. Eastern Book House, Guwahati

6) Sharma R.S.(2005) : Cmparative perspective of Education, Eastern Book House, Guwahati.

7) Vashist, S.R. (1992): Teacher Education in the Third World Countries (setoff 2 vols) Anmol Publication, New Delhi

COURSE NAME: CONTEMPORARY CONCERN IN INDIAN EDUCATION

COURSE CODE: IPEDMJ6402

CREDIT HOURS: 4

COURSE: MAJOR

MARKS DISTRIBUTION: 40 (IN-SEM) + 60 (END SEM)

L	T	P	Cr. Hr.
3	1	0	4

COURSE OBJECTIVES:

The course aims at making the students to

- Understand the educational scenario of India, concept of diversity in terms of educational opportunities, challenges of diversities in achieving universal education, Role of education in creating positive attitude towards diversity.
- Know about education in Indian Constitution, Articles in the constitution related to education, Constitutional inventories for universalization of education.
- Understand ECCE in India, Elementary Education in India, Secondary Education in India, Higher Education in India and Technical and Vocational Education in India.
- Know about the government initiatives for the development of Indian Education.

COURSE OUTLINE: **TOTAL CLASS HOURS: 54**

Sl. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks

1	Contemporary India	• Educational scenario of India
		• Concept of diversity in terms of educational opportunities
		  ✓ religion
		  ✓ caste
		  ✓ class
		  ✓ gender
		  ✓ region
		  ✓ tribes
		• Challenges of diversity in achieving universal education
		• Role of education in creating positive attitude towards diversity
			8	3	0	11	15

2	Constitutional Provisions and India	• Education in Indian Constitution:
		  ✓ Preamble of Indian Constitution
		  ✓ Need for including education in constitution
		  ✓ Central, State and Concurrent list
		
		• Articles in the Constitution related to Education
		• Constitutional inventories for universalization of education
			8	2	0	10	15

3	Challenges of Indian Education	• Early Childhood Care and Education (ECCE) in India:
		  ✓ Objectives and importance of ECCE
		  ✓ Challenges of ECCE in India
		  ✓ Role of Anganwadi and Balwadis under ICDS
		• Elementary education in India:
		  ✓ Objectives of Elementary Education and need for universalisation of Elementary Education in India
		  ✓ Challenges of Universalisation of
			13	5	0	18	15

		Elementary Education in India ✓ Measures for overcome the Challenges of Universalisation of Elementary Education in India • Secondary Education in India: ✓ Objectives of Secondary Education and need for universalisation of Secondary Education in India ✓ Vocationalization of Secondary Education in India ✓ Challenges of Universalization of Secondary Education in India ✓ Measures for overcome the Challenges of Universalisation of Secondary Education in India • Higher Education in India: ✓ Objectives of Higher Education and need of Higher Education ✓ Challenges of Higher Education ✓ Efforts towards strengthening Higher Education • Technical and vocational education in India: ✓ Objectives of Higher Education and need of Technical Education ✓ Efforts towards strengthening Technical Education					
4	Initiatives of the Government of India	• SSA • RMSA • Schemes for economically backward and socially disadvantaged group • NEP, 2020	1 1	4	0	15	15

		• Role of UNESCO and UNISEF in educating the world community				
Total			4 0	1 4	0	54	60

ASSESSMENT PROCEDURE:

1. Internal Assessment: 40 Marks

•Class Test: 10 Marks

•Mid-term exam: 20 Marks

•Any one of the following activities listed below: 10 Marks

☐ Group Discussion

☐ Seminar presentation

2. End Semester Examination: 60 Marks

COURSE OUTCOMES:

CO1: The students will be able to understand the educational scenario of India, concept of diversity in terms of educational opportunities, challenges of diversities in achieving universal education, Role of education in creating positive attitude towards diversity.

CO2: The students will be able to know about education in Indian Constitution, Articles in the constitution related to education, Constitutional inventories for universalizationof education.

CO3: The students will be able to understand ECCE in India, Elementary Education in India, Secondary Education in India, Higher Education in India and Technical and VocationalEducation in India.

CO4: The students will be able to critically examine and evaluate the initiatives taken by the Government of India through various plans and policies.

SUGGESTED READINGS:

1.   Kochhar, S.K.: Pivotal Issues in Indian Education, Sterling Publishers

2.   Bhatanagar, S. & Saxena A: Modern Indian Education and its Problems, R. Lall Book Dept, Meerut (UP) Indian.

3.   Aggarwal, J.C & Aggarwal S.P (1992): Role of UNESCO in Educational, Vikas Publishing House, Delhi.

4.   Govt. of India (1986): National Policy on Education, Ministry of HRD, New Delhi.

5.   NCERT (1986): School Education in India- Present Status and future Needs, New Delhi.

6.   Salamatullah, (1979): Education in Social Context. NCERT, New Delhi.

7.   Education and National Development. Ministry of education, Government of India 1966.

8.   UNESCO. (2004) Education for All: The Quality imperative. EFA Global Monitoring Report. Paris.

9.   World Bank , (2004): Reaching the Child: An Intergrated Approach to child Development. Oxford University press, Delhi.

10.   Peters, R.S. (1967): The Concept of Education, Rutledge, Uk.

11.   Lakshmi, T.k.S. and M.S. Yadav, "Education its Evolving Characteristics," in new frontiers in Education, Vol. XXII, No. 4, Oct- Dec., 1992.

12.   Goswami A.C. (2001) Philoshophical and Sociological Bases of foundation in Emerging India , Published by Jyoti Prakashan

13.   Safay , Srivastava & Singh (2007): Development of Education in Emerging India & Its Current Problems Dhanpat Rai publishing Company

14.   Sharma. M.(2001): Philoshophical& Sociological Foundation of Education , published by EBH publishers (India)

COURSE NAME: STATISTICS IN EDUCATION

COURSE CODE: IPEDMJ6403

CREDIT HOUR: 4

MARK DISTRIBUTION: 40 (IN SEM)+ 60 (END SEM)

L	T	P	Cr Hr
3	1	0	4

Course objectives:: The course aims at making the students acquaint with

1. General concept and needs of Statistics and Concept of descriptive and inferential, parametric and non-parametric statistics

2. Concept and Test of central tendency and measurement of variability

3. Test of inferential parametric statistics like degree of freedom, level of confidence, significance of means, ANOVA, ANCOVA and Co-relation.

4. Test and application of inferential non-parametric statistics like T test, U test, Sign test

Course Outline   **Total Class Hours: 54**

Sl No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1.	**Various concepts of Educational Statistics**	• Concept of Statistics • Needs of Statistics in Education • Concept of Descriptive and Inferential Statistics • Concept of Parametric and Non parametric Statistics • Normal Probability Curve: Concept, characteristics and applications of Normal Probability Curve Divergence from Normality: Kurtosis and Skewness • Testing Normality of a	10	3	0	13	15

		sample: PP Plot					
2	**Descriptive Statistics**	• Measurement of Central tendency: Mean, Median, Mode • Measurement of Variability: Standard Deviation Quartile Deviation, Uses of Deviation in Educational statistics	8	3	0	11	15
3	**Inferential Statistics Parametric**	• Concept of Degrees of Freedom • Concept of Level of Confidence • Significance of Means • Significance of difference between Means • Type-I and Type-II errors • ANOVA, ANCOVA • Correlation: Point Biserial, Biserial, Phi-Co-efficient of Correlation,	10	3	0	13	15
4	**Inferential Statistics Non-Parametric**	• Chi-Square Tests • T-Test • Uses of DF • U Test • Sign Test	8	3	0	11	15

						60

L-LECTURE   **T-TUTORIAL**   **P-PRACTICAL**

ASSESSMENT PROCEDURE:

1.In-Semester Assessment: 40 Marks

- Class Test : 10 Marks

- Mid-Term Examination: 20 Marks

- Any of the activity listed below : 10 Marks

o   Group Discussion

o   Seminar Presentation

o   Field Study

o   Survey

2.End Semester Examination: 60

Course Outcomes: After learning this paper the students will be able to

C01: Learn General concept and needs of Statistics and Concept of descriptive and inferential, parametric and non-parametric statistics

CO2: Concept and Test of central tendency and measurement of variability

CO3: Test of inferential parametric statistics like degree of freedom, level of confidence, significance of means, ANOVA, ANCOVA and Co-relation.

CO4: Test and application of inferential non-parametric statistics like T test, U test, Sign test

Suggested Reading:

1. Ahmann, J. Stanely , Testing Student Achievement and Aptitudes, Prentice Hall of India Pvt. Ltd.

2. Ebel, Robert L., Measuring Educational Achievement , Prentice Hall of India Pvt. Ltd., New Delhi

3. Elhance, D.N., Fundamental Statistics, Kitab H. Mahal, 15 Thernhill Road Allahabad

4. Freeman, Frank S., The and practice of psychological Testing, Oxfor& IBH Publishing Co. PVT.LTD. New Delhi

5. Garrett, H.E, Statistics in Psychology in education, Feffer and Simons Ltd. Hague Building, 9 Sprott Road, Ballard Estate, Bombay-400038

6. Guilford, J.P., Fundamental statistics in Psychology and education, Mc Ghraw Hill Book Company INC. New York 1956

7. Gronlund, N.E. , Measurement and Evaluation, Prentice Hall of india Pvt. Ltd. New Delhi

COURSE TITLE: VALUE EDUCATION AND HUMAN RIGHTS

COURSE CODE: IPEDMJ6404

CREDIT: 4

COURSE: MAJOR

MARKS DISTRIBUTION: 40 (IN SEM) + 60 (END SEM)

L	T	P	CH	Credit
3	**1**	**0**	**4**	**4**

COURSE OBJECTIVES:

1. **To understand the concept of value and reflect on different values**

2. **To know about Human rights and its present scenario at National and International level.**

3. **To understand how values are important for personal as well as Country's integration.**

4. **To know about the different activities and strategies for inculcating value education**

COURSE OUTLINE:
Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1	Introduction to Value Education	- Concept and importance of values - Types of values - Concept and nature of value education - Components of value education	**11**	**1**	**0**	**12**	**15**

		• Historical Perspectives of Value Education • Role of value education in the present emerging Indian society: towards positive personality and eliminate social evils-corruption, Cyber crime, Terrorism, Alcoholism/Drug Addiction, Untouchability etc					
2	National and International Values	• Constitutional or National Values-Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity, and Universal brotherhood • Professional values-Knowledge thirst, sincerity in profession, regularity, punctuality, faith and character building. • Aesthetic values- Love and appreciation of literature and fine arts and respect for the same. • Environment and Ecological balance-interdependence of all beings, Environment conservation and enrichment. • National and International	12	2	0	14	15

		Understanding.					
3	Approaches and Agencies of Human Rights Education	• Concept of human rights, need and significance of human rights education • Agencies for Protection and Promotion of Human Rights including UN, Central and State Governments, NGOs etc. • Human Rights Education at various levels- Primary, Secondary, Higher Secondary, University levels in 21st century. • Role of Educational Institutions, Family, Peer-group, Religious and Social Organisations towards Human Rights.	12	2	0	14	15
4	Approaches and Strategies for Inculcation of Values	• Methods of fostering values among learners • Need of Orientation in Value Education to learners. • Educational Programmes for Developing Social Values (NSS, NCC, Scouts and Guides,	12	2	0	14	15

			47	7	0	54	60
		Social Service activities). • Role of Educational Institutions, Media, Family, Peer-group, Religious and Social Organisations towards Value education.					
	Total		**47**	**7**	**0**	**54**	**60**

L: Lecture **T: Tutorial** **P: Practical**

ASSESSMENT PROCEDURE:

1. Internal Assessment: 40 Marks

Class Test: 10 Marks

- Mid-term exam: 20 Marks

- Any one of the following activities listed below: 10 Marks

    ✓ Group Discussion

    ✓ Seminar presentation

2. End Semester Examination: 60 Marks

COURSE OUTCOMES: After the completion of the course the students willable to

CO1: Analyse the concept of human rights, and value education.

CO2: Critically analyse the role of various agencies in promoting human rights education.

CO3: Critically evaluate the role of Parents, Teachers, Society, Government etc. in protecting human rights and fostering values.

CO4: Discuss the role of education in promoting human rights and value education.

CO5: Apply different activities and strategies for inculcating value education

SUGGESTED READINGS:

1. Aggarwal, J.C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.

2. Jagannath, M. (2005). Teaching of human rights. New Delhi: Deep & Deep Publications (p) Ltd.

3. S.P Ruhela and Raj Kumar Naik (2011). Value Education and Human Rights Education, Neelkamal Publications Pvt. Ltd.,Hyderabad.

4. Balvinder K. (2006). Peace Education. New Trends and Innovations, Deep & Deep Publications Pvt. Ltd., Rajouri Garden, New Delhi.

5. Dhand, H. (2000). Teaching Human Rights: A Handbook for Teacher Educators. Bhopal: Asian.

6. Dhokalia, R.P. (2001). External Human Values and world Religions, New Delhi, NCERT.

7. Micheline, R. I. (2008). The history of human rights: From ancient times to the globalization era. London : Orient Longman Limited.

8. B.K Passi and Prabhakar Singh (1991). Value Education, National Psychological Corporation. Agra.

9. Mehta, P.L. and Neena Verma, (1995). Human rights under the Indian constitution. New Delhi: Deep and Deep Publications.

10. Shukla, R.P. (2004). Value Education and Human Rights. New Delhi: Sarup and Sons

11. V.T Patil (2008). Value Education and Human Rights Education, GNOSIS Delhi.

12. Lederach, J. P.(1995). Preparing for peace: conflict transformation across cultures. Syracuse, New York: Syracuse University Press.

COURSE TITLE:PSYCHOLOGICAL FOUNDATION OF EDUCATION

COURSE CODE: IPEDMN6401

CREDIT HOURS: 4

COURSE: MINOR

MARKS DISTRIBUTION: 40 (IN SEM) + 60 (END SEM)

L	T	P	Cr. Hr.
3	1	0	4

COURSE OBJECTIVES:

1. To make the students understand the concept Psychology, Schools of Psychology, Concept, Nature and Importance of Educational Psychology.
2. To make the students understand the nature and principles of learning, factors affecting Learning, Relationship between Learning and Motivation, different theories of Learning.
3. To enable the students to understand the concept of intelligence, theory of intelligence, assessment of intelligence, critical thinking, Metacognition.
4. To know the concept, theory and assessment of personality.

Course outline: **Total Class Hours: 54**

SL. NO.	MODULE	TOPIC	L	T	P	TOTAL (L+T+P)	Marks
1	Introduction to Psychology	- Definition and goals of Psychology: Psychology as a science. - Schools of Psychology: ○ Behaviourism ○ Structuralism ○ Functionalism ○ Gestalt Psychology ○ Psycho-analysis ○ Constructivism - Meaning, nature and scope of Educational Psychology - Importance of Educational	9	1	0	10	15

		Psychology in classroom teaching					

2	Learning and Motivation	• Nature and principles of Learning
		• Factors affecting learning
		• Learning and Motivation
		• Theories of learning:
		   o Behaviouristic theories: Hull's Drive reduction theory
		   o Cognitive Theories:
		   o Piaget's Theory
		   o Social learning theory
			13	2	0	15	15

3	Intelligence and creativity	• Concept of Intelligence • Gardner's theory of multiple intelligence • Assessment of Intelligence • Critical thinking • Metacognition	13	1	0	14	15

4	Personality	• Concept of Personality
		• Gordon Allport theory
		• Assessment of Personality
		   o Observation
		   o Situational performance test
		   o The Questionnaire method
		   o Personality inventory
		   o Psycho- analysis
			14	1	0	15	15

	TOTAL		49	5	0	54	60

ASSESSMENT PROCEDURE:

1. Internal Assessment: 40 Mark

- Class Test: 10 Marks
- Mid-term exam: 20 Marks
- Any one of the following activities listed below: 10 Marks

    ✓ Group Discussion

✓ Seminar presentation

2. End Semester Examination: 60 Marks

COURSE OUTCOMES:

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

CO1: Describe the concept Psychology, Schools of Psychology, Concept, Nature and importance of Educational Psychology.

CO2: Discuss the nature and principles of learning, factors affecting Learning, Relationship between Learning and Motivation, different theories of Learning.

CO3: Explain the concept of intelligence, theory of intelligence, assessment of intelligence, critical thinking, Metacognition.

CO4: Describe the concept, theory and assessment of personality.

SUGGESTED READINGS:
1. Chauhan, S.S. (1978). *Advanced Educational Psychology*. New Delhi; Vikas Publishing House Pvt. Ltd.
2. Chatterjee, S.K. (2000). *Advance Educational Psychology*. Calcutta; Books and Allied Pvt. Ltd.
3. Ewen, R.B. (2010). *An Introduction to Theories of Personality*. New York; Academic Press.
4. Gates, A.I. et.al. (1948) *Educational Psychology*. New York; Macmillan & Co.
5. Hall, C. & Lindzey, G. (2007). *Theories of Personality*. New York; Wiley Publications.
6. Lazaraus, R.S. (1961). *Adjustment and Personality*. New York; McGraw Hill Co.
7. Mangal, S.K. (2002). *Advanced Educational Psychology*. New Delhi; Prentice Hall of India, Pvt. Ltd.
8. Mathur, S.S. (2010). *Educational Psychology*. New Delhi; Vinod Pustak Mandir.
9. Stones, E. (1970). *The Psychology of Education*. London; Methuen.

10. Bucher Charles A., Foundations of Physical Education, St. Louis the C.V. Mosby Company, 1983.
11. Williams J.F – Principles of Physical Education,
12. Barrow H.M. – Man and Movement
13. Kamalesh M.L., Physical Education: Facts and Foundation, New Delhi, P.B.Publications.
14. Uppal AK & Gautam GP (2008). Health and Physical Education. Friends Publication.
15. Thirunarayanan, C. and Hariharan, S., Analytical History of Physical Education, Karaikudi, C.T. & S.H., Publications, 1990

COURSE TITLE: CURRICULUM DEVELOPMENT

COURSE CODE: IPEDMJ7401

CREDIT: 4

COURSE: MAJOR

MARKS DISTRIBUTION: 40 (IN-SEM) +60 (END SEM)

L	T	P	CREDIT
3	1	0	04

COURSE OBJECTIVES:

- To develop an understanding about the principle of Curriculum Development.

- To development understanding about models of curriculum design.

- To enable the students to understand Curriculum Design,Curriculum Change and Evaluation.

- To develop understanding about instructional system in curriculum change and curriculum evaluation.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1	**Introduction to Curriculum Development**	• Concept and meaning of curriculum • Historical perspective of curriculum development in India • Strategies of Curriculum Development • Procedure of curriculum development • Philosophical considerations of curriculum development (National, democratic) • Psychological considerations of curriculum development (learner's needs and interests) • Sociological considerations of curriculum development (socio cultural reconstruction) • Role of Statutory Bodies in curriculum development – NCERT, SCERT, NCTE, RCI, UGC and University	12	02	0	14	15
2	**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)	11	02	0	13	15
3	**Curriculum Design, Curriculum Change and Evaluation**	• Meaning of curriculum design • Sources of curriculum design • Principles of curriculum design • Types of curriculum based on Idealism, Naturalism and	11	02	0	14	15

		Pragmatism perspectives					
		• Factors affecting curriculum change					
		• Approaches to curriculum change					
		• Role of students, teachers and educational administrators in curriculum change and improvement					

4	**Instructional System**	• Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction
		
		• Approaches to Evaluation of Curriculum : Approaches to Curriculum and Instruction (Academic and Competency Based Approaches)
		
		    a. Models of Curriculum Evaluation:
		
		    b. Tyler's Model
		
		    c. Stakes' Model
		
		    d. Scriven's Model
		
		    e. Kirkpatrick's Model
			11	02	00	13	15

	Total		45	8	0	54	60

L: Lecture   **T: Tutorial**   **P: Practical**

ASSESSMENT PROCEDURE:

1. **Internal Assessment: 40 Marks**

• Class Test: 10 Marks

• Mid-term exam: 20 Marks

• Any one of the following activities listed below: 10 Marks

    a) Seminar presentation

    b) Home Assignment

    c) Group Discussion

    d) Review of textbook or any other activities

e) Policy Analysis

2. End Semester Examination: 60 Marks

COURSE OUTCOMES:

CO1: Students will be able to describe the concept, strategies, procedure of curriculum development.

CO2: able to explain different models of curriculum design.

CO3: able to describe Curriculum Design,Curriculum Change and Evaluation.

CO4: describe instructional media, instructional techniques, approaches to evaluation of curriculum

Recommended Readings:

1. Cook, T.G. The Changing Curriculum. London: Methuen & Co. Ltd

2. Sharma R.A. Curriculum Development and Instruction. Meeret: R Lal Book Depot.

3. Dudeja, Gita & Kour, Guruvinder (2016). Curriculum Development and Assessment. Meerut: R. Lall

4. Kalaiyarasan, G. (2012). Curriculum Development. New Delhi: Aph Publishing Corporation

5. Pandey, Jyoti (2015). Principles Of Education and Curriculum Development. Delhi: KSK

6. Pinar, W. (2015). Curriculum Studies in India: Intellectual Histories, Present Circumstances. London: Palgrave Macmillan

7. Reddy, Mamidi Malla & Ravisankar, S. Curriculum Development and Educational Technology. New Delhi: Sterling Publishers Private Ltd.

8. Talla, Mrunalini (2012). Curriculum Development: Perspectives, Principles and Issues. New Delhi: Pearson

9. National Curriculum Framework, NCERT 2005, New DelhiNational Focus Group on "Curriculum, Syllabus, Textbook", NCERT

COURSE TITLE: EDUCATIONAL THINKERS AND THEIR THOUGHTS

COURSE CODE: IPEDMJ7402

CREDIT: 4

COURSE: MAJOR

MARKS DISTRIBUTION: 40 (IN-SEM) +60 (END SEM)

L	T	P	CREDIT
3	1	0	04

COURSE OBJECTIVES:

- To acquaints with the educational thoughts of Srimanta Sankardeva, A.P.J. Abdul Kalam.
- To acquaints with the Educational Thoughts of Mahatma Gandhi and Rabindranath Tagore.
- To acquaints with the Educational Thoughts of John Dewey and Madam Maria Montessori.
- To acquaints with the Educational Thoughts of Rousseau and Froebel.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1	**Educational Thoughts of Srimanta SankardevaandA.P.J. Abdul Kalam**	• Srimanta Sankardeva ✓ Brief Life Sketch and Philosophy of Life ✓ Views of Sankardeva on Education and practices. ✓ Educational system of Satras and Namgharas and their relevance in modern era. • A.P.J. Abdul Kalam ✓ Brief Life Sketch and Philosophy of Life ✓ Views of Kalam on	12	1	0	13	15

		Educational Philosophy and practices ✓ Kalam's Education Model for the 21st Century					
2	**Educational Thoughts of Mahatma Gandhi and Rabindranath Tagore**	• Mahatma Gandhi ✓ Brief Life Sketch and Philosophy of Life ✓ Views of Gandhiji on Educational Philosophy and practices ✓ Gandhiji's Nai Talim. • Rabindranath Tagore ✓ Brief Life Sketch and Philosophy of Life ✓ Views of Tagore on Educational Philosophy and practices ✓ Tagore's Vishvabharati	12	1	0	13	15
3	**Educational Thoughts of John Dewey and Madam Maria Montessori**	• John Dewey ✓ Brief Life Sketch and Philosophy of Life ✓ Views of Dewey on Educational Philosophy and practices ✓ Dewey's Concept of Democratic Education • Madam Maria Montessori ✓ Brief Life Sketch and Philosophy of Life ✓ Views of Montessori on Educational Philosophy and practices ✓ Montessori's Children House.	13	1	0	14	15
4	**Educational Thoughts of Rousseau and Froebel**	• Jean Jacques Rousseau ✓ Brief Life Sketch and Philosophy of Life ✓ Views of Rousseau on Educational Philosophy and practicesRousseau's Negative Education • Fredric Wilhelm August Froebel ✓ Brief Life Sketch and	13	1	0	14	15

		Philosophy of Life ✓ Views of Froebel on Educational Philosophy and practices ✓ Froebel's Kindergarten.					
	TOTAL		**50**	**4**	**0**	**54**	**60**

L: Lecture   **T: Tutorial**   **P: Practical**

ASSESSMENT PROCEDURE:

3. Internal Assessment: 40 Marks

- Class Test: 10 Marks

- Mid-term exam: 20 Marks

- Any one of the following activities listed below: 10 Marks

    ✓ Book Review

    ✓ Preparation and presentation of a paper on the educational contribution of any philosopher given in the course

    ✓ Group Discussion

    ✓ Home Assignment

4. End Semester Examination: 60 Marks

COURSE OUTCOMES:

CO1: describe the educational contribution of Srimanta Sankardeva and A.P.J. Abdul Kalam.

CO2: analyse the Educational Thoughts of Mahatma Gandhi and Rabindranath Tagore.

CO3: describe the Educational Thoughts of John Dewey and Madam Maria Montessori.

CO4: describe the Educational Thoughts of Rousseau and Froebel.

Suggested Readings:

1. Abdul Kalam, A. P. J. (1998).India 2020, A Vision for the New Millennium. Penguin Books India Ltd.
2. Bezbarua, L.(2004). Mahapurush Sri Sankardevaru Sri Madhavdev. Guwahati: Jyoti Prakashan.

3. Dewey, John (2014).Democracy and Education. Akar Books.
4. Goswami,Dr.Renu (1996). A Text book on Great Educators and Educational Classics. Guwahati: Lawyar's Book Stall.
5. Narang,C.L. &Bhatia,K.K.(2013).Philosophical and Sociological Bases of Education (Revised Edition). Ludhina: Tandon Publications.
6. Neog, M. (1998).Sankaradeva and his Times: Early History of the Vaisnava Faith and Movement in Assam (3rd edition). Guwahati: Lawyer'sBook Stall.
7. Mahatma Gandhi (1951), Basic Education, Ahmedabad: Navajivan Publishing House

COURSE NAME: RESEARCH ETHICS

COURSE CODE: IPEDMJ7403

COURSE: MAJOR

MARK DISTRIBUTION: 40 (IN SEM)+ 60 (END SEM)

L	T	P	Cr Hr
2	1	1	4

Course Objective

The course aims at making the students

1. 1.Acquaint with the concept , definition and types of Educational Research and Ethics
2. 2.Knowledgeable on definition and importance of Publication Ethics and also the publication misconduct and best practices
3. 3.Acquaint with ethics with respect to science, falsification, fabrication, selective reporting and mispresentation
4. 4.Handy to use plagiarism Checker Software like Urkund, Turnitin, Grammarly, plagiarism checker X and its importance

COURSE OUTLINE   **Total Class Hours: 54**

Sl No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1	**Educational Research and Ethics**	• Concept and Types of educational Research • Definition of Ethics • Types of Ethics Normative Ethics Meta Ethics Applied Ethics Descriptive Ethics	9	2	0	11	15

2	**Publication Ethics**	• Definition and Importance of Publication Ethics • Best Practices/Standards Setting Initiatives and Guidelines (Kwope,Whammy) • Publication Misconduct (Definition, Types and Consequences) • Violation of Publication Ethics, Authorship and Contributor ship	8	3	2	13	15
3	**Scientific Conduct in Research**	• Ethics with respect to science and Research • Intellectual honesty and Research Integrity • Scientific Misconduct (Falsification, Fabrication and Plagiarism) • Selective reporting and Mis presentation of data	11	4	0	15	15
4	**Plagiarism Checker Software**	• Urkund • Turnitin • Grammarly Plagiarism Checker • Plagiarism Checker X • Importance of the use of Plagiarism Checker Software	7	4	4	15	15
	Total		35	13	6	54	60

L-LECTURE   **T-TUTORIAL**   **P-PRACTICAL**

ASSESSMENT PROCEDURE:

1. In-Semester Assessment: 40 Marks

    - Class Test : 10 Marks

    - Mid-Term Examination: 20 Marks

    - Any of the activity listed below : 10 Marks

    o Group Discussion

    o Seminar Presentation

    o Field Study

    o Survey

2. End Semester Examination: 60

LEARNING OUTCOME:

After learning this paper the students will be able to

CO1: Understand the concept , definition and types of Educational Research and Ethics

CO2: Know the definition and importance of Publication Ethics and also the publication misconduct and best practices

CO3: Acquaint with ethics with respect to science, falsification, fabrication, selective reporting and mis presentation

CO4: Handy to use plagiarism Checker Software like Urkund, Turnitin, Grammarly, plagiarism checker X and its importance

SUGGESTED READINGS:

1. Best, J.W. & Kahn, J.V. Research in Education, Prentice Hall of India Pvt. Ltd., New Delhi.

2. Buch, M.B.: Surveys *of Research in Education,* NCERT, New Delhi

3. hslib.jabsom.hawaii.edu/subjguiders/vresources.html

4. Yoganandham .G, : Publication and Research Ethics,Vellor District, Tamilnadu

5. D.J. Miller, " Plagiarism: The case of Elias A.K.Alsabti," New Work

6. Newman, W. Lawrence.: *Social Research Methods: Qualitative and Quantitative Approaches* (Sixth Edition) Pearson Education, Inc.2006

7. Sidhu, K.s.: *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd., New Delhi

8. Singh, A.k. :*Tests, Measurements and Research Methods in Behavioural Science*, Bharti Bhavan, Thakurbari Road , Kadamkuan, Patna-800003

9. Travers, Robert M.W: *Introduction to Educational Research*, The Macmillan Company, New York

COURSE NAME: WOMEN IN NORTH-EAST INDIA

COURSE CODE: IPEDMN7401

CREDIT HOURS: 4

COURSE: MINOR

MARKS DISTRIBUTION: 40 (IN SEM) + 60 (END SEM)

L	T	P	Cr Hr.
3	1	0	4

COURSE OBJECTIVES: The course aims

5. To analyze the status of women in North-East India, examine the origin and growth of women's movement in North-East India
6. To evaluate the different ways in which lives of women are affected by the specific socio-cultural, economic and political factors in North East India
7. To explore the status and identity crisis of women in North-East India
8. To know about women and customary laws, role of women in civil society, peace and conflict and AFSPA and women.

COURSE OUTLINE: **TOTAL CLASS HOURS: 54**

Sl No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1.	Women's movement in Assam and North- East India	• Women's participation in National Movement • Chandra Prabha Saikiani and beginning of Women's Movement in Assam • Feminist ideology of the Asom Mahila Samiti • Women's Organization of north-East India • Women's Political Participation	11	4	0	15	15
2.	Women in socio economic development of North East India	• Emergence of Self- Help Groups, NGOs • Women Entrepreneurship and economic development • Income generation schemes for rural women	10	3	0	13	15
3.	Status and identity crisis of women in NEI	• Tribal women in North East India • Condition of women of tea garden community • Process of marginalization of women in minority communities	9	3	0	12	15

4.	Women and Culture	• Women and Customary Laws • Women's role in civil society • Women's role in peace and conflict • AFSPA and women	10	4	0	14	15
	TOTAL		40	14	0	54	60

L: Lecture   **T: Tutorial**   **P: Practical**

ASSESSMENT PROCEDURE:

2. Internal Assessment: 40 Marks
   Class Test: 10 Marks
   Mid-term exam: 20 Marks
   Any one of the following activities listed below: 10 Marks

   ✓ Group Discussion
   ✓ Seminar presentation

2. End Semester Examination: 60 Marks

COURSE OUTCOMES: After learning this paper, the students will be able to --

CO1:analyse the status of women in North-East India, examine the origin and growth of women's movement in North-East India

CO2:evaluate the different ways in which lives of women are affected by the specific socio-cultural, economic and political factors in North East India.

CO3:explore the status and identity crisis of women in North-East India.

CO4: To know about women and customary laws, role of women in civil society, peace and conflict and AFSPA and women.

SUGGESTED READINGS:

1. Banerjee, Paula (Ed.). (2008). Women in peace politics. Volume 3 of South Asian peace studies. New Delhi: SAGE Publications Ltd.
2. Banu, Z. (2001). Tribal Women Empowerment and Gender Issues. New Delhi: Kanishka Publishers
3. Biswas, Prasenjit & C. Joshua Thomas. (Ed.). (2006). Peace in India's North-East: Meaning, Metaphor, and Method: Essays of Concern and Commitment. New Delhi.: Daya Books, Regency Publications,
4. Deka, Meeta (2013). Women's Agency and Social Change: Assam and Beyond. New Delhi: Sage
5. Devi, Dr. Mira. (1996). AsamiyaUpanyasatNaribad. LokayatPrakashan, Guwahati, Assam.
6. Dutta, Anuradha & Ratna Bhuyan. (2007). Genesis of Conflict and Peace: Understanding Northeast India Views & Reviews (2Vols.). New Delhi.: Akansha Publication House
7. Dutta, Anuradha & Ratna Bhuyan. (2008). Women and Peace: Chapters from Northeast India. New Delhi: Akansha Publication House
8. Goswami, Roshmi et al. (2004). Women in Armed Conflict Situations. Guwahati: NEN. 29
9. Kaniampady, Elizabeth. (2003). Status of Women Working in Tea Plantations. New Delhi: Akansha Publishing.
10. Mahanta, Aparna (Ed.). (2004). Human Rights and Women of North East India. Centre for Women's Studies, Dibrugarh University.
11. Medhi, Kunja (Ed.). (1996). Status of Women and Social Change. Guwahati: WSRC, Gauhati University.
12. Rohman, Wakidur. (2005). Historical Development of Legal Literature on Customary Laws in Assam. New Delhi: Kalpaz Publications.
13. Saho, R K & Tripathy S N. (Ed.). (2006). Self Help Groups and Women Empowerment. New Delhi: Anmol Publications
14. Sharma, Dipti. (1993). Assamese Women in the Freedom Struggle. Calcutta: Punthi – Pustak

COURSE TITLE: GUIDANCE AND COUNSELLING

COURSE CODE: IPEDMJ8401

CREDIT: 4

COURSE: MAJOR

MARKS DISTRIBUTION: 40 (IN-SEM) +60 (END SEM)

L	T	P	CREDIT
3	1	0	04

COURSE OBJECTIVES:

- to understand the concept, principles, types and importance of Guidance.
- To understand Meaning, Nature and Scope, types, approaches of Counselling.
- To acquaint with the various tools and techniques of Guidance.
- To acquaint with the Essentials of Guidance and Counselling Programme.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks

1	**Foundations of Guidance**	• Meaning, Nature and Scope of Guidance
		
		• Bases of Guidance – Philosophical, Psychological, Sociological, Pedagogical
		
		• Principles of Guidance
		
		• Types of Guidance
		  ✓ Educational
		  ✓ Vocational
		  ✓ Personal
		  ✓ Health
			13	1	0	14	15

		✓ Social Guidance					
		• Guidance at Various Levels					
		✓ Elementary					
		✓ Secondary					
		✓ Higher Education (College and University)					
		• The role of a Teacher in Guidance					
		• Importance of Guidance Programme in education.					

2	**Foundations of Counselling**	• Meaning, Nature and Scope of Counselling
		
		• Principles of Counselling
		
		• Types of Counselling
		
		• Directive, Non-Directive and Eclectic
		
		• Approaches to Counselling
		   ✓ Cognitive-Behavioural (Albert Ellis-REBT)
		   ✓ Humanistic
		   ✓ Personal CentredCounselling(Carl Rogers)
		
		• Theories of Counselling
		
		• Behaviouristic, Rational Emotive and Reality
		
		• Role of Counsellor, Parents and Teachers
		
		• Qualities of a good Counsellor
			12	1	0	13	15

3	**Tools and Techniques of Guidance**	• Tools and Techniques of Guidance • Types of Guidance Techniques ✓ Counselling	14	2	0	16	15

No	Topic	Content					

		✓ Group Guidance
		 ✓ Clinical Approach
		
		 • Basic tools of Counselling services
		
		    ✓ Psychological test
		    ✓ Interview
		    ✓ Observation
		    ✓ Check list of behaviour description
		    ✓ Sociometry
		    ✓ Cumulative Record Card
		    ✓ Rating Scale
		
		 • Test of ability and achievement
		 • Test of academic Vocation
		 • Special Aptitude Test
		 • The case study procedure in guidance
		 • Diagnostic test					

4	**Essentials of Guidance and Counselling Programme**	• Kinds of Services ✓ Follow Up ✓ Evaluation of Guidance Programme • Role of Guidance Personnel ✓ Headmasters ✓ Parents ✓ Teachers ✓ Librarian & ✓ Medical Staff • Essentials information for Guidance and counselling • Personal Information (Physical, Intellectual Personality and Academic) • Educational Information(Scope and opportunity available)	10	1	0	11	15
		Total	49	5	0	54	60

L: Lecture　　　　　　　**T: Tutorial**　　　　　　　**P: Practical**

ASSESSMENT PROCEDURE:

1. **Internal Assessment: 40 Marks**
- Class Test: 10 Marks
- Mid-term exam: 20 Marks
- Any one of the following activities listed below: 10 Marks
   a) Prepare a report on organizing guidance services
   b) Home Assignment
   c) Seminar Presentation
2. End Semester Examination: 60 Marks

COURSE OUTCOMES:

CO1:analyse the meaning, nature, purpose and types of guidance.

CO2:describe Meaning, Nature and Scope, types, approaches of Counselling.

CO3: explain various tools and techniques of Guidance.

CO4: explain the Essentials of Guidance and Counselling Programme.

Recommended Readings:

1. Agarwal, Rashmi (2010). Educational, Vocational guidance and Counselling, Principles, Techniques and programmes. New Delhi: Shipra Publication.
2. Aggarwal J.C. (1989): Educational and Vocational Guidance and Counselling. New Delhi: Doaba House.
3. Bhatia,K.K.(2009). Principles of Guidance and Counselling. New Delhi: Kalyani Publishers.
4. Kochhar,S.K. (2010).Educational and vocational guidance in secondary schools. New Delhi: Starling Publishers Pvt. Ltd
5. Gibson, Mitchell M, (1999). Introduction to Counselling and Guidance. University of Michigan: Merrill.
6. Gogoi, K.P. (2015). A Text Book on Guidance & Counselling. New Delhi: KalyaniPublishing House.
7. Jones, A. J. (1951). Principles of guidance and pupil personnel work. New York:McGraw-Hill.
8. Kochhar, S.K.(1985). Educational and Vocational Guidance in secondary schools. NewDelhi: Sterling Publisher.
9. Berdie, R.F.(1963). Testing in Guidance and Counselling. New York: Mc Graw Hill.

COURSE TITLE: ECONOMICS OF EDUCATION

COURSE CODE: IPEDMJ8402

CREDIT: 4

COURSE: MAJOR

MARKS DISTRIBUTION: 40 (IN-SEM) +60 (END SEM)

L	T	P	CREDIT
3	1	0	04

COURSE OBJECTIVES:

- To develop an understanding of the meaning, nature, scope, functions and importance of economics of education.
- To understand the concept of Education market& Production in education.
- To acquaint the students with taxonomy of cost and benefits of education and cost efficiency in education.
- To develop the understanding of concept, sources and principles of educational finance.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1	**Introduction to Economics of**	• Concept, Nature and Scope of Economics of Education. • History of Economics of	10	1	0	11	15

	Education	Education (World and Indian Perspectives)					
		• Functions and importance of Economics of Education					
		• Analogy of Economics to Education					
		• Economic transactions concerned with Education					
		• Research areas and Research trends in Economics of Education					
		• Place of Economics of Education in formulation of Educational Policies.					
		• Economics of Education from Micro and Macro Perspectives					
2	**Education Market & Production in education**	• Concept and Features of Education Market	14	1	0	15	15
		• Education as Public good, Merit good and Private good					
		• Commodification of Education in WTO/GATS framework					
		• Education as an industry (concept and characteristics)					
		• Industry Academia Linkage					
		• Education as a consumption activity (concept, significance)					
		• The problem of educated unemployment, underemployment and brain drain –remedial measures.					
		• Concept of Production function in Education					
		• How is the production of education similar to theproduction of other goods					
		• Family Effects in the Production of Education					
		• Choice and Competition Effects in the Production of Education					
		• Input output analysis: Concept of input and output in the delivery of education.					

| 3 | **Cost Benefit Analysis & Cost efficiency in education** | • Concept and importance of CBA
• Techniques of CBA
• Application of CBA in Education
• Taxonomy of Cost of Education (primary, secondary and higher level)
• Taxonomy of Benefits of Education (primary, secondary and higher level)
• Concept and significance of cost in Education
• Cost Efficiency and Cost Effectiveness in Education
• Cost of Quality: Appraisal Costs, Failure costs and Preventable costs
• Factors of cost escalation in education sector
• Remedies for cost escalation in education sector | 13 | 1 | 0 | 14 | 15 |
| 4 | **Educational finance &Financing education in India** | • Concept and importance of educational finance
• Nature & Principles of educational finance
• Sources and agencies of financing education
• Maintenance of accounts in educational institutions
• Budgeting: Concept and process of budgeting
• Theoretical considerations of Financing of education
• Trend of Financing of Education in India
• Challenges and Strategies of Financing of Education
• Role of Centre, State and Institutions for Financing of education in India
• Private initiatives in Financing of Education and PPP in Financing of Education
• Exploring options for financing Higher education | 13 | 1 | 0 | 14 | 15 |

	TOTAL	50	4	0	54	60

L: Lecture   **T: Tutorial**   **P: Practical**

ASSESSMENT PROCEDURE:

5. Internal Assessment: 40 Marks

- Class Test: 10 Marks
- Mid-term exam: 20 Marks
- Any one of the following activities listed below: 10 Marks
  - ✓ Group Discussion
  - ✓ An Empirical research paper
  - ✓ A Critical review on research literature
  - ✓ Seminar Presentation
  - ✓ Home Assignment

6. End Semester Examination: 60 Marks

COURSE OUTCOMES:

CO1:the students will be able to describe the concept of Economics of Education.

CO2: able toExplain theconcept of Education market & Production in education.

CO3:able to critically analyze the concept of taxonomy of cost and benefits of education and cost efficiency in education.

CO4: able to describe the concept, sources and principles of educational finance.

Suggested Readings:

1. Akinyemi, S. (2010). The Economics of Education. Nigeria: Strategic Book publishing and Right Co.

2. Ansari, M.M. (1987) Education and Economic Development. New Delhi: AIU Publication.

3. Chattopadhya. S. (2012). Education and Economics Disciplinary evolution and policy discourse. New Delhi: Oxford University Press.

4. Checchi, Deniele. (2006), The Economics of Education: Human Capital, Family Background and inequality. Cambridge University Press.

5. Garg, V.P. (1985). The Cost Analysis in Higher Education. New Delhi: Metropolitan Book Co.

6. Johnes. G, & Johnes. J. (2004). International handbook on Economics of Education, (Ed.) USA: Edward Elgar Publishing Ltd.

7. Harbison & Myers. (1968). Education, Manpower and Economic Growth. New Delhi; Oxford & IBH. (Indian Edition).

8. Nagpal C.S. & Mittal A.C. (1993). Economics of Education, (Ed.), New Delhi; Anmol Publications.

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9. Pandit, H.N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi; NCERT.

10. Psachaeopoulos, George. (1987). Economics of Education Research and Studies. Elsevier Science Ltd.

11. Psachaeopoulos, George. (1986). Education for Development: An analysis of Investment Choices. Oxford University Press.

12. Rajaiah, B. (1987). Economics of Education, Delhi; Mittal Publications.

13. Schultz, T.W. (1963). The Economic Value of Education, Columbia; Columbia University Press.

14. Sharma, R.A. (2007). Economics of Education. Meerut; R. Lall Book Depot.

15. Sethi, Vinita. (1997). Educational Development and Resource Mobilization, New Delhi; Kanishka Publication.

16. Singh. B. Economics of Indian Education (Ed.),New Delhi; Meenakshi Prakashan,

17. Sodhi, T.S. (1978). Education and Economics Development, Ludhiana; Mukand Publication.

18. Vaizey John (1962). Economics of Education, London; Faber & Faber.

19. Varghese & Tilak. (1962). The financing of Indian Education, India; project paper of International Institute of educational planning.

COURSE TITLE:GENDER ISSUES IN EDUCATION

COURSE CODE: IPEDMJ8403

CREDIT HOURS: 4

COURSE: MAJOR

MARK DISTRIBUTION: 40 (IN SEM)+ 60 (END SEM)

L	T	P	CH	Credit
3	1	0	04	04

COURSE OBJECTIVES:

1. To understand concept of gender.
2. To know various legal provision related to gender.
3. To Understand gender discrimination in Indian society.
4. To acquaint with the concept of women empowerment.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks
1	**Concept of Gender**	• Gender: Meaning, types, and Gender Construction • Difference between Sex and gender • Feminism	10	2	0	12	15

		• Masculinity					
2	**Gender and Law**	• Introduction to laws related to women (rape, dowry, remarriage, divorce, property inheritance, trafficking) • Legal aspects related to women, declining sex ratio, PNDT (Pre Natal Diagnostic Techniques) act, female feticide, violence against women, domestic violence act, sexual harassment at work place, indecent representation of women (prohibition act), Cybercrime.	12	2	0	14	15
3	**Gender inequalities in School and society**	• Family attitude, Stereotype about girls and women prevalent in the society • Gender bias in Textbook • Curricular Choices • Teachers' attitude • Classroom Interaction • Peer Culture • Gender inequality in workplace	12	2	0	14	15
4	**Women Empowerment**	• Concept, Dimension and parameters of Women's Empowerment • Types of women empowerment- Economic, political, Educational, legal • Women entrepreneurship • Barriers of women empowerment • Role of education in women empowerment	12	2	0	14	15

	Total	46	8	0	54	60

L-LECTURE   **T-TUTORIAL**   **P-PRACTICAL**

ASSESSMENT PROCEDURE:

3. In-Semester Assessment: 40 Marks
    - Class Test : 10 Marks
    - Mid-Term Examination: 20 Marks
    - Any of the activity listed below : 10 Marks
    o Group Discussion
    o Seminar Presentation
    o Field Study
    o Survey
4. End Semester Examination: 60

COURSE OUTCOMES:

CO1: Students will able to describe the concept of gender and sexuality.

CO2: Explain the concept of Gender and Law.

CO3: Analyze the Gender inequalities in School and society

CO4: Able to describe the concept of women empowerment.

Recommended Readings:

1. Acker, S. (1987).Feminist Theory and the Study of Gender and Education. Jstor.
2. Agarwal, N. (1993).Women Education & Population in India. Allahabad: Chugh Publications,
3. Aggarwal J.C.(1976).Indian Women: Education and Status. New Delhi: Arya Book Depot.
4. Bhatia , R. L. & Ahuja , B. N. (2006).Modern Indian Education and it's Problems.Delhi: Surjeet Publication.
5. Bhatt B.D. & Sharma S.R. (1992).Women's Education and Social Development. Delhi: Kanishka Publishing House.
6. Kaur I.(1983).Status of Hindu Women in India. Allahabad: Chugh Publications,
7. Reddy, V. Govinda (2017).Gender Perspectives in Peace Education. Delhi: Manglam Publishers and Distributors.
8. B.R. Sharma (2002) , encyclopedia of Human rights and Women's Development, New Delhi, Sarup and Sons

9. Sarujini. N.B. et al., Women's Right, Health, NHRC, New Delhi (2006)
10. UNESCO, Human Rights Teaching: INT. Congress on Education on Education of Human Rights and Democracy (Montreal: UNESCO, 1993)
11. Suggested Web Links:
    i) https://xyonline.nert/sites/xyonline.net/files/2019
    ii) ii)https://www.researchgate.net/publication/303741960_WOMENSTUDIES_VS GENDER STUDIES
    iii) https:// www. Iwu. Edu/academics/ womens and gender studies.pdf

COURSE TITLE: GUIDANCE AND COUNSELLING

COURSE CODE: IPEDMN8401

CREDIT: 4

COURSE: MINOR

MARKS DISTRIBUTION: 40 (IN-SEM) +60 (END SEM)

L	T	P	CREDIT
3	1	0	04

COURSE OBJECTIVES:

- to understand the concept, principles, types and importance of Guidance.
- To understand Meaning, Nature and Scope, types, approaches of Counselling.
- To acquaint with the various tools and techniques of Guidance.
- To acquaint with the Essentials of Guidance and Counselling Programme.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)	Marks

1	**Foundations of Guidance**	• Meaning, Nature and Scope of Guidance
		
		• Bases of Guidance – Philosophical, Psychological, Sociological, Pedagogical
		
		• Principles of Guidance
		
		• Types of Guidance
		   ✓ Educational
		   ✓ Vocational
		   ✓ Personal
		   ✓ Health
		   ✓ Social Guidance
		
		• Guidance at Various Levels
		   ✓ Elementary
		   ✓ Secondary
		   ✓ Higher Education (College and University)
		
		• The role of a Teacher in Guidance
		
		• Importance of Guidance Programme in education.
			13	1	0	14	15

2	**Foundations of Counselling**	• Meaning, Nature and Scope of Counselling • Principles of Counselling • Types of Counselling • Directive, Non-Directive and Eclectic • Approaches to Counselling ✓ Cognitive-Behavioural (Albert Ellis-REBT)	12	1	0	13	15

		✓ Humanistic					
		✓ Personal CentredCounselling(Carl Rogers)					
		• Theories of Counselling					
		• Behaviouristic, Rational Emotive and Reality					
		• Role of Counsellor, Parents and Teachers					
		• Qualities of a good Counsellor					

3	**Tools and Techniques of Guidance**	• Tools and Techniques of Guidance
		
		• Types of Guidance Techniques
		
		   ✓ Counselling
		
		   ✓ Group Guidance
		
		   ✓ Clinical Approach
		
		• Basic tools of Counselling services
		
		   ✓ Psychological test
		
		   ✓ Interview
		
		   ✓ Observation
		
		   ✓ Check list of behaviour description
		
		   ✓ Sociometry
		
		   ✓ Cumulative Record Card
		
		   ✓ Rating Scale
		
		• Test of ability and achievement
		
		• Test of academic Vocation
		
		• Special Aptitude Test
		
		• The case study procedure in guidance
		
		• Diagnostic test
			14	2	0	16	15

| 4 | Essentials of Guidance and Counselling Programme | • Kinds of Services
✓ Follow Up
✓ Evaluation of Guidance Programme

• Role of Guidance Personnel
✓ Headmasters
✓ Parents
✓ Teachers
✓ Librarian &
✓ Medical Staff
• Essentials information for Guidance and counselling
• Personal Information (Physical, Intellectual Personality and Academic)
• Educational Information(Scope and opportunity available) | 10 | 1 | 0 | 11 | 15 |
| | | **Total** | 49 | 5 | 0 | 54 | 60 |

L: Lecture   **T: Tutorial**   **P: Practical**

ASSESSMENT PROCEDURE:

3. **Internal Assessment: 40 Marks**
- Class Test: 10 Marks
- Mid-term exam: 20 Marks
- Any one of the following activities listed below: 10 Marks
     d) Prepare a report on organizing guidance services
     e) Home Assignment
     f) Seminar Presentation
4. End Semester Examination: 60 Marks

COURSE OUTCOMES:

CO1:analyse the meaning, nature, purpose and types of guidance.

CO2:describe Meaning, Nature and Scope, types, approaches of Counselling.

CO3: explain various tools and techniques of Guidance.

CO4: explain the Essentials of Guidance and Counselling Programme.

Recommended Readings:

10. Agarwal, Rashmi (2010). Educational, Vocational guidance and Counselling, Principles, Techniques and programmes. New Delhi: Shipra Publication.
11. Aggarwal J.C. (1989): Educational and Vocational Guidance and Counselling. New Delhi: Doaba House.
12. Bhatia,K.K.(2009). Principles of Guidance and Counselling. New Delhi: Kalyani Publishers.
13. Kochhar,S.K. (2010).Educational and vocational guidance in secondary schools. New Delhi: Starling Publishers Pvt. Ltd
14. Gibson, Mitchell M, (1999). Introduction to Counselling and Guidance. University of Michigan: Merrill.
15. Gogoi, K.P. (2015). A Text Book on Guidance & Counselling. New Delhi: KalyaniPublishing House.
16. Jones, A. J. (1951). Principles of guidance and pupil personnel work. New York:McGraw-Hill.
17. Kochhar, S.K.(1985). Educational and Vocational Guidance in secondary schools. NewDelhi: Sterling Publisher.
18. Berdie, R.F.(1963). Testing in Guidance and Counselling. New York: Mc Graw Hill.