PANJAB UNIVERSITY, CHANDIGARH -160014 (INDIA)

(Estd. under the Panjab University Act VII of 1947- enacted by the Govt. of India)

FACULTY OF EDUCATION
SYLLABI
FOR
M.A. EDUCATION- Two Year
(I to IV semesters)
EXAMINATION, 2019-2021

APPLICABILITY OF REGULATIONS FOR THE TIME BEING IN FORCE

Notwithstanding the integrated nature of a course spread over more than one academic year, the regulations in force at the time a student joins a course shall hold good only for the examinations held during or at the end of the academic year. Nothing in these regulations shall be deemed to debar the University from amending the regulations subsequently and the amended regulations, if any, shall apply to all students whether old or new.

OUTLINES OF TESTS, SYLLABI AND COURSES OF READING FOR
THE DEGREE OF M.A. EDUCATION SEMESTER SYSTEM, TWO YEARS COURSE FOR
THE EXAMINATION OF 2019-21

EVALUATION FOR CONTINUOUS ASSESSMENT

- The twenty marks for internal evaluation shall be awarded by following criteria.
- The following are the guidelines, mode of testing and evaluation for Continuous Internal Assessment of students. It may include written assignment, snap tests, participation in discussion in the class, term papers, attendance etc.
- In order to incorporate an element of Continuous Internal Assessment of students, the Department will conduct one written test and one snap test and other activities as quantified below:

1.	Written Test		:	50 marks
2.	Snap Test		:	15 marks
3.	Participation in Class discussion		:	10 marks
4.	Term Paper / Assignment / Presentations:			15 marks
5.	Attendance		:	10 marks
	Total :	**100 (reduced to 20)**		

• Weightage of 2 marks for attendance component out of 20 marks for Continuous Assessment shall be available only to those students who attend 75% and more of classroom lectures. The break-up of marks for **attendance component** for theory papers shall be as under:

Attendance Component	Marks for Theory Papers
a) 75% and above up to 85%	1
b) Above 85%	2

- **Duration of Semester end examination for each course / paper will be of three hours.**

PRACTICALS

Practicals will be jointly evaluated by both the external and internal examiners except those practicals where only internal examination is to be held.

M.A. EDUCATION (SEMESTER I) PROGRAMME CODE: MAEDUI
(PROGRAMME OUTLINE, LIST OF COURSES AND EVALUATION
PART 1) FOUNDATION PAPERS (Papers 1, 2 & 3)

(Compulsory for all)

PAPERS	COURSE CODE	COURSE TITLE	CREDITS	EVALUATION		
				External	Internal	Practical
1	MAEDU 1-C01-PSF	Philosophical and Sociological Foundations of Education-I	5	80	20	-
2	MAEDU 1 - C02-EDP	Educational Psychology-I	5	60	20	20
3	MAEDU 1 - C03-ERS	Educational Research & Statistics-I	5	80	20	-

(PART II) OPTIONAL PAPERS (Papers 4 and5)

Any two of the following:

OPTIONS	COURSE CODE	COURSE TITLE	CREDITS	EVALUATION		
				External	Internal	Practical
A	MAEDU 1 -E01-EME	Educational Measurement & Evaluation-I	5	80	20	-
B	MAEDU 1 -E02-GNC	Guidance & Counseling-I	5	60	20	20 (Internal)
C	MAEDU 1 - E03 - EDT	Educational Technology-I	5	80	20	-
D	MAEDU 1 - E04 -	Special Education-I	5	60	20	20 (internal)

		SED				
E	MAEDU 1 - E05 - PEN	Population Education and Environmental Education- I	5	60	20	20 (internal)
F	MAEDU 1 - E06 - VHR	Value Education & Human Rights Education-I	5	80	20	-
G	MAEDU 1 - E07 - EAM	Educational Administration & Management-I	5	80	20	-
H	MAEDU 1 - E08 - LLE	Lifelong Education-I	5	80	20	-
Aggregate of Semester - I:Total Marks = 500						
Credits = 25						

M.A. EDUCATION (SEMESTER II) PROGRAMME CODE: MAEDU-II

(PROGRAMME OUTLINE, LIST OF COURSES AND EVALUATION PART I)

FOUNDATION PAPERS (Papers 6,7 & 8)

(Compulsory for all)

PAPERS	COURSE CODE	COURSE TITLE	CREDITS	EVALUATION		
				External	Internal	Practicals
6	MAEDU 2 - C01-PSF	Philosophical and Sociological Foundations of Education-II	5	80	20	-
7	MAEDU 2 - C02-EDP-II	Educational Psychology-II	5	60	20	20 External
8	MAEDU 2 - C03-ERS	Educational Research & Statistics-II	5	80	20	-

PART II   OPTIONAL PAPERS (Papers 9 and 10) Any two of the following:

OPTIONS	COURSE CODE	COURSE TITLE	CREDITS	EVALUATION		
				External	Internal	Practicals
A	MAEDU 2 - E01 - EME	Educational Measurement & Evaluation-II	5	80	20	-

B	MAEDU 2 - E02 - GNC	Guidance & Counselling-II	5	60	20	20 Internal
C	MAEDU 2 - E03 - EDT	Educational Technology-II	5	80	20	--
D	MAEDU 2 - E04 - SED	Special Education-II	5	60	20	20 Internal
E	MAEDU 2 - E05 - PEN	Population Education and Environmental Education-II	5	60	20	20 Internal
F	MAEDU 2 - E06 - VHR	Value Education & Human Rights Education-II	5	80	20	-
G	MAEDU 2 - E07 - EAM	Educational Administration & Management-II	5	80	20	-
H	MAEDU 2 - E08 - LLE	Lifelong Education-II	5	80	20	-

Aggregate of Semester - II: Total Marks = 500

Credits =25

GRAND TOTAL= Semester-I + Semester-II (500+ 500) = 1000   **Credits = 50**

M.A. EDUCATION (SEMESTER III) Programme CODE:MAEDU- III

PROGRAMME OUTLINE, LIST OF COURSES AND EVALUATION PART I)

FOUNDATION PAPERS (Papers 11, 12& 13)

(Compulsory for all)

PAPERS	COURSE CODE	COURSE TITLE	CREDITS	EVALUATION		
				External	Internal	Practicals
11	MAEDU 3 - C01- HCE	History and Contemporary Issues of Indian Education- III	5	80	20	-
12	MAEDU 3 - C02 - CRD	Curriculum Development- III	5	80	20	-
13	MAEDU 3 - C03 - DIS	Dissertation Proposal/ Synopsis	*	*	*	*

* In semester III, students will prepare and submit dissertation proposal / synopsis. The final evaluation will be done on the basis of dissertation report submitted in semester IV, therefore, there will be no marks and no credits for dissertation proposal in semester III. Accordingly, the total marks for semester III will be 400 marks and for semester IV total marks will be 600.

PART II   OPTIONAL PAPERS (Papers 14 & 15) Any two of the following:

OPTIONS	COURSE CODE	COURSE TITLE	CREDITS	EVALUATION		
				External	Internal	Practicals
A	MAEDU 3 -E01 - EME	Educational Measurement & Evaluation –III	5	80	20	-
B	MAEDU 3 - E02 - GNC	Guidance & Counselling – III	5	60	20	20 Internal
C	MAEDU 3 - E03 - EDT	Educational Technology-III	5	60	20	20 Internal
D	MAEDU 3 - E04 - SED	Special Education-III	5	60	20	20 Internal
E	MAEDU 3 - E05 - PEN	Population Education and Environmental Education- III	5	60	20	20 Internal
F	MAEDU 3 - E06 - VHR	Value Education & Human Rights Education-III	5	80	20	-

G	MAEDU 3 - E07 - EAM	Educational Administration & Management-III	5	80	20	-
H	MAEDU 3- E08 - LLE	Life Long Education-III	5	80	10	10 Internal

Aggregate of Semester-III: Total Marks = 400 Marks

Credits = 20

GRAND TOTAL: - Semester-I + Semester-II + Semester-III (500+500+400) = 1400 Credits: - Semester-I + Semester-II + Semester-III (25+25+20)= 70

M.A. EDUCATION (SEMESTER IV) PROGRAMME CODE: MAEDU-IV

PROGRAMME OUTLINE, LIST OF COURSES AND EVALUATION PART I)

FOUNDATION PAPERS (Papers 16, 17 &18)

(Compulsory for all)

PAPERS	COURSE CODE	COURSE TITLE	CREDITS	EVALUATION		
				External	Internal	Practical
16	MAEDU 4 - C01 - HCE	History and Contemporary Issues of Indian Education-IV	5	80	20	-
17	MAEDU 4 - C02 - CRD	Curriculum Development-IV	5	80	20	-
18	MAEDU 4 - C03 - DIS	Dissertation	5 + 5*	100	100	-

* In semester III, students will prepare and submit dissertation proposal / synopsis. The final evaluation will be on the basis of dissertation report submitted in semester IV, therefore, credits for dissertation in semester IV will be 5 + 5 = 10. Accordingly, the total marks for semester IV will be 600 marks and total credits will be 30.

PART II)   OPTIONAL PAPERS (Papers 19 & 20)

Any two of the following:-

OPTIONS	COURSE CODE	COURSE TITLE	CREDITS	EVALUATION		
				External	Internal	Practical
A	MAEDU 4 -E01 - EME	Educational Measurement & Evaluation –IV	5	80	20	-
B	MAEDU 4 - E02 - GNC	Guidance & Counselling – IV	5	60	20	20 Internal
C	MAEDU 4 - E03 - EDT	Educational Technology-IV	5	60	20	20 Internal
D	MAEDU 4 - E04 - SED	Special Education-IV	5	60	20	20 Internal
E	MAEDU 4 - E05 - PEN	Population Education and Environmental Education-IV	5	60	20	20 Internal
F	MAEDU 4 - E06	Value Education & Human	5	80	20	-

	– VHR	Rights Education-IV				
G	MAEDU 4 - E07 – EAM	Educational Administration & Management-IV	5	80	20	-
H	MAEDU 4- E08 - LLE	Life Long Education-IV	5	80	10	10 Internal

Aggregate of Semester-IV: Total Marks = 100 × 6 =600 Marks Credits = 30

Grand Total: - Semester-I + Semester-II + Semester-III + Semester-IV (500+500+400+600) = 2000   Credits: - Semester-I + Semester-II + Semester-III + Semester-IV (25+25+20+30) = 100

PROGRAMME CODE: MAEDU- I

PART 1) FOUNDATION PAPERS

PAPER- I

COURSE CODE: MAEDU- I -C01-PSF

COURSE TITLE: PHILOSOPHICAL AND SOCIOLOGICAL

FOUNDATIONS OF EDUCATION-I

Credits=5

Total Marks = 100

External= 80

Internal= 20

COURSE OBJECTIVES

The students will be able to

• Understand and explain the nature and functions of educational philosophy.

• Comprehend the impact of Indian Schools of Philosophy on the educational processes.

• Elaborate the relationship of education and social change.

• Understand and explain the intimate relationship between education and sociology.

Note

Examiner will set 9 questions in all, selecting two each from four units; one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

Unit I

a)Educational philosophy and Philosophy of Education, Concept, Nature and Functions, Branches of Philosophy.

b)Education: meaning and nature. Relationship of philosophy with education.

c)Epistemology (Science of Knowledge)-Sources and methods of acquiring different types of Knowledge, modern concept of Philosophy- logical analysis.

Unit II

a) Western Schools of Philosophy with Special reference to their concept of Reality, Knowledge, values and their educational implications for the Aims, Contents and Methods of Education: Idealism, Realism, Naturalism, Pragmatism, Existentialism and Positive Relativism

b) Indian schools of philosophy: Buddhism, Jainism and Islam.

Unit III

a) Sociology of Education: Concept and Theoretical Perspectives (Functionalist, Conflict & Interactionist)

b) Social Change: Concept and determinants of Social Change, Modernisation, Education as an agency of Social Change.

c) School as a site for socialisation and social change

Unit IV

a) Education as related to social equity and equality of educational opportunities with special reference to socio-economically disadvantaged sections of society based on caste, class, gender, locale, income disparity and different disabilities.

b) Social Stratification and Social Mobility; Concepts, Different Factors affecting social mobility

c) Role of Education in relation to Social Stratification and Social Mobility with special reference to Indian Society.

BOOKS RECOMMENDED

1. Banerjee, A.C. & Sharma, S.R. (1999): Sociological and Philosophical Issues in Education. Jaipur: Book Enclave.

2. Brubacher, John S. (ed) (1962): Modern Philosophy of Education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.

3. Hiriyanna, M. (1995): The Essentials of Indian Philosophy. Delhi: Motilal Banarasidas Publishers.

4. Kneller, G.F. (1963): Foundations of Education. London and New York: John Wiley and Sons, Inc.

5. Pandey, R.S. (1997): East West Thoughts on Education. Allahabad: Horizon Publishers.

6. Park, J. (1961): The Philosophy of Education. New York: Macmillan Company.

7. Phenix, P.H. (1960): Philosophy of Education. New York: Holt, Rinehart and Winston.

8. Sharma, A.P. (1997) : An Approach to Philosophy of Education. Delhi: Indian Publications.

9. Sodhi, T.S. & Suri, A. (2003) : Philosophical and Sociological Foundation of Education. Patiala: Bawa Publications.

10. Weber, C.O. (1960): Basic Philosophies of Education. New York: Holt, Rinehart and Winston.

11. Weerasinghe S.G.M. (1993): The Sankhya Philosophy: A Critical Evaluation of its Origins and Development. Delhi: Sri Satguru Publications - A Division of Indian Books Centre.

PAPER-2

COURSE CODE: MAEDU-I-C02-EDP

COURSE TITLE: EDUCATIONAL PSYCHOLOGY-I

Credits= 5

Total marks= 100

External= 60

Internal= 20 marks

Practical (External)= 20 marks

COURSE OBJECTIVES

The students will be able to:

-Acquire knowledge of basic concept of educational psychology.

-Understand individual differences among learners.

-Gain knowledge of methods of Educational Psychology and recent trends.

-Understand adolescent's growth, development and their problems.

-Get acquainted with concept of learning and motivation

-Analyze the learning process based on theoretical approaches of learning

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt five questions in all, selecting one question from each unit and Question No. 9, which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

a) Nature, Scope and Aims of Educational Psychology. Relationship between Education and Psychology.

b) Methods of Educational Psychology-Observation, Experimental, Developmental: Longitudinal and Cross sectional.

c) Recent Trends in Educational Psychology.

Unit-II

Dynamics of Individual Development

a) Individual differences: Concept and its Determinant. Role of heredity and environment.

(b) Growth and Development: Concept, Difference, Principles of Development.

(c) Development during Adolescence: Physical, Cognitive, Social and Emotional

(d) Problems of Adolescents, Educational support required for adolescents

Unit-III

Learning and Motivation

(a) Learning: Concept, nature, factors affecting Learning, Latent Learning, Gagne's Hierarchy of Learning

(b) Transfer of Learning: Concept, Types, Theories and Educational Implications

(c) Motivation: Concept, Types, its relation with learning, Achievement Motivation

Unit-IV

Theoretical Bases of Learning and its Implications

(a) Behavioristic Theories: Skinner, Hull

(b) Cognitive and Contextual Theories: Bandura, Vygotsky

(c) Strategies for developing logical thinking and critical thinking.

PRACTICALS

Conduct and interpretation of following tests/experiments :

1. Learning Curve
2. Transfer of learning using mirror drawing apparatus
3. Whole vs. part method of learning poetry
4. Achievement Motivation Test

BOOKS RECOMMENDED

1. Baron, R.A. (2007): Psychology. India : Porling Kindersley & Pearson Education.
2. Bigge, M., L. & Hun,t M., P. (1968) : Psychological foundations of education, 2nd Edition, N.Y. Harper & Row.
3. Bigge, Morris. L(1971) : Learning theories for teachers(2nd Edition). New York : Harper & Row.
4. Chauhan S.S. (1978): Advanced Educational Psychology.Vikas Publishing House.
5. Damon, W. (1983):Social and Personality Development Infancy Through Adolescence.New York : Norton.
6. Dash. M. (1994): Educational Psychology. New Delhi : Deep& Deep Publications.
7. Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
8. Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.
9. Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.
10. Hilgard, E.R. &Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.
11. Hurlock, E. B. (2004): Developmental Psychology: A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
12. Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
13. Mangal, S.K. (2006) : Advanced Education Psychology. New Delhi: Prentice Hall of India
14. Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.

15. Mazur, J.E. (1994): Learning and Behaviour. (3rd ed.). Englewood Cliffs. New Jersey; Prentice Hall

16. Vergas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.

17. Wang. M.C. & Walberg, H.J.(eds) (1985) : Adapting instruction to Individual Differences. Berkeley, CA: McCutchan Publishing Corporation.

18. Woolfolk, A. E. (1987): Educational Psychology (3rd Ed.) Englewood Cliffs. Prentice Hall.

PAPER- 3

COURSE CODE: MAEDU- I -C03 – ERS
COURSE TITLE: EDUCATIONAL RESEARCH AND STATISTICS-I

Credits=5
Total Marks=100
External=80
Internal=20

COURSE OBJECTIVES

At the end of the course, the students will be able to:

• define research problem.

• formulate a hypothesis.

• select a sample and forward reasons in support of his/her decisions.

• understand the meaning and importance of statistics.

• understand the meaning and compute measures of central tendency, measures of variability, measures of relationship.

• understand the meaning and application of normal probability curve.

• select and conduct the statistical analysis of data by applying the statistics suitable for the problem.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt five questions in all, selecting one question from each unit and Question No. 9 which is compulsory.

All questions carry equal marks. Duration of external examination will be three hours. Table of critical values for statistical inference, e.g., F-ratio, t-ratio, r, chi-square, NPC areas, NPC ordinates, etc. may be provided to the students.

COURSE CONTENT:

Unit-I

(a) Educational Research: Meaning, Need, nature and characteristics of research as a scientific method.

(b) Significance of research in Education and priority areas in Educational research

(c) Classification of research: Fundamental, Applied and Action Research; quantitative and qualitative research

d) Qualitative Research: Meaning, Characteristics, Merits and limitations.

Unit-II

a) Selection of research problem, areas of research, identification and statement of research problem, survey of related literature

(b) Hypothesis: definition, importance, types and formulation of hypothesis. Testing of hypothesis, Type-I and Type –II Errors.

Unit-III

(a) Statistics: Meaning and importance; descriptive and inferential statistics; organization and tabulation of data

b) Measures of Central tendency: Mean, Median, Mode

(c) Graphical representation of data: Histogram, Frequency, Polygon, Pie Diagram, Simple and Multiple Bar Diagram and Ogive.

Unit-IV

a) Measures of Variability: Range, Average Deviation, Quartile deviation and standard deviation.

(b) Normal Probability Curve: Concept, Characteristics and Application.

BOOKS RECOMMENDED

1. Ary, Donald &Jacob (1976): Introduction to Statistics, Purpose and Procedures. New
    Delhi:Holt Rinehart and Winston.

2. Best,J.W. & Kahn J.V. (1995). Research Education. New Delhi: Prentice Hall of India Pvt.
    Ltd.

3.Chow,S. L. (1996) Statistical Significance. NewDelhi: Sage Publications.

4.Collican, H. (2014):Research methods and Statistics in Psychology. New York: Psychology Press.

5. Craig, A.M. (2015): Introduction to Educational Research. New Delhi: Sage Publications.

6. Crano.W.D., Brewer, M.B. &Lac, A.(2014) : Principles and methods of social research. London: Routledge.

7. Edwards, A.L. (1960): Experimental designs in Psychological Research. NewYork:Holts.(Revised Ed.)

8. Ferguson, G.A. &Takane Yoshio (1989) : Statistical Analysis in Psychology and Education. New York: McGraw Hill.

9. Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: VakilsFeiffer's and Simons Pvt. Ltd.

10. Guilford,J.P.&Fruchter,B. (1978): Fundamental Statistics in Psychology and Education. New York:McGraw Hill.

11. Jackson, S.L. (2010). Research methods and statistics.Jacksonville University. NewDelhi: Cengage Learning.

12.Hinton,P.R. (2014) : Statistics Explained. London:Routledge.

13.Hustler, D., Cassidy,T. & Cuff,T. (1986) : Action Research in classrooms and Schools. UK: Allen & Unwin (Publishers) Ltd.

14. KaulLokesh (1984): Methodology of Educational Research. New Delhi:Vikas Publishing House Pvt.Ltd.

15. Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi:Surjeet Publications.

16. Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.

17. Lambert, M.(2012): A beginners guide to doing your education research project. London: Sage Publications

18 Lindquist, E.F. (1953): Designs and analysis of experiments in education and psychology. Boston: Houghton Mifflin Co.

19. Ljungberg, M.K. (2015): Reconceptualising Qualitative Research. New Delhi: Sage Publications,.

20. Panneerselvam,R.(2011).: Research Methodology. New Delhi: PHI Learning Pvt. Ltd.

21.Siegel Sidney (1965): Non Parametric Statistics. New York: McGraw Hill Books Company.

22. Tuckman, B.W. (1972): Conducting Educational research. Javanovich: Harcourt Brace.

23. Verman, M. (1965): Introduction to Educational and psychological research. London: Asia Publishing House.

24. Wayne, K.H.&Curt,M.A (2015) Quantitative Research In Education. New Delhi: Sage Publications.

PART II) OPTIONAL PAPERS

PART II) OPTIONAL PAPERS
PAPER 4 & 5
COURSE CODE: MAEDU- I -E01 – EME
COURSE TITLE: Opt (A): EDUCATIONAL MEASUREMENT AND EVALUATION-I

Credits= 5

Total marks= 100

External = 80

Internal = 20

COURSE OBJECTIVES

The students will be able to:

• Explain the concepts and techniques of measurement and evaluation.

• Develop skills in the construction and standardization of tests.

• Explain the applications of advanced statistical techniques.

Note

i. Examiner will set 9 questions in all, selecting two each from four units; one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions. Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

ii. Use of all brands of non-programmable calculators having signs of '+', '-, 'x', '÷', only is allowed in the examination centre, but these will not be provided by the University/College.

Table of critical values for statistical inference, e.g., F-ratio, t-ratio, r, chi-square, NPC areas, NPC ordinates, Wilcoxon- Mann- Whitney table etc. may be provided to the students.

COURSE CONTENT

Unit I

a) Measurement and Evaluation- Meaning, importance and functions

b) Tools of measurement- Questionnaires, Schedules, Inventories, and Performance Tests

c) Norm-referenced and Criterion referenced Tests

Unit II

a) Reliability of a tool: Types and factors affecting reliability

b) Validity of a tool: Types and factors effecting validity.

Unit III

a) Thurstone scale and Likert Scale

b) Levels of measurement with examples of statistical techniques (appropriate for different levels of measurement)

c) Parametric and Non-parametric tests: meaning, assumptions; advantages and limitations

Unit IV

a) Biserial and Point-biserial coefficient of correlation

b) Phi coefficient, Tetrachoric correlation

BOOKS RECOMMENDED

1. Anastasi, A. (1988): Psychological Testing (6th Ed.). New York: The Macmillan Co.

2. Ebel, L.R. and Fristris, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.

3. Edwards, A.L. (1957): Techniques of Attitudes Scale Construction. New York.

4. Freeman, F.S. (1965): Theory and Practice of Psychological Testing. New York: Rinehart and Winston.

5. Gakhar, S.C.(2009): Statistics - in Education and Psychology

6. Garret, H.E. (1973): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.

7. Guilford, S.P. and Fruchter, B. (1973): Fundamental Statistics - In Psychology and Education

   (5th Edition). New York: McGraw Hill and Co.

8. Thorndike, R.L. and Hagen, E. (1977): Measurement and Evaluation - In Psychology and Education. New York: John Wiley and Sons, Inc.

PAPER – 4 & 5

COURSE CODE: MAEDU- I E02-GNC

COURSE TITLE: Opt (B): GUIDANCE AND COUNSELLING-I

COURSE OBJECTIVES:

> **Credits=5**
> **Total marks=100**
> **External=60**
> **Internal=20**
> **Practical (Internal) =20**

The students will be able to:

- Explain the concept, aims, principles and types of guidance.
- Describe the nature of guidance programme.
- Understand the purpose of services of guidance.
- Understand the roles of various guidance personnel

UNIT I : Introduction

a) Meaning, aims, principles, and needs of Guidance

b) Types of guidance: Personal, Social, Educational, Career, Leisure time and Health

c) Status of guidance in India- Present scenario

UNIT II : Guidance Services : Concept and Purpose

   a) Individual Inventory service.

   b) Information service.

c) Assessment service.

d) Counseling service.

e) Placement & Follow-up service.

UNIT III : Guidance Programme : Necessity, **characteristics and challenges**

a) Guidance programme at elementary level

b) Guidance programme at secondary level

c) Guidance programme at teritary level

UNIT IV: Role of Personnel & Current Trends

a) Role of Head, Teachers and Guidance personnel in school guidance programme.

b) Use of online testing, guidance services for education and career information.

c) Management of resources in guidance programme.

d) Recent trends of Guidance.

B) PRACTICAL (Internal)

Visits: - a) Employment exchange

b) Guidance and counselling cell /bureau.

Books Recommended

1. Bantole, M.D. (1984). Guidance and counselling. Bombay: Sheth and Sheth Publications.

2. Bhatnagar, A. & Gupta, N (Eds) (1999). Guidance and counseling, A practical approach,Vol.I. New Delhi: Vikas.

3. Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and counseling, A theoretical perspective, Vol.II. New Delhi: Vikas.

4. Chaturvedi, R. (2007). Guidance and counselling skills. New Delhi: Crescent Publishing Corporation.

5. Gardner, H. (1999). Multiple intelligence: Understanding the mind. National Professional Resources: NY.

6. Gibson, R.L. & Mitchell, M. H. (2008). Introduction to counselling and guidance, (7th Edition) New Delhi, Pearson Education, Inc.

7. Joneja, G. K. (1997). Occupational information in guidance. New Delhi: NCERT.

8. Myers, G.E. (1948). Principles and techniques of vocational guidance. London: Mcgraw Hills Company.

9. Petterson, G.H. (1962). Counselling and guidance in schools. London: Mcgraw Hill Book Company.

10. Pietrofesa, J.J, Bernstein, B. & Stanford, S. (1980). Guidance: An introduction. Chicago: Rand McNally.

11. Rao, S.N. & Sahajpal, P. (2013). Counselling and guidance (3rd Ed). New Delhi. Tata Mc. Graw Hill Publishing Company Limited.

12. Saraswat, R. K. & Gaur, J. S. (1994). Manual for guidance counsellors. New Delhi: NCERT.

13. Shertzer, B. & Stone, S.G. (1980). Fundamentals of guidance. Boston: Houghton Mifflin Co.

14. Tolbert, E.L. (1978). An introduction to guidance. Toronto: Little Brown and Company.

15. Shertzer, B. & Stone, S.G. (1980). Fundamentals of Counselling. Boston: Houghton Mifflin Co.

PAPER- 4& 5

COURSE CODE: MAEDU- I -E03 - EDT

COURSE CODE: Opt (C): EDUCATIONAL TECHNOLOGY-I

Credits= 5

Total marks= 100

External = 80

Internal = 20

COURSE OBJECTIVES

The students will be able to:

• Define Educational Technology.

• Explain the types of Educational Technology.

- Explain the development of Educational Technology in historical perspective.
- Define teaching.
- Enumerate characteristics of effective teaching.
- Explain the phases of teaching.
- Discriminate among teaching at memory, understanding and reflective levels.
- Discriminate between aims, goals and objectives.
- Explain the taxonomy of educational objectives.
- Formulate instructional objectives for cognitive, affective and psychomotor domains.
- Formulate objectives according to Mager's and Gagne's model.
- Explain the concept, types and tools of evaluation.
- Explain procedure of developing an achievement test.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions. Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

Unit I

a) Educational Technology: Concept, nature and perspective, Scope of Educational Technology in India.
b) Types of Educational Technology: Psycho-technology, Planning Technology and Management Technology, System Technology. Hardware and Software approaches of Educational Technology.
c) Development of Educational Technology in historical perspective.

Unit II

a) Teaching: Concept and Variables of teaching. Characteristics of effective teaching.
b) Phases of teaching.
c) Teaching at memory, understanding and reflective levels.

Unit III

a) Objectives: Differences between aims. Goals and objectives. General and instructional objectives.

b) Taxonomy of Educational Objectives: Categories of objectives in Cognitive, Affective and Psychomotor domains.

c) Mager's and Gagne's models for writing instructional objectives.

Unit IV

a) Evaluation: Concept and types of evaluation, characteristics and differences between criterion and norm referenced tests.

b) Development of an achievement test.

BOOKS RECOMMENDED

1. Ahuja, M. (2000): Implementing Mastery Learning Strategies: Tasks of a Teacher, University News, Vol.38, No. 22, May 29, 2000.

2. Ahuja, M. (2007):Mastery Learning: A Practical Approach. Meerut: Vivek Publishers.

3. Anderson, L.W. (1996): Individualized Instruction. In Plomp. T., Jeerd & Ely, Donald P. (Eds.). International Encyclopedia of Educational Technology. U.K.: Cambridge.

4. Bhushan, A. & Ahuja, M. (2003): Educational Technology: Theory & Practice (2nd Edition). Patiala: Bawa Publications.

5. Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Book Stall.

6. Block, J.N. (1971): Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.

7. Bloom, (1956): Ed. Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.

8. Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin(Ed.). The International Encyclopedia of Teaching & Teacher Education, Oxford: Pergamon Press.

9. Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.

10. Erikson, B. (1969): A Systems Approach to Education, Educational Technology, Vol. IX. No.6.

11. Hill, W.F. (1967):Learning. London: Methuen & Co. Ltd.

12. Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.

13. Mehra, V. (2004): Educational Technology. New Delhi: SSP.

14. Mohanty, (1992).:Educational Technology. New Delhi: Deep and Deep Publications.

15. Russell, M. (1993): Instructional Media (4th Ed.). Canada: Macmillan Publishing Company.

PAPER- 4& 5

COURSE CODE: MAEDU- I E04 - SED

COURSE TITLE: Opt (D): SPECIAL EDUCATION-I

Credits= 5

Total marks= 100

External = 60

Internal = 20

Practical (Internal)= 20

COURSE OBJECTIVES

The students will be able to:

- Explain nature and causes of exceptionality.

- Suggest the alternative or remedial educational provisions for special children.

- Understand concept of mental retardation and provisions for them.

- Understand the process of practical assessment of special children.

Note:

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions. Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT:

A) THEORY

Unit I

Special education:

a) Concept, meaning and need.

b) Historical Perspective and Relevance of Special Education.

c) Children with special needs: Concept, Classification according to various criteria: Intelligence, Sense organs, Locomotion, Speech, language and other aspects.

Unit II

Learning disability:

a) Concept and Meaning, Types, Characteristics b) Identification and Remedial Measures

Unit III

Gifted and Creative:

a) Concept, Difference, Characteristics, Identification, Problems.

b) Educational provisions for the Gifted, nurturing Creativity.

Unit IV

a) Mental Retardation: Definition, Characteristics, Causes and Identification

b) Classification, Education, Vocational provisions.

B) PRACTICAL (Internal)   **MARKS: 20**

Administration and Interpretation of DST, DTLD, tests of intelligence useful to identify mental retardation and giftedness.

BOOKS RECOMMENDED

1. Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Books Stall.

2. Block, J.N. (1971): Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.

3. Bloom, Benjamin, S. (Ed.) (1956): Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.

4. Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin(Ed.). The International Encyclopedia of Teaching & Teacher Education. Oxford: Pergamon Press.

5. Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.

6. De Brisson, A(Ed). (1969): Programmed Learning Research. Paris: Major Trends, Dumod.

7. Erikson, B. (1969): A Systems Approach to Education. Educational Technology, Vol. IX. No.6.

8. Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.

9. Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.

10. Mehra, V. (2004): Educational Technology. New Delhi: SSP.

11. Mohanty, J. (1992): Educational Technology. New Delhi: Deep and Deep Publications.

12. Robertson, E. (1987): Teaching and Related Activities. International Encyclopaedia of Teaching and Teacher Education.

13. Spaulding, S.C. (1972): Technological Devices in Education. AECT International.

14. Unwin, D. & Mc Alease, R. (1978): Encyclopaedia of Educational Media Communication and Technology. West Port: Greenwood Press.

15. Thambirajab,M.S. & Ramaniyan, L.L. (2016): Essentials of Learning Disabilities & other Development Disorders. Sage : New Delhi

PAPER- 4& 5

COURSE CODE: MAEDU- I E05 - PEN

COURSE TITLE: Opt (E): POPULATION EDUCATION AND ENVIRONMENTAL EDUCATION-I

Credit= 5

Total marks= 100

External = 60

Internal =20

Practical (Internal)= 20

COURSE OBJECTIVES

The students will be able to:

• Explain the concept and scope of population education.

• Understand the role of various agencies in population education.

• Discriminate between population education through formal and non-formal modes in India

• Explain the Population situation in the world and in India

• Describe concept, importance, scope and aim of environmental education.

• Explain principles and foundations of environmental education.

• Explain the concept and components of environment and ecosystem.

Note

Examiner will set 9 questions in all, selecting two each from four units; one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

A)   THEORY

Unit I

a) Population Education: Concept, Objectives and Scope with reference to India.

b) Population situation in major world regions. Population situation in India.

Unit II

a) Organizations and agencies for Population Education in India: UGC, NCERT, UNFPA, GOI, NGOs.

b)   Status of Population Education in India through Formal and Non-formal education sectors:

-   Population Education in Vocational Education(NCERT)
-   UGC guidelines for Population Education - In X^{th} and XI th plan
-   Population Education in Adult literacy programmes
-   Population Education at various levels of educations
-   Population Education through voluntary efforts.

Unit III

a) Concept, importance and scope of environmental education.

b) Aims and objectives of environmental education.

c) Principles and foundations of environmental education.

Unit IV

Concept of environment and   Biotic and abiotic components of the

a) ecosystem. b)   environment.

c) Natural system: Earth and biosphere, natural resources.

B)PRACTICAL (Internal)   **MARKS: 20**

The students will provide visibility to Population Education through Poster exhibition.

BOOKS RECOMMENDED

1. Chapman, J.L. and Reiss, M.J. (1999): Ecology: Principles and Applications. U.K.: Cambridge University Press.

2. Dani, H.M. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University.

3. Mishra, B.D. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University.

4. Nanda, V.K. (1997): Environmental Education. New Delhi: Armal Publications.

5. NCERT (2000): Population Education - In Vocational Training Programme Part 3 : Handbook for Trainees, New Delhi, Directorate General of Employment and Training, Ministry of Labour, Govt. of India.

6. Panneerselvam, A. and Ramakrishanan, M. (1996): Environmental Science Education. New Delhi: Sterling Publishers Pvt. Ltd.

7. Raina, B.L.(1988): Population Policy. Delhi: B.R. Publishing Corporation.

8. Reddy, M.V.L. (1984): Population Education: Misconceptions and Clarifications. New Delhi: Ashish Publishing House.

9. Reining, P. & Thinker I (ed.) (1975): Population: Dynamics Ethics & Policy. Washington D.C.: American Association for the Advancement of Science.

10. Saxena, A.B. (1996): Education for the Environmental Concerns. New Delhi: Radha Publications.

11. Shandilya, T.K. (ed.) (1985): Population Problem and Development. New Delhi: Deep and Deep Publications.

12. Sharma, R.A. (1998): Environmental Education, Meerut: R. Lall Book Department.

13. UGC (2004): UGC scheme on Population Education X^{th} Plan Guidelines, Non Formal Education Bureau, UGC, 35 Ferozeshah Road Feb; 2004.

14. United Nations Report (2003): Population Education and Development. New York: The Concise Report.

15. Yadav, J.S., Sobti, R.C. and Kohli, R.K. (1988): An Elementary Book on Environmental Education. Chandigarh: Publication Bureau, Panjab University.

WEB REFERENCE SITES:

1. www.coe.uga.edu/syllabus/eadu/EADU_8050_guyt

2. www.apscert.org/population.htm

3. www.knowledgecommission.gov.in/recommendations

4. http://dget.nic.in/cpe/intro/handbook.pdf

5. www.un.org/esa/population/publications/concese2003

6. www.n/m.nic.in/pep.htm

PAPER- 4& 5

COURSE CODE: MAEDU- I E06 – VHR

COURSE TITLE: Opt (F): VALUE EDUCATION AND HUMAN RIGHTS EDUCATION-I

> **Credits= 5**
> **Total marks= 100**
> **External= 80**
> **Internal = 20**

COURSE OBJECTIVES

The students will be able to:

- Explain the need and importance of Value-Education and Human Rights Education.

- Describe the various approaches to Value development.

- Understand the international dimensions of Human Rights Education.

- Elaborate the significance of constitutional provisions for Human Rights and the
   Millennium Development Goals.

Note

Examiner will set 9 questions in all, selecting two each from four units; one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT:

<p align="center">Unit I</p>

a) Need and importance of value education.

b) Socio-moral and cultural context of value education.

c) Hierarchies in Values.

Unit II

Approaches to value development-

a) Psycho-analytic approach.

b) Cognitive development approach.

c) Learning theories approach.

Unit III

a) Meaning and concept of Human Right.

b) Historical background of Human Rights.

c) International dimension of Human Rights.

Unit IV

a) Universal declaration of Human Rights.

b) Indian Constitution and Human Rights.

c) Millennium Development Goals and Human Rights.

BOOKS RECOMMENDED

1. Borgohain, B. (1999): Human Rights Social Justice & Political Challenge. New Delhi: Kanishka Publishers.

2. Dhand, H. (2000): Teaching Human Rights: A Handbook, Bhopal Asian Institute of Human Rights.

3. Fraenkel, J.R. (1977): How to Teach about Values: An Analytic Approach. New Jersey & E. Cliffs: Prentice Hall, Inc.

4. Mohanty, J. (2005): Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications PVT. LTD.

5. Mohanty, Jagannath Ed. (2000): Human Rights. New Delhi: Deep and Deep Publications.

6. Palai, A.K. (1999): National Human Rights Commission of India, Formation, Functioning and Future Prospects. New Delhi: Atlantic Pub.

7. Pandey, V.C. (2005): Value Education and Education for Human Rights. Delhi: Isha Books.

8. Rokeach, M. (1967): Values Survey. Sunnyvale & California: Halgren Tests.

9. Rokeach, M. (1973): The Nature of Human Values. New York : The Free Press.

10. Rokeach, M. (1988): Beliefs, Attitudes and Values. San Francisco: Jossey Bass.

11. Symonides, J. (2002): Human Rights Concept and Standards. Rawat Publications.

12. Tarrow, N.B. (1987): Human Rights and Education Vol-3. Programon Press.

PAPER- 4& 5

COURSE CODE: MAEDU- I E07 – EAM
COURSE TITLE: Opt (G): EDUCATIONAL ADMINISTRATION AND MANAGEMENT-I

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

- Explain concepts of administration and management.
- Apply these concepts in management of education systems.
- Describe the different administrative structures for different levels of education.
- Explain the role of national, state and local level bodies responsible for educational administrations.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

Unit I

a) Concepts and nature of educational administration and management. Basic principles of administration. Scope of educational administration and management.

b) Development of modern concept of educational administration from 1900 to present day.

- Taylorism.
- Administration as a process.
- Administration as bureaucracy.
- Human relation approach to administration.

Unit II

a) Educational administration, approaches and emerging trends.

b) The administrative structure for management of Education - In India.

Unit III

Objectives and functions of national level bodies for educational administration:

UGC, NCERT, NUEPA, AICTE, MHRD, CABE and RCI

Unit IV

a) Centre – State relationship for educational administration: Constitutional provisions.

b) Local bodies in education.

c) Role of private agencies in educational management, administration - opportunities and problems, Regulatory provisions.

d) Community participation in educational administration.

BOOKS RECOMMENDED

1. Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.

2. Bhatia, S.K. (2008): Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.

3. Bhatnagar, R.P. and Aggarwal, V. (1987): Educational Administration: Supervision Planning and Financing. Meerut: India Surya Publications.

4. Bush, T. & Bell, L. (2003): The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.

5. Chand, T. & Prakash, R. (1997): Advanced Educational Administration. New Delhi: Kanishka Publishers.

6. Chandrasekaran, P. (1994): Educational Planning and Management. New Delhi: Sterling Publishers.

7. Gakhar, S.C. (2005): Educational Administration and Management. NM Publication.

8. Greene, J.F. (1975): School Personnel Administration. Pennysylvania: Chilton Book Company.

9. Gupta, S.K. & Joshi, R. (2007): Organisational Behaviour. New Delhi: Kalyani

Publishers.

10. Jolliffe, A., Ritter J. & Stevens D. (2003): The Online Learning Handbook. London: Kogan Page.

11. Kaur, K. (1985): Education - In India (1981-1985) Policies, Planning and Implementation. Chandigarh: Arun and Rajive Pvt. Ltd.

12. Khan, N.S. & Khan, M.S. (1980): Educational Administration. New Delhi: Ashish Publishing House.

13. Lulla, B.P. & Murthy, S.K. (1976): Essential of Educational Administration. Chandigarh : Mohindra Capital Publishing.

14. Lynton, R.P. & Pareek, U. (2000): Training for Organizational Transformation Part I & II. New Delhi: Sage Publications.

15. Mukherji, S.N. (1970): Administration and Educational Planning and Finance. Baroda : Acharya Book Depot.

16. Philip, H.C. (1985): The World Crisis in Education. Oxford University Press.

17. Prasad, L.M. (2008): Organisational Behaviour. New Delhi: Sultan Chand & Sons.

18. Robbins, S.P, Judge, T.A. & Sanghi, S. (2007): Organisational Behaviour (12th edition). New Delhi: Pearson Prentice Hall.

19. Rudestam, K.E. & Schoenholtz, R.J. (2002): Handbook of Online Learning. New Delhi: Sage Publications.

20. Sayeed, O.B. (2001): Organisational Commitment and Conflict. New Delhi: Sage Publications.

21. Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.

22. Thakur, D. & Thakur, D.N. (1996): Educational Planning and Administration. New Delhi: Deep and Deep Publications.

23. Thomas, I.S. (1980): Educational Governance and Administration. America: Prentice Hall.

24. Trivedi, P.R. & Sudershan, K.N. (1996): Management Education. New Delhi : Discovery Publishing House.

PAPER -4& 5

COURSE CODE: MAEDU- I E08 - LLE

COURSE TITLE: Opt (H): LIFE LONG EDUCATION-I

Credits= 5

Total marks= 100

External = 80

Internal = 20

COURSE OBJECTIVES

The students will be able to:

• Explain Philosophical and Sociological basis of lifelong education.

• Understand the concept and nature of lifelong education.

• Discuss the impact of concept of lifelong education on formal education.

• Describe Meaning, importance, rationale and need of Distance Education.

• Explain theories of Distance Education.

Note

Examiner will set 9 questions in all, selecting two each from four units; one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

A) THEORY

Unit I

a) Philosophical basis of concept of lifelong education – humanism and existentialism.

b) Sociological basis of concept of lifelong education: Need and importance in the contemporary world.

Unit II

a) Nature and scope of lifelong education. b) Impact of concept of lifelong education on formal education; open learning, part time education, web based education.

Unit III

a) Distance Education: Meaning, Philosophy, Importance and Rationale.

b) Need of open distance education in India.

Unit IV

Theories of Distance Education:

a) Theory of Independent Study (Charles A. Wedemeyer)

b) Theory of Learner Autonomy (Michael G. Moore)

c) Theory of Industrialised Form of Distance Teaching and Learning (Olto Peter)

BOOKS RECOMMENDED

1. A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare, Directorate of Adult Education, New Delhi, 1978.

2. Alford, H.J. (1968): Continuing Education - In action : Residential Centres for Lifelong Learning.New York: Wiley.

3. Authentic Development: Role of Adult Education. New Delhi: IAEA. 1982.

4. Bhatia, S.C. & Srivastava. (1978): Literacy, Literacy Materials and their Preparation: A general Perspective. New Delhi: Directorate or Adult Education.

5. Boroia K. & Draper, J.A. (1973): Adult Education - In India: A Book of Reading. New Delhi: IAEA.

6. Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.

7. Coles, E.K.T. (1977):Adult Education - In Developing Countries. New York : Pergamon Press.

8. Cropley, A.J. (1977) :Life Long Education: A Psychological Analysis. New York : Pergamon Press.

9. Daniel W. (Ed.) (1987): The Future of Literacy in Changing World. New York, Tokyo : Pergamon Press, Oxford.

10. Dutta, S.C. (1986): History of Adult Education - In India. New Delhi: IAED.

11. French, et. al. (Eds.) (1999): Interest based learning. UK: Kogan Page.

12. Gorden, G. & Sharan, B. (1982): Adult Education : Foundation of Practice. New York: Harper and Row.

13. Govt. of India National Adult Education Programme: An Outline, 1978.

14. Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978.

15. Houle, C.O. (1964): Continuing Your Education. New York : Mc Graw Hill Co.

16. Howe, M. J.A. (Ed.). (1978): Adult Learning0 Psychological Research and Applications. London: John Willey.

17. Jarvis, P. (1990) : International Dictionary of Adult and Continuing Education. London: Routledge.

18. John, L. (1982) : The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.

19. Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.

20. Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.

21. Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan.

22. Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers,.

23. Learning to be : A Report of International Commission on Education Development: UNESCO, 1972, New Delhi: Sterling Publisher, 1975.

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25. Maier & Warren. (2002): Integrating Technology - In Learning and Teaching. UK: Kogan Page.

26. Mali, M.G. (1984): Adult Education - In India. New Delhi: Deep and Deep Publication.

27. Manjulika & Reddy. (1999): Unexplored Dimensions of open Universities. Delhi: Vikas Publishing House Pvt. Ltd.

28. Mohanty, S.B. (1985): Non-Formal Education, Allahabad: Chugh Publications.

29. National Literacy Mission, Ministry of Human Resource Development, Govt. of India, New Delhi, Jan., 1983.

30. Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs.

31. Rao, V.J. (2000):Problem of Continuing Education. New Delhi: Discovery Pub.

32. Reddy, G.L. (1997): Role Performance of Adult Education Teachers : problems and prospects. New Delhi : Discovery Pub.

33. Roy, N.R. (1967): Adult Education - In India and Abroad. Delhi : Chand.

34. Rudestam & Schoonholtz-Read. (2002): Handbook of online Learning. Delhi: Sage Publications.

35. Sharma, I.P. (1985): Adult Education - In India : policy perspective. New Delhi : NBO Pub.

36. Verma, R. (2005): Distance Education - In Technological Age. New Delhi: Anmol Publications (Pvt) Ltd.

37. Verma, R. (2007): Education-Open and Distance Education - In Global Society. New Delhi: Anmol Publications.

38. Wagiare, S.K. & Vanashree, W. (1986): Extension Education Elixir in Rural Development. New Delhi: Metropolitian Book Co.

39. Yadav, R.S. (1991) : Adult Education Training and Productivity. Ambala Cantt: Indian Publications.

40. Sodhi, T.S. (1987): Adult Education : A Multidisciplinary Approach. Ludhiana : Katson Publication House.

41. Seetharamu, A.S. & Devi, M.D.U. (1994): Adult Education. New Delhi : Ashish.

42. Patil, S.P. (1996): Problems of Adult education programme. Ambala Cantt: Associated Pubs.

43. Jehither, B. (1996): Adult Education & Extension. New Delhi: APH Publishers.

44. Ward, K. & Taylor, R. (1986): Adult Education and the working Class : Education for the missing millions. London: Croom Helm.

45. Venkataiah, S. (Ed.) (2000): Lifelong and Continuing Education. New Delhi: Anmol Pub.

46. Pareek, V.K. (1992): Adult Education. Delhi: Himansher.

Programme Code. MAEDU-II

I.   **FOUNDATION PAPERS PAPER- 6**
COURSE CODE: MAEDU- II-C01-PSF
COURSE TITLE: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION-II

> **Credits= 5**
> **Total marks= 100**
> **External = 80**
> **Internal = 20**

COURSE OBJECTIVES

The students will be able to:

- Discuss the impact of Indian Schools of Philosophy on the educational processes.
- Understand and analyze the contributions of western schools of philosophy.
- Understand and explain the meaning of social change in the context of Indian order.
- Analyze documents and programmes of National importance facilitating equality of educational opportunities.
- Analyze and describe the impact of LPG on economics of education.

Note

Examiner will set 9 questions in all, selecting two each from four units; one (9ᵗʰ) question will spread over entire syllabus. The 9ᵗʰ question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9ᵗʰ question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

Unit I

a) Concept and Educational Implications of following Schools of Philosophy: Sankhya, Vedanta and Marxism.
b) National Values as enshrined in Indian Constitution.

a) Educational visions of Aurobindo, Tagore, Gandhi and Swami Vivekananda.

b) Philosophical thought and Educational vision of John Dewey, Paulo Frierie and Karl Marx.

Unit III

a) Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context

b) Multiple School Contexts- rural/urban; minority/denominational/government

Unit IV

a) Culture: meaning and nature, Cultural Lag, Acculturalization, Enculturation. Relationship of Culture & Education

b) Economy and Education- Impact of LPG (Liberalisation, Privatization and Globalisation) on education.

BOOKS RECOMMENDED

1. Mathur, S.S. (1998): A Sociological Approach to Indian Education. Agra: Vinod Pustak Mandir.,Agra

2. Kneller, G.F. (1963): Foundation of Education: New York and London: John Wiley and Sons, Inc.

3. Taneja, V.R. (2002). Foundation of Education: Philosophical and Sociological. Chandigarh: Mohindra Capital Publisher.

4. Bhattacharya,S. (1996): Sociological Foundation of Education. New Delhi: Atlantic Publishers and Distribution.

5. Brucacher, J.S. (1962): Eclectic Philosophy of Education, New Jersy, Prentice- Hall Inc, Englewood Cliffs.

6. Seetharamu, A.S. (2004): Philosophies of Education, New Delhi, Ashish Publishing House

7. Chaudhary, K. (2008): A Handbook of Philosophy of Education, New Delhi

8. Teneja, V.R.(2005): Foundation of Education, Chandigarh 17, Abnishek Publishers.

9. Aggarwal, J.C. (2005): Theory and Principles of Education Philosophical and Sociological Basis of Education, New Delhi, Vikas Publishing House Pvt. Ltd.

10. Blake, N. Smeyers, P.et.al., (eds)(2008): The Blackwell guide to the Philosophy of Education, 350 Main Street, Maiden, U.S.A. Blackwell Publishing ltd.

PAPER-7

COURSE CODE: MAEDU-II- C02-EDP-II

COURSE TITLE: EDUCATIONAL PSYCHOLOGY -II

Credits= 5

Total marks= 100

External = 60

Internal = 20

Practical (External) = 20

COURSE OBJECTIVES

The students will be able to:

- Gain knowledge about the concept and theories of personality and its Assessment
- Understand and measure the learner's cognitive abilities with special reference to intelligence
- Differentiate between characteristics of adjusted and maladjusted learners
- Understand learner in Psycho-social context assessment
- Get acquainted with concept and nature of children with special needs

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt five questions in all – one question from each unit and Question No. 9 is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Personality, Its Assessment, Adjustment

a)   Concept of Personality, Western theories by Cattell, Eysenck, Allport, Freud; Vedantic concept of Personality (Panchkosh)

b)   Assessment and implications for teacher and learner

c)   Adjustment, causes and manifestations of maladjustment, Defence Mechanisms, Conflicts: its types and their management

Unit-II

Understanding Intelligence

a) Evolution of concept of Intelligence (from unitary to multiple intelligence)

b) Theories of intelligence by Gardner and Sternberg, assessment of multiple intelligence

c) Developing Emotional and Spiritual Intelligence

Unit-III

Psychosocial Dimensions of Learners' Contexts

a) Social Learning: Concept and importance, Factors affecting Social Learning, Social Competence.

b) Classroom Dynamics: Concept, Need and its Relevance, Strategies for promoting healthy psycho-social environment in class.

c) Addressing classroom Aggression in Schools: Types (Bullying, Punishment, Vandalism, Cyber Violence etc) and their effects, Measures to manage aggressive behavior.

Unit-IV

Understanding Children with Diverse Needs

a) Children with diverse needs/different abilities: Concept, Classification, Role of Teacher

b) Concept, characteristics, identification of the following- Learning Disabled(Dyscalculia, Dyslexia & Dysgraphia), Slow Learners, Children with ADHD & with ADD

c) Inclusive Education: Concept, Process and Barriers

PRACTICALS

1. Intelligence test (Verbal, Non Verbal and performance tests)
2. Personality test/ Word Association Test
3. Test of adjustment/ analysis of a case of a maladjusted learner
4. DTLD/Test to identify ADHD

BOOKS RECOMMENDED

1. Baron, R.A. (2007): Psychology. India : Porling Kindersley & Pearson Education.

2. Bigge, M., L. & Hun,t M., P. (1968) : Psychological foundations of education, 2nd Edition, N.Y. Harper & Row.

3. Chauhan S.S. (1978): Advanced Educational Psychology.Vikas Publishing House.

4. Damon, W. (1983):Social and Personality Development Infancy Through Adolescence.New York : Norton.

5. Dash. M. (1994): Educational Psychology. New Delhi : Deep& Deep Publications.

6. Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.

7. Engler, B. (1991):Personality Theories : An Introduction(3rd Ed.). Boston : Houghton Mifflin Company.

8. Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.

9. Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.

10. Goleman, D., (1995) Emotional Intelligence. New York, England: Bantam Books, Inc.

11. Hall, C. S. & Lindzey, G. (1970). Theories of personality(2nd edition). New York: John Wiley & Sons, Inc.

12. Hilgard, E.R. &Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.

13. Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.

14. Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.

15. Mangal, S.K. (2006) : Advanced Education Psychology. New Delhi: Prentice Hall of India

16. Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.

17. Mazur, J.E. (1994): Learning and Behaviour. (3rd ed.). Englewood Cliffs. New Jersey; Prentice Hall

18. Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.

19. Vergas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.

20. Wang. M.C. & Walberg, H.J.(eds) (1985) : Adapting instruction to Individual Differences. Berkeley, CA: McCutchan Publishing Corporation.

21. Woolfolk, A. E. (1987): Educational Psychology (3rd Ed.) Englewood Cliffs. Prentice Hall.

22. Zohar, D.& Marshal, I. (2001): Spiritual Intelligence: The ultimate intelligence, New York: BloomsburyPublishing.

PAPER- 8

COURSE CODE: MAEDU- II-C03 - ERS

COURSE TITLE: EDUCATIONAL RESEARCH AND STATISTICS-II

Credits= 5

Total marks=100

External = 80

Internal = 20

COURSE OBJECTIVES

At the end of the course, the students will be able to:

- select the tools for studying different variables.

- understand historical, descriptive and experimental method of research.

- select/ formulate the design of the study by controlling and classifying the variables demanded by the design.

- understand the meaning and compute ANOVA, Chi square

- report the research work in accordance with the current trends and procedures of report writing.

- select and conduct the statistical analysis of the data by applying the statistics suitable for the problem.

COURSE CONTENT

Unit-I

(a) Population and Sample, Sampling: meaning and steps. Methods of sampling: Non-Probability and Probability, Sampling Error.

(b) Tools: Characteristics of a good tool, Meaning and methods of reliability and validity. Psychological tests, questionnaire, rating scales, attitude scale (Thurston and Likert's scale).

(c) Technique: observation and interview.

(d) Historical Method: Meaning, Value, Difficulties, Types and steps.

Unit-II

(a) Descriptive Method: Meaning, Value and types.

(b) Experimental Method: Meaning and purpose, Variables. Essential characteristics of experimental method, Steps.

(c) Experimental Designs: Meaning, criteria for selecting an experimental design, Pre Experimental, True Experimental,

(d) Writing Research proposal and Research Report.

Unit-III

(a) Significance of Statistics (Mean Only), Significance of difference between means: Large and small, Independent and correlated

(b) ANOVA (one way only): Meaning, assumptions and computation

Unit-IV

(a) Measures of relationship: Meaning, uses, types and computation of Rank Order Correlation and Product Moment method of Correlation and significance of correlation.

 (b) Chi –Square test of independence : Meaning, assumptions and computation

BOOKS RECOMMENDED

1. Ary, Donald &Jacob (1976): Introduction to Statistics, Purpose and Procedures. New Delhi:Holt Rinehart and Winston.

2. Best,J.W. & Kahn J.V. (1995). Research Education. New Delhi: Prentice Hall of India Pvt. Ltd. 3.Chow,S. L. (1996) Statistical Significance. NewDelhi: Sage Publications.

4.Collican, H. (2014):Research methods and Statistics in Psychology. New York: Psychology Press.

5. Craig, A.M. (2015): Introduction to Educational Research. New Delhi: Sage Publications.

6. Crano.W.D., Brewer, M.B. &Lac, A.(2014) : Principles and methods of social research. London: Routledge.

7. Edwards, A.L. (1960): Experimental designs in Psychological Research. NewYork:Holts.(Revised Ed.)

8. Ferguson, G.A. &Takane Yoshio (1989) : Statistical Analysis in Psychology and Education. New York: McGraw Hill.

9. Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: VakilsFeiffer's and Simons Pvt. Ltd.

10. Guilford,J.P.&Fruchter,B. (1978): Fundamental Statistics in Psychology and Education. New York:McGraw Hill.

11. Jackson, S.L. (2010). Research methods and statistics.Jacksonville University. NewDelhi: Cengage Learning. 18

12.Hinton,P.R. (2014) : Statistics Explained. London:Routledge.

13.Hustler, D., Cassidy,T. & Cuff,T. (1986) : Action Research in classrooms and Schools. UK: Allen & Unwin (Publishers) Ltd.

14. KaulLokesh (1984): Methodology of Educational Research. New Delhi:Vikas Publishing House Pvt.Ltd.

15. Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi:Surjeet Publications.

16. Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.

17. Lambert, M.(2012): A beginners guide to doing your education research project. London: Sage Publications

18 Lindquist, E.F. (1953): Designs and analysis of experiments in education and psychology. Boston: Houghton Mifflin Co.

19. Ljungberg, M.K. (2015): Reconceptualising Qualitative Research. New Delhi: Sage Publications,.

20. Panneerselvam,R.(2011).: Research Methodology. New Delhi: PHI Learning Pvt. Ltd.

21.Siegel Sidney (1965): Non Parametric Statistics. New York: McGraw Hill Books Company.

22. Tuckman, B.W. (1972): Conducting Educational research. Javanovich: Harcourt Brace.

23. Verman, M. (1965): Introduction to Educational and psychological research. London: Asia Publishing House.

24. Wayne, K.H.&Curt,M.A (2015) Quantitative Research In Education. New Delhi: Sage Publications.

PART II) OPTIONAL PAPERS PAPERS- 9&10

COURSE CODE: MAEDU- II-E01 - EME

COURSE TITLE: Opt (A): EDUCATIONAL MEASUREMENT AND EVALUATION-II

Credits= 5

Total marks=100

External = 80

Internal = 20

COURSE OBJECTIVES

The students will be able to:

• Explain the concepts and techniques of measurement and evaluation.

• Develop skills in the construction and standardization of tests.

• Explain the applications of advanced statistical techniques.

Note

i. Examiner will set 9 questions in all, selecting two each from four units; one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions. Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

ii. Use of all brands of non-programmable calculators having signs of '+', '-', 'x', '÷', only is allowed in the examination centre, but these will not be provided by the University/College.

Table of critical values for statistical inference, e.g., F-ratio, t-ratio, r, chi-square, NPC areas, NPC ordinates, Wilcoxon- Mann- Whitney table etc. may be provided to the students.

COURSE CONTENT

Unit I

a) Characteristics of a good measuring tool

b) Grading system and continuous internal assessment: meaning and critical analysis

c) Standardized and teacher made tests

Unit II

a) Construction and standardization of Achievement test

b) Question Banks

c) Data spreadsheet: Meaning, purpose, uses for teachers and researchers

d) Data mining: meaning, significance, techniques (clustering, decision tree, association)

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Unit III

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a) Analysis of variance (ANOVA): Assumptions, uses and limitations
b) Computation of variance (ANOVA one-way and two-way) and interpretation of results

<div align="center">

Unit IV

</div>

a) Post-hoc tests: Meaning, purpose, examples
b) Tukey's test
c) Scheffé's Method

<div align="center">

BOOKS RECOMMENDED

</div>

1. Anastasi, A. (1988) : Psychological Testing (6th Ed.). New York: The Macmillan Co.
2. Ebel, L.R. and Fristris, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Edwards, A.L. (1957): Techniques of Attitudes Scale Construction. New York.
4. Gakhar, S.C.(2009): Statistics - in Education and Psychology
5. Freeman, F.S. (1965): Theory and Practice of Psychological Testing. New York: Rinehart and Winston.
6. Fruchter, B . (1954): Introduction to Factor Analysis.
7. Garret, H.E. (1973): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.
8. Guilford, S.P. and Fruchter, B. (1973): Fundamental Statistics - In Psychology and Education (5th Edition). New York: McGraw Hill and Co.
9. Thorndike, R.L. and Hagen, E. (1977): Measurement and Evaluation - In Psychology and Education. New York: John Wiley and Sons, Inc.

PAPER – 9 &10

COURSE CODE: MAEDU- II-E02-GNC

COURSE TITLE: Opt (B): GUIDANCE AND COUNSELLING-II

> **Credits = 5**
> **Total marks = 100**
> **External   =60**
> **Internal   =20**
> **Practical (Internal) =20**

COURSE OBJECTIVES:

The students will be able to:

- Understand relevance of helping relationship.
- Become acquainted with the concept and relevance of counselling in Indian situations.
- Understand the skills of counselling.
- Elaborate upon theories of counselling.
- Understand evaluation in counselling.

UNIT I :Introduction

a) Counselling: Meaning, Nature, Aims, Principles, its Need and Scope.
b) Types of Counselling: Individual and Group counseling.
c) The counselor-Qualities of effective counsellor
d) Approaches of counselling: Directive, Non directive, Eclectic counseling.

UNIT II : Counselling Processes

a) Counselling Process and ethics of counselling.
b) Skills of Counselling: building trust, listening, observation & empathy, communication, decision making.
c) Counselling interviews: Its concept and steps involved.

UNIT III : Theory of counselling

a) Self concept/actualization theory (Maslow).
b) Rational emotive theory (Albert Ellis)
c) Behavioristic (Skinner. Pavlov)
d) Reality Therapy (Glasser)

UNIT IV: Evaluation in Counselling

a) Evaluation of counselling programme: Meaning, Need and limitations
b) Criterion of evaluation; Approaches to evaluation of counselling programme
c) Problems of evaluation in counselling
d) Modern trends and issues in Counselling.

PRACTICAL MARKS: 20 (Internal)

- Plan, Play, Observe and Report the role of counsellor in hypothetical problematic cases

Books Recommended

1. Bantole, M.D. (1984). Guidance and counselling. Bombay: Sheth and Sheth Publications.
2. Bhatnagar, A. & Gupta, N (Eds) (1999). Guidance and counseling: A practical approach, vol.I. New Delhi: Vikas.
3. Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and counseling: A theoretical perspective, vol.II. New Delhi: Vikas.
4. Burnard, P. (2005): Counselling Skills Training. New Delhi: Viva Book Private Limited.
5. Chaturvedi, R. (2007). Guidance and counselling skills. New Delhi: Crescent Publishing Corporation.
6. George, R.L. & Critiani T.S.(1990). Counselling theory and practice. New Jersey: Prentice Hall.
7. Gibson, R.L. & Mitchell, M. H. (2008). Introduction to counselling and guidance (7th Edition). New Delhi: Pearson Education, Inc.
8. Jones-Nelson: Theory and Practice of Counselling and Therapy, IIIed, Sage: New Delhi.
9. Leuis, M.D., Mayer, R.L. & Louis, J.A. (1986): An introduction to Counselling, Profession. Illinois: F.E. Peacock Publishers.
10. Petterson, G.H. (1962). Counselling and guidance in schools. London: Mcgraw Hill Book Company.
11. Rao, S.N. & Sahajpal, P. (2013). Counselling and guidance (3rd Ed). New Delhi. Tata Mc. Graw Hill Publishing Company Limited.
12. Saraswat, R. K. & Gaur, J. S. (1994). Manual for guidance counsellors. New Delhi: NCERT.
13. Saxena, A. (2007). Modern Techniques of counseling. New Delhi: Rajat Publication.
14. Shertzer, B. & Stone, S.G. (1980). Fundamentals of Counselling. Boston: Houghton Mifflin Co.

PAPER- 9&10

COURSE CODE: MAEDU- II-E03 - EDT

COURSE TITLE: Opt (C): EDUCATIONAL TECHNOLOGY-II

Credits= 5

Total marks=100

External = 80

Internal = 20

COURSE

OBJECTIVES

At the end of the course, the students will be able to:

- Explain the meaning and process of communication.

- Explain the concept and need of Information and Communication Technology (ICT).

- Discuss the concept o audio-visual media in education.

- Enumerate characteristics of audio-visual media.

- Discuss criteria for selection of media.

- Explain the concept of distance education.

- Explain the meaning and concept of virtual classroom and EDUSAT.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

Unit I

a) Communication: concept and process of communication, principles, modes and barriers of communication.

b) Communication (verbal and non-verbal) in classroom.

Unit II

a) Information and Communication Technology: Concept, need, advantages and barriers to expansion of ICT.

b) Major institutions of educational technology in India: CIET, CEC, IGNOU

Unit III

a) Audio-Visual media in Education: Concept, characteristics of Audio-Visual media, criteria for selection of media.

b) Audio recordings, video, Educational Television and CCTV.

Unit IV

a) Distance Education: Concept, different contemporary systems, viz. correspondence, distance and open systems.

b) Student support services and counseling methods in distance education. Evaluation Strategies in distance education.

c) Virtual Classroom, EDUSAT.

BOOKS RECOMMENDED

1. Anderson, L.W. (1996): Individualized Instruction. In Plomp. T., Jeerd & Ely, Donald P. (Eds.). International Encyclopedia of Educational Technology. U.K.: Cambridge.

2. Ahuja, M. (2000): Implementing Mastery Learning Strategies: Tasks of a Teacher, University News, Vol.38, No. 22, May 29, 2000.

3. Ahuja, M. (2007) :Mastery Learning: A Practical Approach. Meerut: Vivek Publishers.

4. Bhushan, A. & Ahuja, M. (2003) : Educational Technology; Theory & Practice (2nd Edition). Patiala: Bawa Publications.

5. Bigge, M.L. (1967) : Learning Theories for Teachers. Delhi: Universal Book Stall.

6. Block, J.N. (1971) :Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.

7. Bloom, (1956) : Ed. Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.

8. Clark, C.M. (1987) : The Carroll Model-in M.J. Dunkin(Ed.). The International Encyclopaedia of Teaching & Teacher Education, Oxford: Pergamon Press.

9. Das, R.C. (1993) : Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.

10. Erikson, B. (1969) : A Systems Approach to Education, Educational Technology, Vol. IX. No.6.

11. Hill, W.F. (1967) : Learning. London: Methuen & Co. Ltd.

12. Joyce & Weils (1985) : Models of Teaching. New Delhi: Prentice Hall of India.

13. Mehra, V. (2004) : Educational Technology. New Delhi: SSP.

14. Mohanty, (1992) :Educational Technology. New Delhi: Deep and Deep Publications.

15. Russell, M. (1993) : Instructional Media (4th Ed.). Canada: Macmillan Publishing Company.

16. Unwin, D. & Mc Alease, R. (1978): Encylopaedia of Educational Media Communication and Technology. West Port: Greenwood Press.

PAPER - 9&10

COURSE CODE: MAEDU- II-E04 - SED

COURSE TITLE: Opt (D): SPECIAL EDUCATION-II

Credits= 5

Total marks= 100

External = 60

Internal = 20

Practical (Internal)= 20

COURSE OBJECTIVES

The students will be able to:

- Describe nature and causes of exceptionality.
- Discuss problems of exceptional children in regular school.
- Suggest alternative or remedial educational provisions for special children.
- List the identifying characteristics of exceptional children.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

A)   THEORY

Unit I

Visual Impairment:

a) Concept, Characteristics, Causes and Assessment areas.

b) Educational provisions; role of Technology - in enhancing functioning.

Unit II

Hearing impairment:

a) Concept, Characteristics, Causes , Assessment, Classification

b) Educational provisions: Lip reading, sign language, finger spelling total communication

Unit III

Autism:

a) Concept, Characteristics, differences with other overlapping disabilities

b) Identification and educational provisions

Unit IV

Cerebral Palsy and Other Locomotional Impairments:

   a) Concept, Types, and Characteristics and Causes

   b) Educational Provision and other needs Polio, Brittle Bone problem and Muscular dystrophy: concept, characteristics, educational implications

B) PRACTICAL (Internal)   MARKS: 20

Report of observation during visit to a school / centre with children affected by any condition

BOOKS RECOMMENDED

1. Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Books Stall.

2. Block, J.N. (1971) : Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.

3. Bloom, Benjamin, S. (Ed.) (1956): Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.

4. Clark, C.M. (1987) : The Carroll Model-in M.J. Dunkin(Ed.). The International Encyclopedia of Teaching & Teacher Education. Oxford: Pergamon Press.

5. Das, R.C. (1993) : Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.

6. De Brisson, A(Ed). (1969) : Programmed Learning Research. Paris: Major Trends, Dumod.

7. Erikson, B. (1969) : A Systems Approach to Education. Educational Technology, Vol. IX. No.6.

8. Hill, W.F. (1967) :Learning. London: Methuen & Co. Ltd.

9. Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.

10. Mehra, V. (2004): Educational Technology. New Delhi: SSP.

11. Mohanty, J. (1992): Educational Technology. New Delhi: Deep and Deep Publications.

12. Robertson, E. (1987): Teaching and Related Activities. International Encyclopaedia of Teaching and Teacher Education.

13. Spaulding, S.C. (1972): Technological Devices in Education. AECT International.

14. Unwin, D. & Mc Alease, R. (1978): Encyclopaedia of Educational Media Communication and Technology. West Port: Greenwood Press.

PAPER- 9&10

COURSE CODE: MAEDU- II-E05 – PEN

COURSE TITLE: Opt (E): POPULATION EDUCATION AND ENVIRONMENTAL EDUCATION-II

Credits= 5

Total marks= 100

External = 60

Internal = 20

Practical (Internal)= 20

COURSE OBJECTIVES The students will be able to:
• State determinants of population distribution patterns
• Explain the concept of Population dynamics
• Explain the impact of population growth on health of population
• Suggest measures to maintain health in the face growing population.

- Discriminate between different types of environmental pollution.
- Explain the importance of responsible environmental behaviour and its role in conservation of environment.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

 A)   THEORY

Unit I

a) Determinants of Population distribution patterns.

b) Population dynamics

Unit II

Population growth and impact on health of population

   a)   Implications of mortality and fertility: Health services and population profiles

   b)   Adolescence Education: Responsible Parenthood

   c)   Primary Health Care: Safe motherhood and integrated child development

   d)   Women empowerment and legal provisions

   e)   Building Life skills

Unit III

a) Environmental pollution: air, water, soil and noise pollution.

b) Extinction of flora and fauna, deforestation and soil erosion.

c) Importance of environmental conservation and strategies for environmental conservation.

Unit IV

a) Importance of responsible environment behavior among teachers and students.

b)   Importance of environmental awareness, environmental attitudes, environmental sensitivity and environment action strategies for teachers and students.

B) PRACTICAL (Internal)   MARKS: 20

Survey of environmental awareness of students.

BOOKS RECOMMENDED

1. Chapman, J.L. and Reiss, M.J. (1999): Ecology: Principles and Applications. U.K.: Cambridge University Press.

2. Dani, H.M. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University.

3. Mishra, B.D. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University, Chandigarh.

4. Nanda, V.K. (1997): Environmental Education. New Delhi: Armal Publications

5. Panneerselvam, A. and Ramakrishanan, M. (1996): Environmental Science Education. New Delhi: Sterling Publishers Pvt. Ltd.

6. Raina, B.L.(1988): Population Policy. Delhi: B.R. Publishing Corporation.

7. Reddy, M.V.L. (1984): Population Education: Misconceptions and Clarifications. New Delhi: Ashish Publishing House.

8. Reining, P. & Thinker I (ed.) (1975): Population: Dynamics Ethics & Policy. Washington D.C.: American Association for the Advancement of Science.

9. Saxena, A.B. (1996): Education for the Environmental Concerns. New Delhi: Radha Publications.

10. Sharma, R.A. (1998): Environmental Education, Meerut: R. Lall Book Department.

11. Shandilya, T.K. (ed.) (1985): Population Problem and Development. New Delhi: Deep and Deep Publications.

12. Yadav, J.S., Sobti, R.C. and Kohli, R.K. (1988): An Elementary Book on Environmental Education. Chandigarh: Publication Bureau, Panjab University.

13. NCERT (2000): Population Education - In Vocational Training Programme Part 3 : Handbook for Trainees, New Delhi, Directorate general of Employment and Training, Ministry of Labour, Govt. of India.

14. UGC (2004): UGC Scheme on Population Education X[th] Plan Guidelines, Non Formal Education Bureau, UGC, 35 Ferozeshah Road Feb 2004.

15. United Nations Report (2003): Population Education and Development. New York: The Concise Report.

WEB REFERENCE SITES:

1. www.coe.uga.edu/syllabus/eadu/EADU_8050_guyt

2. www.apscert.org/population.htm

3. www.knowledgecommission.gov.in/recommendations

4. http://dget.nic.in/cpe/intro/handbook.pdf

5. www.un.org/esa/population/publications/concese2003

6. www.n/m.nic.in/pep.htm

PAPER- 9&10

COURSE CODE: MAEDU- II- E06 - VHR
COURSE TITLE: Opt (F): VALUE EDUCATION AND HUMAN RIGHTS EDUCATION-II

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

*   Explain the various ways in which values can be classified.

*   Elaborate various transactional strategies for Value Education.

*   Discuss the role of international and national bodies in promotion of human rights education.

*   Discuss the role of Education - Institutions and non -governmental organization in promotion of human rights.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Hierarchy and classification of values

b) Different types of values and their basis.

c) Traditional Indian Values and modern scientific values

d) Humanism and global values

Unit II

Transactional strategies for value education:

a) Rationale building model

b) Consideration model

c) Value classification model

d) Social action model

e) Just community intervention model

Unit III

a) Need and importance of human rights Education - in the existing social scenario

b) Role of international, national bodies and state bodies in promotion of human rights education

c) Role of media in dissemination of human rights.

Unit IV

a) Role of educational institutions (at school, college and higher education level) in dissemination of human rights.

b) Role of non governmental organization in promotion of human rights (International, National and State Level).

BOOKS RECOMMENDED

1) Borgohain, B. (1999): Human Rights: Social Justice & Political Challenge. New Delhi: Kanishka Publishers.

2) Dhand, H. (2000):Teaching Human Rights: A Handbook, Bhopal Asian Institute of Human Rights.

3) Fraenkel, J.R. (1977): How to Teach about Values: An Analytic Approach. New Jersey & E.Cliffs: Prentice Hall, Inc.

4) Mohanty, J. (2005): Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications PVT. LTD.

5) Mohanty, Jagannath Ed. (2000): Human Rights. New Delhi: Deep and Deep Publications.

6) Palai, A.K. (1999):National Human Rights Commission of India, Formation, Functioning and Future Prospects. New Delhi: Atlantic Pub.

7) Pandey, V.C. (2005): Value Education and Education for Human Rights. Delhi: Isha Books.

8) Rokeach, M. (1967): Values Survey. Sunnyvale & California: Halgren Tests.

9) Rokeach, M. (1973): The Nature of Human Values. New York : The Free Press.

10) Rokeach, M. (1988): Beliefs, Attitudes and Values. San Francisco: Jossey Bass.

11) Symonides, J. (2002): Human Rights Concept and Standards. Rawat Publications.

12) Tarrow, N.B. (1987) : Human Rights and Education Vol-3, Pergamon Press.

PAPER- 9&10

COURSE CODE: MAEDU- II-E07 - EAM
COURSE TITLE: Opt (G): EDUCATIONAL ADMINISTRATION AND MANAGEMENT-II

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

• Highlight need, importance and scope of educational planning.

• Describe various approaches to planning.

• Explain different stages of educational planning.

• Discuss the problems in implementing plans.

• Explain meaning and functions of supervision in education.

- Describe concepts and implications of organizational climate, job satisfaction, motivation and conflict management for teachers and administrators.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Educational Planning: Need, importance and scope.
b) Various approaches to planning, Institutional planning.

Unit II

a) Stages of educational planning.
b) Problems in implementing plans – sociological, political and economic.

Unit III

a) Monitoring for maintenance of standards at different levels of education viz. elementary, secondary and higher education: Meaning and importance.
b) Monitoring bodies: functions and issues.

Unit IV

a) Organizational climate
b) Job satisfaction
c) Motivation
d) Conflict management for teachers and administrators.

BOOKS RECOMMENDED

1. Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.

2. Bhatia, S.K. (2008): Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.

3. Bhatnagar, R.P. and Aggarwal, V. (1987): Educational Administration: Supervision Planning and Financing. Meerut: India Surya Publications.

4. Bush, T. & Bell, L. (2003): The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.

5. Chand, T. & Prakash, R. (1997): Advanced Educational Administration. New Delhi: Kanishka Publishers.

6. Chandrasekaran, P. (1994): Educational Planning and Management. New Delhi: Sterling Publishers.

7. Gakhar, S.C. (2005): Educational Administration and Management. NM Publication.

8. Greene, J.F. (1975): School Personnel Administration. Pennysylvania: Chilton Book Company.

9. Gupta, S.K. & Joshi, R. (2007): Organisational Behaviour. New Delhi: Kalyani Publishers.

10. Jolliffe, A., Ritter J. & Stevens D. (2003). The Online Learning Handbook. London: Kogan Page.

11. Kaur, K. (1985): Education - In India (1981-1985) Policies, Planning and Implementation. Chandigarh: Arun and Rajive Pvt. Ltd.

12. Khan, N.S. & Khan, M.S. (1980): Educational Administration. New Delhi: Ashish Publishing House.

13. Lulla, B.P. & Murthy, S.K. (1976): Essential of Educational Administration. Chandigarh : Mohindra Capital Publishing.

14. Lynton, R.P. & Pareek, U. (2000): Training for Organizational Transformation Part I & II. New Delhi: Sage Publications.

15. Mukherji, S.N. (1970): Administration and Educational Planning and Finance. Baroda : Acharya Book Depot.

16. Philip, H.C. (1985): The World Crisis in Education Oxford University Press.

17. Prasad, L.M. (2008): Organisational Behaviour. New Delhi: Sultan Chand & Sons.

18. Robbins, S.P, Judge, T.A. & Sanghi, S. (2007): Organisational Behaviour (12th edition). New Delhi: Pearson Prentice Hall.

19. Rudestam, K.E. & Schoenholtz, R.J. (2002): Handbook of Online Learning. New Delhi: Sage Publications.

20. Sayeed, O.B. (2001): Organisational Commitment and Conflict. New Delhi: Sage Publications.

21. Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.

22. Thakur, D. & Thakur, D.N. (1996): Educational Planning and Administration. New Delhi: Deep and Deep Publications.

23. Thomas, I.S. (1980): Educational Governance and Administration. America: Prentice Hall.

24. Trivedi, P.R. & Sudershan, K.N. (1996): Management Education. New Delhi : Discovery Publishing House.

PAPER- 9&10

COURSE CODE: MAEDU- II-E08 - LLE

COURSE TITLE: Opt (H): LIFE LONG EDUCATION-II

Credits= 5
Total marks=100
External = 80
Internal = 20

COURSE OBJECTIVE

The students will be able to:

• Explain the concept, aims and need of adult and continuing education.

• Explain the impact of Life Long Education approach on global policies.

• Describe the development of Open and Distance Education in India.

• Highlight the impact of information technology on distance education.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Adult and Continuing Education: Evolution of concept, aims and practice.

b) Need and importance of Adult and Continuing Education in developing a learning society.

Unit II

Recent Impact of Life Long Education approach on global policies:

a) World Conference for Higher Education

b) Millennium Development Goals

c) Education for all.

Unit III

a) Development of Open and Distance education with reference to National Policy of Education (1968, 1986, 1992 revised).

b) Problems of Distance Education.

Unit IV

a) Modalities of Distance Education - Correspondence courses, Open schools and Universities, Education broadcast: TV and Radio, CAI.

b) Impact of information technology revolution on distance education- Internet and its uses, emergence of on-line education.

BOOKS RECOMMENDED

1. A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare, Directorate of Adult Education, New Delhi, 1978.

2. Alford, H.J. (1968): Continuing Education - In action : Residential Centres For Lifelong Learning. New York: Wiley.

3. Authentic Development: Role of Adult Education. New Delhi: IAEA. 1982.

4. Bhatia, S.C. & Srivastava. (1978): Literacy, Literacy Materials and their Preparation: A general perspective. New Delhi: Directorate or Adult Education.

5. Boroia K. & Draper, J.A. (1973): Adult Education - In India: A Book of Reading. New Delhi: IAEA.

6. Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.

7. Coles, E.K.T. (1977): Adult Education - In Developing Countries. New York : Pergamon Press.

8. Cropley, A.J. (1977): Life Long Education: A Psychological Analysis. New York : Pergamon Press.

9. Daniel W. (Ed.) (1987): The Future of Literacy in Changing World. New York, Tokya : Prgamon Press, Oxford.

10. Dutta, S.C. (1986): History of Adult Education - In India. New Delhi: IAED.

11. French, et. al. (Eds.) (1999): Interest Based Learning. UK: Kogan Page.

12. Gorden, G. & Sharan, B. (1982): Adult Education : Foundation of Practice. New York: Harper and Row.

13. Govt. of India National Adult Education Programme: An Outline, 1978.

14. Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978.

15. Houle, C.O. (1964): Continuing Your Education. New York : Mc Graw Hill Co.

16. Howe, M. J.A. (Ed.). (1978): Adult Learning Psychological Research and Applications. London: John Willey.

17. Jarvis, P. (1990): International Dictionary Of Adult And Continuing Education. London: Routledge.

18. Jethither, B. (1996): Adult Education & Extension. New Delhi: APH Publishers.

19. John, L. (1982): The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.

20. Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.

21. Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.

22. Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan.

23. Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers,.

24. Learning to be : A Report of International Commission on Education Development: UNESCO,1972, New Delhi: Sterling Publisher, 1975.

25. Lovelt, T. (et.al.) (1983): Adult Education and Community Action. Great Britain: Croom Helm Ltd.

26. Maier & Warren. (2002): Integrating Technology - In Learning and Teaching. UK: Kogan Page.

27. Mali, M.G. (1984): Adult Education - In India. New Delhi: Deep and Deep Publication.

28. Manjulika & Reddy. (1999): Unexplored Dimensions of Open Universities. Delhi: Vikas Publishing House Pvt. Ltd.

29. Mohanty, S.B. (1985): Non-Formal Education, Allahabad: Chugh Publications.

30. National Literacy Mission, Ministry of Human Resource Development, Govt. of India, New Delhi, Jan., 1983.

31. Pareek, V.K. (1992): Adult Education. Delhi: Himansher.

32. Patil, S.P. (1996): Problems of Adult Education Programme. Ambala Cantt: Associated Pubs.

33. Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs.

34. Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.

35. Reddy, G.L. (1997): Role performance of Adult Education Teachers : problems and prospects. New Delhi : Discovery Pub.

36. Roy, N.R. (1967): Adult Education - In India and abroad. Delhi : Chand.

37. Rudestam & Schoonholtz-Read. (2002):Handbook of online Learning. Delhi: Sage Publications.

38. Seetharamu, A.S. & Devi, M.D.U. (1994): Adult Education. New Delhi : Ashish.

39. Sharma, I.P. (1985): Adult Education - In India, A Policy Perspective. New Delhi: National Book Organisation.

40. Sodhi, T.S. (1987): Adult Education : a Multidisciplinary Approach. Ludhiana : Katson Publication House.

41. Venkataiah, S. (Ed.) (2000) : Lifelong and Continuing Education. New Delhi: Anmol Pub.

42. Verma, R. (2005) : Distance Education - In Technological Age. New Delhi: Anmol Publications (Pvt) Ltd.

43. Verma, R. (2007) : Education-Open and Distance Education - In Global Society. New Delhi: Anmol Publications,.

44. Wagiare, S.K. & Vanashree, W. (1986): Extension Education Elixir in Rural Development. New Delhi: Metropolitian Book Co.

45. Ward, K. & Taylor, R. (1986): Adult Education and the Working Class : Education for the missing millions. London: Croom Helm.

46. Yadav, R.S. (1991): Adult Education Training and Productivity. Ambala Cantt: Indian Publications.

SEMESTER- III

Programme Code: MAEDU-III

PART I) FOUNDATION PAPERS PAPER- 11
COURSE CODE: MAEDU- III-C01-HCE

COURSE TITLE: HISTORY AND CONTEMPORARY ISSUES OF INDIAN EDUCATION-III

Credits= 5

Total marks= 100

External = 80

Internal = 20

COURSE OBJECTIVES

The students will be able to:

• Understand the Pre-independence and post-independence development of education in India.
• Understand the factors from historical perspective that contributed to present education system.
• Explain the important features of various reports, commissions and policies of education during pre and post independence development of Education - In India.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Education in the Ancient period with special reference to Vedic, Buddhist and Islamic Period
b) Education during British period- Review of:
   i. Macaulay's minutes

ii.   Wood's dispatch.

iii.   Hunter's Commission.

Unit II

a) Educational efforts by Indian reformers during British period: Gopal Krishan Gokhale, Raja Ram Mohan Roy, Maulana Azad

b) Study and Review the impact on Indian Education of the following:

   i.   University Education Commission (1948)

   ii.   Sargent Report.

Unit III

Education during Independent India - Study the recommendations and analyse the impact of the following:

a) University Education Commission Report (Radhakrishnan) (1948)

b) Secondary Education Commission Report (Mudaliar) (1952-53)

c) Indian Education Commission Report (Kothari) (1964-66)

d) Constitutional Provision for Education

Unit IV

Study of Aims and objectives, implementations and hurdles issues in Indian Education:

a) Challenges of Education - POA

b) National Policy on Education, (1986) and NPE, 1992

c) NCF (2005)

BOOKS RECOMMENDED

1.   Aggarwal, J.C. (1973): Recent Educational Development - In the World. New Delhi: Arya Book Depot, Vol. 1.

2. Altekar, A.S. (1965): Education - In Ancient India. Nand Kishore.

3.   Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.

4. Dave, R.J. & Stic M. (1973): Life Long Education and The School.

5. Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.

6.   Govt. of India: Programme of Action – National Policy on Education, Ministry of HumanResource Development, New Delhi, 1986.

7.   Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.

8. Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.

9. Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.

10. Ministry of Education (1978): Report of the Education Commission 1964-66. New Delhi: Govt. of India.

11. Mohanty, J. (1987): Education - In India. New Delhi: Deep & Deep Publications.

12. Mukerji, S.N. (1965): Education - In India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).

13. Taneja, V.R. (1983): Trust with Education. New Delhi: Sterling Publishers.

14. NCF 2005, NCERT, New Delhi.

15. Draft of national education policy 2019.

PAPER- 12
COURSE CODE: MAEDU- III- C02-CRD
COURSE TITLE: CURRICULUM DEVELOPMENT-III

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES
The students will be able to:
• Explain the concept and components of curriculum.
• Explain the foundations of curriculum.
• Explain the Principles of curriculum construction.
• Describe factors affecting curriculum change.
• Explain the role of teacher as curriculum maker.
• Explain eclectic model of curriculum design.
• Explain Taba's model of curriculum development.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

Unit I

a) Concept of Curriculum Components of curriculum: objectives, content, transaction mode and evaluation.

b) Epistemological, Social and Psychological foundations of curriculum.

Unit II

a) Principles of Curriculum Construction

b) Principles of formulating- aims, specifying content, defining teaching learning experiences and evaluation procedure. Formative and Summative Evaluation.

Unit III

a) Factors affecting Curriculum change

- Social factors

- Pressure groups

- Writers and publishers

b) Role of teacher as a Curriculum maker : Integration of learning experiences related to work experiences, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, art and India's heritage of crafts.

Unit IV

a) Eclectic Model of Curriculum Design

b) Taba's Model of Curriculum Development

BOOKS RECOMMENDED

1. Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971): Handbook of Formative and Summative Evaluation Student Learning. New York: McGraw Hill.

2. Bruner, J.S. (1966): Towards a Theory of Instruction. Cambridge: Mass, Harvard University Press.

3. Cropper, G.L. (1974): Instructional Strategies. Englewood Cliff, N.J.: Educational Technology Publications.

4. Davis, I.K. (1971): The Management of Learning. London: McGraw Hill.

5. Forsyth, I., Jolliffe, A. & Stevens, D. (1999): Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.

6. Forsyth, I., Jolliffee, A. & Stevens, D. (1999): Planning a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.

7. Gagne, R.M. & Briggs, L.J. (1979): Principles of Instructional Design. New York: Holt, Rinehart and Winston.

8. National Curriculum Framework (2005): New Delhi: NCERT.

9. Ornstein, A.C. and Hunkins, F.P. (1988): Curriculum: Foundations, Principles and Issues. London: Prentice Hall International Ltd.

10. Popham, J.M. & Baker, E.L. (1970): Systematic Instruction. New Jersey: Prentice Hall, Inc. Englewood Cliffs.

11. Pratt, D. (1980): Curriculum Design and Development. N.Y.: Harcourt.

12. Romiszowski, A.J. (1986): Designing Instructional Systems. London: Kogan Page.

13. Taba, H. (1962): Curriculum Development: Theory and Practice. N.Y.: Harcourt Brace and World Inc.

14. Taylor, P. (2003): How to Design a Training Course. A Guide to Participatory Curriculum Development. London: Continuum.

15. Zais, R.S. (1977): Curriculum: Principles and Foundations. London: Harper and Row Publishers.

PAPER- 13

COURSE CODE: MAEDU- III-C03-DIS

COURSE TITLE: DISSERTATION PROPOSAL/SYNOPSIS

This is compulsory paper in MA Education, Semesters III & IV.

Credits: 5*

* **Evaluation will be done at the end of semester IV** and the 5 credits of dissertation proposal will be add up in semester IV (after Dissertation Report submission). Evaluation will be done by a board of evaluators comprising of one External, Internal examiners and Chairperson.

PART II) OPTIONAL PAPERS PAPER- 14 & 15

COURSE CODE: MAEDU- III-E01 – EME

COURSE TITLE: Opt (A): EDUCATIONAL MEASUREMENT AND EVALUATION-III

Credits= 5

Total marks= 100

External = 80

Internal = 20

COURSE OBJECTIVES

The students will be able to:

• Understand the concept and techniques of measurement and evaluation.

• Attain knowledge of the applications of advanced statistical techniques.

Note

i. Examiner will set 9 questions in all, selecting two each from four units; one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions. Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

ii. Use of all brands of non-programmable calculators having signs of '+', '-', 'x', '÷', only is allowed in the examination centre, but these will not be provided by the University/College.

Table of critical values for statistical inference, e.g., F-ratio, t-ratio, r, chi-square,

NPC areas, NPC ordinates, Wilcoxon- Mann- Whitney table etc. may be provided to the

students.

COURSE CONTENT

Unit I

a) Formative and Summative Evaluation: concept; advantages and limitations at elementary and secondary school levels

b) Diagnostic Testing: meaning, purposes, constraints

c) Remedial teaching: meaning, purposes, challenges

Unit II

a) Marking system and Grading system: meaning and comparison

b) Educational Norms: meaning, significance, types (age, grade, gender)

c) Percentile rank: concept and computation

Unit III

a) Standard score: meaning, types, importance, limitation

b) Conversion of raw scores into: z-score and T-score

Unit IV

a) Research article: meaning, purpose, types, format/steps

b) Ethics of publishing: researcher/author and publisher

c) Some important concepts related to publishing: citation; footnotes; bibliography and references; impact factor; peer-reviewing of articles

BOOKS RECOMMENDED

1. Anastasi, A. (1988) : Psychological Testing (6th Ed.). New York: The Macmillan Co.

2. Ebel, L.R. and Fristris, D.A. (1991) : Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.

3. Edwards, A.L. (1957) :Techniques of Attitudes Scale Construction. New York.

4. Gakhar, S.C. Statistics - In Education and Psychology

5. Freeman, F.S. (1965) : Theory and Practice of Psychological Testing. New York: Rinehart andWinston.

6. Fruchter, B. (1954) :Introduction to Factor Analysis.

7. Garret, H.E. (1973) :Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.

8. Guilford, S.P. and Fruchter, B. (1973) : Fundamental Statistics - In Psychology and Education (5th Edition). New York: McGraw Hill and Co.

9. Thorndike, R.L. and Hagen, E. (1977) : Measurement and Evaluation - In Psychology and Education. New York: John Wiley and Sons, Inc.

PAPER- 14 & 15

Course Code: MAEDU- III-E02-GNC

Course Title: Opt(B): Guidance and Counselling-III

Credits = 4

Total marks= 100

External= 60

Internal= 20

Practical (Internal)=20

Course Objectives:

The students will:

- Understand relation between guidance and counselling
- Understand importance of assessment in counselling
- Learn testing and non-testing techniques of assessment
- Understand concept and process of adjustment and mental health

Note: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt five questions in all, selecting one question from each unit and Question No. 9, which is compulsory. All questions carry equal marks.

Unit-I

a) Relationship between Guidance and Counselling.
b) Group Guidance Techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit-II

a) History of assessment in counselling, use of assessment in counselling
b) Understanding tests and test manuals, Selecting appropriate tests and inventories
c) Interpretation of test results; Benefits and Limitations of assessment process.

Unit-III

a) Need and importance of student appraisal
b) Testing Techniques: Intelligence, Personality, Teaching Aptitude and Interest.
c) Non testing techniques: Interview, Observation, Case Study, Anecdotal Record, Cumulative Record and sociometry

Unit-IV

a) Meaning of adjustment, adjustment problems of children and adolescents.
b) Causes of maladjustment: physical, emotional, mental and social
c) Mental health and Mental hygiene: Concept and Role of counsellor in developing good mental health and mental hygiene
d) Yoga and Mental health

Practical (Internal) = 20 Marks

Preparing a Career profile of a school students

BOOKS RECOMMENDED

1. Advani, L. & Chaddha, A. (2003): You and Your Special Child, UBS Publishers Distributors Pvt.

2. Bowers (ed.) (1987): Special Education Needs and Human Resource Management, Grom Helm, London.

3. Burnard, P.(2005). Counselling skills training: a sourcebook of activities for trainers. London: Viva Books Private Ltd.

4. Callier, C. (2011): Seven steps to separating difference from disability. Corwin Press.

5. Chaturvedi, R. (2007). Guidance and Counselling Skills. New Delhi: Crescent Publishing Corporation.

6. Cohen & Cohen C. (1986): Exceptional Children, London: Harper and Row.

7. Corey, G. (1986). Theory and practice of counselling and psychotherapy, 3rd Ed. Belment: Calif- Brooks Cole.

8. Cormier, L.& Hackney, H. (1987). The professional counsellor. Englewood Cliffes, New Jersey: Prentice Hall.

9. Drummond, R.J. (1998). Appraisal procedures for counsellors and helping professional. Columbus, OH: Merrill.

10. Dryden, W. & Filethaman C.(1994). Developing Counsellor Training. London: Sage

11. Ghose, J. (1995): Vocational Guidance. New Delhi: USS Publications.

12. Gibson, R. L. & Mitchell, M. H. (2005): Introduction to Counselling and Guidance (6th Edition)   New Delhi, Pearson Education Pvt. Ltd.

13. Gibson, R.L.& Mitchell, M.H. (2008). Introduction to counselling and Guidance (7th edition). New Delhi: Pearson education. Inc.

14. Gelsco, C.J. & Fretz, B.R. (1995). Counselling Psychology. Banglore: Prisin Book.

15. George, R.L. & Critiani, T.S.(1990) Counselling theory and Practise. New Jersey: Prentice Hall.

16. Gladding, S.T.(2014). Counselling: a comprehensive Profession (7th ed.).USA: Pearson Education, Inc

17. Hallahan, D. & Kauffman, J. (1978): Exceptional Children: Introduction to Special Education, Englewood Cliffs, N.J.: Prentice Hall.

18. Knowles & Lander (2011): Diversity, Equality and achievement in Education. New Delhi, Sage Publications.

19. Johnson, S.W. & Morasky, R.L. (1980): Learning Disabilities, Boston, Allyn and Bacon.

20. Jones-Nelson: Theory and Practice of Counselling and Therapy, IIIed, Sage: New Delhi

21. Jones, A.J. (1970): Principles of Guidance. New York: McGraw Hill Book Company.

22. Kirk, S. & Gllagher, J.J. (1989): Educating Exceptional Children, Boston: Houghton, Mifflin.

23. Lazrus,R.S. (1963): Personality and Adjustment. Englewood Cliffs, NJ : Prentice Hall

24. Mohan, S. (1999): Career Development - In India (Ed.). Delhi: Vikas Publishing House, Pvt. Ltd.

25. Myers, G.E. (1941): Principles and Techniques of Vocational Guidance. New York: McGraw Hill.

26. Neisworth, John T. and Baganto. (1987): The Young Exceptional Child, New York, Macmillan & Co.

27. Oliver, W. & Randall, W.E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication.

28. Panda, K.C. (2001): The Education of the Exceptional Child, New Delhi, Vikas Publishing House.

29. Petterson, G.H. (1962). Counselling and Guidance in Schools. London: Mcgraw Hill Book Company.

30. Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill

31. Reynolds, R. & Mann. (1987): Encyclopedia of Special Education, vol. I, II, III, John Wiley and Sons.

32. Singh, A.J. (2007): Special Education for Exceptional Children, Patiala: Twenty First Century Publications.

33. Swan, W. (1986): The Practice of Special Education, N.Y.: Basil Breakwell.

34. Saraswat, R.K. & Gaur.J.S.(1994). Manual for Guidance counsellors. New Delhi: NCERT.

35. Shertzer, B. & Stone, S.G. (1980). Fundamentals of Guidance. Boston: Houghton Mifflin Co.USA.

36. Shertzer, B. & Stone, S.C. (1981): Fundamentals of Guidance. U.S.A.: Houghton, Mifflin Co.

37. Shertzer, B. & Stone, S.G. (1968). Fundamentals of Counselling. Boston: Houghton Mifflin Co.USA

38. Sisk, D. (1987): Creative Teaching of the Gifted. N.Y.: McGraw.

39. Taxler, A.E. (1964): Techniques of Guidance. New York: McGraw Hill.

40. Tolbert, E.L. (1978): An Introduction to Guidance. Toronto: Little Brown and Company.

COURSE CODE: MAEDU- III-E03 – EDT

COURSE TITLE: Opt (C): EDUCATIONAL TECHNOLOGY-III

Credits= 5

Total marks= 100

External = 60

Internal = 20

Practical (Internal)= 20

COURSE OBJECTIVES The students will be able to:

- Explain the concept of models of teaching.
- Discuss the elements of models of teaching.
- Explain Bruner's concept attainment model.
- Explain Ausubel's Advance Organizer Model.
- Explain Taba's Inductive Thinking Model.
- Discuss the meaning and components of systems approach to education.
- Explain the steps of Gagne's system of instructional design.
- Explain meaning and process of microteaching.
- Explain meaning and process of simulated teaching.
- Discuss the concept and types of teaching skills.
- Explain Flander's system of Interaction Analysis.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Models of teaching : concept, families and elements of models of teaching. Basic teaching model.

b) Bruner's concept attainment model, Ausubel's Advance Organizer Model and Taba's Inductive Thinking Model with regard to focus, syntax, reaction system, social system, instructional and nurturant effects.

Unit II

a) Systems approach to education and its components : goal setting, task analysis, content analysis, context analysis and evaluation strategies.

b) Gagne's system of instructional design.

Unit III

a) Teacher Training Techniques: Simulated Teaching and Microteaching: Concept, characteristics, process and limitations.

b) Teaching skills: concept and types of teaching skills, constituents of five teaching skills and their observations : Stimulus Variation, Introducing the lesson, Skill of using audio-visual aids, Skill of Reinforcement and Probing questions.

Unit IV

a) Observation of classroom interaction, Categories of Flander's Interaction Analysis.

b) Developing 10 X 10 matrix of interaction analysis. Coding and decoding procedures.

c) Interpretation of the matrix.

PRACTICAL   **MARKS: 20**

A. Prepare 5 transparencies.

B. Demonstrate use of OHP, audio cassette recorder, LCD projector and computer.

C. Prepare a lesson plan on any model prescribed in the syllabus.

BOOKS RECOMMNEDED

1. Anderson, L.W. (1996) : Individualized Instruction. In Plomp. T., Jeerd & Ely, Donald P. (Eds.).

    International Encyclopedia of Educational Technology. U.K.: Cambridge.

2. Ahuja, M. (2000) : Implementing Mastery Learning Strategies: Tasks of a Teacher, University News, Vol.38, No. 22, May 29, 2000.

3. Ahuja, M. (2007) : Mastery Learning: A Practical Approach. Meerut: Vivek Publishers.

4. Bhushan, A. & Ahuja, M. (2003) : Educational Technology; Theory & Practice (2nd Edition).Patiala: Bawa Publications.

5. Bigge, M.L. (1967) : Learning Theories for Teachers. Delhi: Universal Book Stall.

6. Block, J.N. (1971) : Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.

7. Bloom, (1956):Ed. Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.

8. Clark, C.M. (1987) : The Carroll Model-in M.J. Dunkin(Ed.). The International Encyclopaedia of

    Teaching & Teacher Education, Oxford: Pergamon Press.

9. Das, R.C. (1993) : Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.

10. Erikson, B. (1969) : A Systems Approach to Education, Educational Technology, Vol. IX. No.6.

11. Hill, W.F. (1967) : Learning. London: Methuen & Co. Ltd.

12. Joyce & Weils (1985) : Models of Teaching. New Delhi: Prentice Hall of India.

13. Mehra, V. (2004) : Educational Technology. New Delhi: SSP.

14. Mohanty, (1992) : Educational Technology. New Delhi: Deep and Deep Publications.

15. Russell, M. (1993) :Instructional Media (4th Ed.). Canada: Macmillan Publishing Company.

16. Unwin, D. & Mc Alease, R. (1978) : Encylopaedia of Educational Media Communication and Technology. West Port: Greenwood Press.

PAPER- 14 & 15

COURSE CODE: MAEDU- III-E04 - SED

COURSE TITLE: Opt (D): SPECIAL EDUCATION-III

Credits= 5

Total marks= 100

External = 60

Internal = 20

Practical (Internal)= 20

COURSE OBJECTIVE

The students will be able to:

- Explain nature and causes of exceptionality.
- Explain problems of exceptional children in regular school.
- Explain the therapeutic or remedial or alternative educational provisions for special children.
- Conduct a case study.
- Explain social issues related with disability.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

Delinquency:

a) Concept, Characteristics, Causes and prevention.

b) Types, Educational provisions, Therapeutic measures and counseling.

Multiple Disabilities:

a) Concept, Nature and Characteristics of w.r.t dimensions and severity eg. Deaf Blind and Cerebral Palsy, causes

b) Educational Implications and provisions

Unit III

Speech and language Impairment:

a) Concept, Types, Causes, Characteristics

b) Speech Therapy

c) Counseling, peer-counseling

Unit IV

a) Advocacy: Concept, partners, process

b) Social Alternatives, marriage and sexuality w.r.t all disabling conditions

PRACTICAL (Internal)   **MARKS: 20**

Case study of a child with any disability in prescribed format.

BOOKS RECOMMENDED

1. Advani , L. & Chadha, A.(2003) :You & Your Special Child. New Delhi: UBS Publishers Distributor.

2. Berdine, W. H., Black hurst , A.E. (eds.) (1980): An Introduction to Special Education, Boston: Little, Brown and company.

3. Encyclopedia of special education (1987): vol.1, 2 ,3 Ed's Cecil r. Reynolds & Lester Mann.   New

    York : John Haley & sons.

4. Frank, M.H.& Steven, R.F.(1984): Education of Exceptional Learners Massachusetts: Allyn & Bacon. Inc.

5. Hallahan, D.P. & Kauffman, J.M.(1991): Exceptional Children – Introduction to Special Education. Massachusetts: Allyn & Bacon.

6. Hans, I. J. (2000) :Children in Need of Special Care. Human Horizons Series, Souvenir Press (E&A Ltd)

7. Kirk, S.A. & Gallagher, J. J. (1989) : .Education of Exceptional Children. Boston: Houghton Mifflin Co.

8. Panda, K.C. (1997) : Education of Exceptional Children. New Delhi: Vikas Publishing House

9. Yseldyke, J.E. & Algozzine, B. (1998): Special Education. New Delhi: Kanishka Publishers Distributor.

PAPER- 14 & 15

COURSE CODE: MAEDU- III-E05 - PEN

COURSE TITLE: Opt (E): POPULATION EDUCATION AND ENVIRONMENTAL EDUCATION-III

Credits= 5

Total marks= 100

External = 60

Internal = 20

Practical (Internal)= 20

COURSE OBJECTIVES

The students will be able to:

• Correlate population growth with issues of quality of life and environment

• Describe teaching methods of Population education

• Analyse relationship between population and development by describing related issues of HRD, sustainable development, food situation, work opportunities technology revolution and economic development.

• Exhibit the relationship between man and environment.

• Understand the role of educational institutions in disaster management

• Explain the features of curriculum for environmental education at school, college, and university level.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Population growth and related problems Linkages between population, development, environment and Quality of life:
- Migration
- Urbanisation
- Pollution

b) Teaching methods for population education

Unit II

Relationship between growth of population and Development:
- Population growth and Human Resource Development Education, Technology, Work opportunities.
- Population and economic development
- Population and global food situation
- Population and sustainable development

Unit III

a) Relationship between man and environment.
b) Impact of technological development on environment.
c) Man made and natural disasters. Role of educational institutions in disaster management.

Unit IV

a) Features of curriculum for environmental education at primary and secondary school levels.
b) Features of curriculum for environmental education at college and university level.

PRACTICAL   **MARKS: 20**

A. Presentations on population related issues.
B. Organization of any activity related to environmental awareness.

BOOKS RECOMMENDED

1. Chapman, J.L. and Reiss, M.J. (1999) : Ecology: Principles and Applications. U.K.: Cambridge University Press.

2. Dani, H.M. (1986) : Environmental Education. Chandigarh: Publication Bureau, Panjab University.

3. Mishra, B.D. (1986) : Environmental Education. Chandigarh: Publication Bureau, Panjab University.

4. Nanda, V.K. (1997) : Environmental Education. New Delhi: Armal Publications.

5. NCERT (2000) : Population Education - In Vocational Training Programme Part 3 : Handbook for Trainees, New Delhi, Directorate General of Employment and training, Ministry of Labour, Govt. of India.

6. Panneerselvam, A. and Ramakrishanan, M. (1996) : Environmental Science Education. New Delhi: Sterling Publishers Pvt. Ltd.

7. Raina, B.L.(1988) : Population Policy. Delhi: B.R. Publishing Corporation.

8. Reddy, M.V.L. (1984) : Population Education: Misconceptions and Clarifications. New Delhi: Ashish Publishing House.

9. Reining, P. & Thinker I (ed.) (1975) : Population: Dynamics Ethics & Policy. Washington D.C.:American Association for the Advancement of Science.

10. Saxena, A.B. (1996) : Education for the Environmental Concerns. New Delhi: Radha Publications.

11. Shandilya, T.K. (ed.) (1985) : Population Problem and Development. New Delhi: Deep and Deep Publications.

12. Sharma, R.A. (1998) : Environmental Education, Meerut: R. Lall Book Department.

13. UGC (2004) : UGC scheme on Population Education X[th] Plan guidelines, Non Formal Education Bureau, UGC, 35 Ferozeshah Road Feb. 2004.

14. United Nations Report (2003) : Population Education and Development. New York: The Concise Report.

15. Yadav, J.S., Sobti, R.C. and Kohli, R.K. (1988) : An Elementary Book on Environmental Education. Chandigarh: Publication Bureau, Panjab University.

WEB REFERENCE SITES:

1. www.coe.uga.edu/syllabus/eadu/EADU_8050_guyt

2. www.apscert.org/population.htm

3. www.knowledgecommission.gov.in/recommendations
4. http://dget.nic.in/cpe/intro/handbook.pdf
5. www.un.org/esa/population/publications/concese2003
6. www.n/m.nic.in/pep.htm

PAPER- 14 & 15

COURSE CODE: MAEDU- III-E06 - VHR
COURSE TITLE: Opt (F): VALUE EDUCATION AND HUMAN RIGHTS
EDUCATION-III

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

• Understand the nature of values in Indian and Western Schools of Philosophy.

• Become aware of the Philosophical and psychological theories on values.

• Understand the need for Value Education.

• Become aware of the various categories of Human Rights.

• Become aware of the sources of Human Right.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Philosophical and Psychological Theories on values and value assumption.

b) Social consciousness and moral values.

Unit II

a) National values as enshrined in the Indian constitution.

b) History of peace values and emergence of education for peace in the contemporary world.

c) Indian thinkers (Gandhi and Aurbindo) and value education.

Unit III

a) Philosophical foundations of Human Rights: Sources of Human Rights.

b) Modern Human Rights Theories.

Unit IV

Civil, Political, Economic, Social and Cultural Rights and corresponding obligations.

BOOKS RECOMMENDED

1. Borgohain, B. (1999): Human Rights Social Justice & Political Challenge. New Delhi: Kanishka Publishers.

2. Dhand, H. (2000): Teaching Human Rights: A Handbook, Bhopal Asian Institute of Human Rights.

3. Fraenkel, J.R. (1977): How to teach about Values: An Analytic Approach. New Jersey & E. Cliffs: Prentice Hall, Inc.

4. Mohanty, J. (2005): Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications PVT. LTD.

5. Mohanty, Jagannath Ed. (2000): Human Rights. New Delhi: Deep and Deep Publications.

6. Palai, A.K. (1999): National Human Rights Commission of India, Formation, Functioning and Future Prospects. New Delhi: Atlantic Pub.

7. Pandey, V.C. (2005):Value Education and Education for Human Rights. Delhi: Isha Books.

8. Promila Pandit Barooch: Handbook on child, Concept Publishing Company, New Delhi.

9. Rokeach, M. (1967) : Values Survey. Sunnyvale & California: Halgren Tests.

10. Rokeach, M. (1973) : The Nature of Human Values. New York : The Free Press.

11. Rokeach, M. (1988) :Beliefs, Attitudes and values. San Francisco: Jossey Bass.

12. Symonides, J(2002): Human Rights Concept and Standards, Rawat Publications.

13. Tarrow, N.B. (1987) : Human Rights and Education Vol-3. Pergamon Press.

PAPER- 14 & 15

COURSE CODE: MAEDU-III-E07 - EAM

COURSE TITLE: Opt (G): EDUCATIONAL ADMINISTRATION AND MANAGEMENT-III

Credits= 5

Total marks= 100

External = 80

Internal = 20

COURSE OBJECTIVES

The students will be able to:

- Explain the concept and theories of leadership.
- Explain different styles of leadership.
- Describe the leadership traits and skills of educational administrators.
- Explain therefore teaching and Training for leadership.
- Explain the financial policy for education.
- Explain importance of budget preparation for education.
- Explain the concept and theories of organizational change.
- Explain the importance of organizational change and modernization of educational management.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Leadership : concept and theories
b) Styles of leadership

Unit II

a) Leadership traits and skills : implications for educational administrators
b) Teaching and training for leadership.

a) Financing in education: Policy at Central, State and Private levels.

 b) Budget preparation for education.

Unit IV

a) Organizational Change: Concept and theories

b) Implication of organizational change to modernization of educational management.

BOOKS RECOMMENDED

1. Bush, T. & Bell, L. (2003): The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.

2. Bhatia, S.K. (2008) : Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.

3. Gakhar, S.C. (2005) : Educational Administration and Management. NM Publication.

4. Lynton, R.P. & Pareek, U. (2000): Training for Organizational Transformation Part I & II. NewDelhi: Sage Publications.

5. Rudestam, K.E. & Schoenholtz, R.J. (2002): Handbook of online Learning. New Delhi: Sage Publications.

6. Jolliffe, A., Ritter J. & Stevens D. (2003): The Online Learning Handbook. London: Kogan Page.

7. Prasad, L.M. (2008): Organisational Behaviour. New Delhi: Sultan Chand & Sons.

8. Robbins, S.P, Judge, T.A. & Sanghi, S. (2007) : Organisational Behaviour (12th edition). New Delhi: Pearson Prentice Hall.

9. Gupta, S.K. & Joshi, R. (2007): Organisational Behaviour. New Delhi: Kalyani Publishers.

10. Sayeed, O.B. (2001) : Organisational Commitment and Conflict. New Delhi: Sage Publications.

11. Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.

12. Bhatnagar, R.P. and Aggarwal, V. (1987): Educational Administration: Supervision Planning and Financing. Meerut: India Surya Publications.

13. Chandrasekaran, P. (1994): Educational Planning and Management. New Delhi: Sterling Publishers.

14. Greene, J.F. (1975): School Personnel Administration. Pennysylvania: Chilton Book Company.

15. Khan, N.S. & Khan, M.S. (1980): Educational Administration. New Delhi: Ashish Publishing House.

16. Kaur, K. (1985): Education - In India (1981-1985) Policies, Planning and Implementation. Chandigarh: Arun and Rajive Pvt. Ltd.

17. Lulla, B.P. & Murthy, S.K. (1976): Essential of Educational Administration. Chandigarh : Mohindra Capital Publishing.

18. Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.

19. Mukherji, S.N. (1970): Administration and Educational Planning and Finance. Baroda : Acharya Book Depot.

20. Philip, H.C. (1985): The World Crisis in Education. Oxford University Press.

21. Chand, T. & Prakash, R. (1997): Advanced Educational Administration. New Delhi: Kanishka Publishers.

22. Thakur, D. & Thakur, D.N. (1996): Educational Planning and Administration. New Delhi: Deep and Deep Publications.

23. Thomas, I.S. (1980): Educational Governance and Administration. America: Prentice Hall.

PAPER- 14 & 15
COURSE CODE: MAEDU-III-E08 - LLE
COURSE TITLE: Opt (H): LIFE LONG EDUCATION-III

Credits= 5
Total marks= 100
External = 80
Internal Assessment = 10
Internal Practical = 10

COURSE OBJECTIVES
The students will be able to:
• Explain the concept of Andragogy
• Enlist Principles of adult learning
• Explain policy for adult and continuing education programme.
• Explain role of universities in Life Long Education.
• Self learning module in Distance Education.
• Student support services in Distance Education.

- Relationship between Distance Education teacher and learner.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a)   Andragogy : meaning and concept, implication for adult learning.

b)   Principles of adult learning.

Unit II

a)   Administration and management of adult and continuing education programmes: bodies and functionaries Govt of Indian and UGC Guidelines

b)   Role of universities in adult and continuing education.

> a.   Department/Centre for adult and continuing education and extension education.
>
> b.   Regional resource centres.
>
> c.   The field out reach programmes

Unit III

Importance learning modules; Planning and Preparation of Self Instructional Material (SIM)-Steps of Writing SIM, Editing, Reviewing and Distribution.

Unit IV

a) Importance and organization of Student Support Services in Distance Education: Study Centres, mentors/counselors, counselling session, Personal Contact Programmes (PCP's), Mobile Libraries.

b) Relationship between distance education teacher and learner.

   PRACTICAL   **Internal = 10 Marks**

    Development of a self instructional lesson

BOOKS RECOMMENDED

1.   Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan.

2.   Manjulika & Reddy. (1999):   Unexplored dimensions of Open Universities.

Delhi: Vikas Publishing House Pvt. Ltd.

3. Rudestam & Schoonholtz-Read. (2002): Handbook of online Learning. Delhi: Sage Publications.

4. Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.

5. Maier & Warren. (2002): Integrating Technology - In Learning and Teaching. UK: Kogan Page.

6. French, et. al. (Eds.) (1999): Interest based learning. UK: Kogan Page.

7. Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.

8. Chib, S.S. (1986):Distance Education. Chandigarh: Chadda Publication.

9. Verma, R. (2005): Distance Education - In Technological Age. New Delhi: Anmol Publications (Pvt) Ltd.

10. Verma, R. (2007): Education-Open and Distance Education - In Global Society. New Delhi: Anmol Publications,.

11. A Report: Motivational Aspects of Adult Education Min. of Education and SocialWelfare, Directorate of Adult Education, New Delhi, 1978.

12. Boroia K. & Draper, J.A. (1973): Adult Education - In India: A Book of Reading. New Delhi: IAEA.

13. Dutta, S.C. (1986): History of Adult Education - In India. New Delhi: IAED.

14. Daniel W. (Ed.) (1987): The Future of Literacy in Changing World. New York, Tpkya : Pergamon Press, Oxford.

15. Govt. of India National Adult Education Programme: An Outline, 1978.

16. Gorden, G. & Sharan, B. (1982): Adult Education : Foundation of Practice. New York: Harper and Row.

17. Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978.

18. Howe, M. J.A. (Ed.). (1978): Adult Learning Psychological Research and Applications. London: John Willey.

19. Authentic Development: Role of Adult Education. New Delhi: IAEA. 1982.

20. John, L. (1982): The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.

21. Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers,.

22. Lovelt, T. (et.al.) (1983): Adult Education and Community Action. Great Britain: Croom   Helm Ltd.

23. Learning to be: A Report of International Commission on Education Development:

UNESCO, 1972, New Delhi: Sterling Publisher, 1975.

24. Mali, M.G. (1984): Adult Education - In India. New Delhi: Deep and Deep Publication.

25. Mohanty, S.B. (1985): Non-Formal Education, Allahabad: Chugh Publications.

26. National Literacy Mission (Jan; 1983): Ministry of Human Resource Development, Govt. of India, New Delhi.

27. Sharma, I.P. (1985): Adult Education - In India, A Policy Perspective. New Delhi: National Book Organization.

28. Wagiare, S.K. & Vanashree, W. (1986): Extension Education Elixir in Rural Development. New Delhi: Metropolitian Book Co.

29. Bhatia, S.C. & Srivastava. (1978): Literacy, Literacy Materials and their Preparation: A General Perspective. New Delhi: Directorate or Adult Education.

30. Coles, E.K.T. (1977): Adult Education - In Developing Countries. New York : Pergamon Press.

31. Cropley, A.J. (1977): Life Long Education: A Psychological Analysis. New York : Pergamon Press.

32. Houle, C.O. (1964): Continuing Your Education. New York : Mc Graw Hill Co.

33. Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.

34. Reddy, G.L. (1997): Role Performance of Adult Education Teachers: Problems and Prospects. New Delhi: Discovery Pub.

35. Roy, N.R. (1967): Adult Education - In India and abroad. Delhi : Chand.

36. Sharma, I.P. (1985); Adult Education - In India : Policy Perspective. New Delhi : NBO Pub.

37. Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs.

38. Yadav, R.S. (1991): Adult Education Training and Productivity. Ambala Cantt: Indian Publications.

39. Jarvis, P. (1990): International Dictionary of Adult and Continuing Education. London: Routledge.

40. Alford, H.J. (1968): Continuing Education - In action : residential centres for lifelong learning New York: Wiley.

41. Sodhi, T.S. (1987): Adult Education : A Multidisciplinary Approach. Ludhiana: Katson Publication House.

42. Seetharamu, A.S. & Devi, M.D.U. (1994): Adult Education. New Delhi : Ashish.

43. Patil, S.P. (1996): Problems of adult education programme. Ambala Cantt: Associated Pubs.

44. Jethither, B. (1996): Adult Education & Extension. New Delhi: APH Publishers.

45. Ward, K. & Taylor, R. (1986): Adult Education and the Working Class : Education for the missing millians. London: Croom Helm.

46. Venkataiah, S. (Ed.) (2000): Lifelong and Continuing Education. New Delhi: Anmol Pub.

47. Pareek, V.K. (1992): Adult Education. Delhi: Himansher.

Programme Code: MAEDU-IV

PART I) FOUNDATION PAPERS PAPER- 16

COURSE CODE: MAEDU-IV-C01-HCE

COURSE TITLE: HISTORY AND CONTEMPORARY ISSUES OF INDIAN

EDUCATION-IV

Credits= 5

Total marks= 100

External = 80

Internal = 20

COURSE OBJECTIVES

The students will be able to:

• Explain the contemporary issues of Indian Education System.

• Enlist modern trends of Education in India.

• Explain education system from International perspective.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one   from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

Contemporary Challenges in Education:

a) Challenges of Education- With special reference to Educational Disparities; RTE (2009) objectives and status

b) Education of Disadvantaged Groups with special reference to SC, ST and other minority groups

c) Women Education: Issues, Constraints and policy measures

d) Language issues in Education, medium of instruction versus mother tongue

Unit II

a) Distance and Open Learning : Objectives, modes, areas for improvement

b) Adult Education and Continuing Education : concept, importance, methods. XIIth five year plan provisions

c) Examination Reforms : need, recommendations of educational policies (1986, 1992, NCF 2005)

Unit III

a) Vocationalisation of Education : concept, importance, methods, problems

b) Population Education : concept and meaning importance, objectives, policy directions

c) Environmental Education: Concept and meaning, methods of imparting environmental education, current scenario of environmental education at school and college level, policy directions

Unit IV

a) Value crisis: concept, reasons, role of education in inculcating healthy values among students

b) Peace Education with national/ international perspective

c) Rural Education: Status, issues and challenges in Indian context

d) Challenges encountered by the use of digital media in education

BOOKS RECOMMENDED

1. Aggarwal, J.C. (1973): Recent Educational Development - In the World. New Delhi: Arya Book Depot, Vol. 1.

2. Altekar, A.S. (1965): Education - In Ancient India. Nand Kishore.

3. Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.

4. Dave, R.H. UNESCO and Regional Office Bank Publications.

5. Dave, R.J. & Stic M. (1973): Life Long Education & The School.

6. Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.

7. Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.

8. Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.

9. Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.

10. Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.

11. Ministry of Education: Report of the Education Commission 1964-66. New Delhi: Govt. of India, 1978.

12. Mohanty, J. (1987): Education - In India. New Delhi: Deep & Deep Publications.

13. Mukerji, S.N. (1965): Education - In India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).

14. Taneja, V.R. (1983): Trust with Education. New Delhi: Sterling Publishers.

PAPER- 17

COURSE CODE: MAEDU-IV-C02-CRD

COURSE TITLE: CURRICULUM DEVELOPMENT-IV

Credits= 5

Total marks= 100

External = 80

Internal = 20

COURSE OBJECTIVES

The students will be able to:

• Understand the concept and need of curriculum design.

• Describe characteristic features of different designs of curriculum development.

• Understand the various models of curriculum engineering.

• Appraise present curriculum of Indian schools.

• Discuss curriculum issues and trends.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one   from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

<div align="center">

Unit I
</div>

a) Concept of Curriculum design.

b) Need of theory of curriculum design.

<div align="center">

Unit II
</div>

Features of different curriculum designs:

a) Subject- Centred curriculum

b) Experience and activity centered curriculum

c) Core curriculum

d) Social problems and reconstructionist curriculum : characteristics, purpose, role of teacher in reconstructionist curriculum

<div align="center">

Unit III
</div>

Models of Curriculum Engineering:

a) The Administrative Model

b) The Grass-roots Model

c) Systems Analysis Model

<div align="center">

Unit IV
</div>

a) Critical appraisal of present curriculum in elementary and secondary schools of India

b) Curriculum issues and trends

c) National Curriculum Framework (2005)

<div align="center">

BOOKS RECOMMENDED
</div>

1. Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971).

2. Handbook of Formative and summative Evaluation Student Learning. New York: McGraw Hill.

3. Bruner, J.S. (1966): Towards a Theory of Instruction. Cambridge: Mass, Harvard University Press.

4. Cropper, G.L. (1974): Instructional Strategies. Englewood Cliff, N.J.: Educational Technology Publications.

5. Davis, I.K. (1971): The Management of Learning. London: McGraw Hill.

6. Forsyth, I., Jolliffee, A. & Stevens, D. (1999): Planning a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.

7. Gagne, R.M. & Briggs, L.J. (1979): Principles of Instructional Design. New York: Holt, Rinehart and Winston.

8. National Curriculum Framework (2005): New Delhi: NCERT.

9. Ornstein, A.C. and Hunkins, F.P. (1988): Curriculum: Foundations, Principles and Issues. London: Prentice Hall International Ltd.

10. Popham, J.M. & Baker, E.L. (1970): Systematic Instruction. New Jersey: Prentice Hall, Inc. Englewood Cliffs.

11. Pratt, D. (1980): Curriculum Design and Development. N.Y.: Harcourt.

12. Romiszowski, A.J. (1986): Designing Instructional Systems. London: Kogan Page.

13. Taba, H. (1962): Curriculum Development: Theory and Practice. N.Y.: Harcourt Brace and World Inc.

14. Taylor, P. (2003): How to Design a Training Course. A Guide to Participatory Curriculum Development. London: Continuum.

15. Zais, R.S. (1977): Curriculum: Principles and Foundations. London: Harper and Row Publishers.

PAPER- 18

COURSE CODE: MAEDU-IV- C03-DIS

COURSE TITLE: DISSERTATION SUBMISSION

Credits (5+5)= *10
Total marks= 200
External = 100
Internal = 100

* Credits = 5 + 5 = 10 because this is compulsory paper in both the semesters III & IV of MA Education, and evaluation will be done at the end of semester IV. Accordingly the 5 credits of semester III will be added up in semester IV. The evaluation of dissertation will be done by a board comprising of one External, Internal examiners and Chairperson.

PART II) OPTIONAL PAPERS PAPER- 19& 20

COURSE CODE: MAEDU-IV-E01 – EME

COPURSE TITLE: Opt (A); EDUCATIONAL MEASUREMENT AND

EVALUATION-IV

<div align="right">

Credits= 5

Total marks= 100

External = 80

Internal = 20

</div>

COURSE OBJECTIVES

The students will be able to:

• Explain the concepts and techniques of measurement and evaluation.

• Apply advanced statistical techniques.

Note

i. Examiner will set 9 questions in all, selecting two each from four units; one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions. Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

ii. Use of all brands of non-programmable calculators having signs of '+', '-', 'x', '÷', only is allowed in the examination centre, but these will not be provided by the University/College.

Table of critical values for statistical inference, e.g., F-ratio, t-ratio, r, chi-square,

NPC areas, NPC ordinates, Wilcoxon- Mann- Whitney table etc. may be provided to the students.

COURSE CONTENT

<div align="center">

Unit I

</div>

a) Educational objectives: Definition; significance; Taxonomy

b) Content Analysis: meaning, purposes, advantages, limitations, procedure

<div align="center">

Unit II

</div>

a) Measurement of Attitude: purpose and tools

b) Measurement of Aptitude: purpose and tools

c) Measurement of Interest: purpose and tools

<div align="center">

Unit III

</div>

a) Partial and Multiple Correlations: meaning and computation

b) Regression Equation- Meaning and Computation (one and two factors only)

Unit IV

a) Factor analysis: concept and nature of research problems that necessitate factor analysis

b) Elementary Factor Analysis: Extraction of factors (Centroid method only) up to two factors only

c) Interpretation of factors

BOOKS RECOMMENDED

1. Anastasi, A. (1988): Psychological Testing (6th Ed.). New York: The Macmillan Co.

2. Ebel, L.R. and Fristris, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.

3. Edwards, A.L. (1957): Techniques of Attitudes Scale Construction. New York.

4. Gakhar, S.C. Statistics - In Education and Psychology

5. Freeman, F.S. (1965): Theory and Practice of Psychological Testing. New York: Rinehart and Winston.

6. Fruchter, B. (1954): Introduction to Factor Analysis.

7. Garret, H.E. (1973): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.

8. Guilford, S.P. and Fruchter, B. (1973): Fundamental Statistics - In Psychology and Education (5th Edition). New York: McGraw Hill and Co.

9. Thorndike, R.L. and Hagen, E. (1977): Measurement and Evaluation - In Psychology and Education. New York: John Wiley and Sons, Inc.

PAPER- 19 & 20

COURSE CODE: MAEDU-IV-E02 – GNC
COURSE TITLE: Opt (B): GUIDANCE AND COUNSELLING-IV

Credits = 4
Total marks= 100
External= 60
Internal= 20
Practical (Internal)=20

Course Objectives:

The students will:

- Understand and concept and problems of Persons with disability (PWDs)
- Know importance of counselling of PWDs and their care takers
- Familiarized themselves with national incentive for PWDs
- Get sensitized to child abuse
- Understand concepts of career counselling and career development

Note: Examiner will set 5 questions, two from each unit and one question (Question No.5) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt five questions in all, selecting one question from each unit and Question No. 9, which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

Unit-I

a) Concept of different abilities
b) Needs and problems of people with disabilities (PWDs)
c) Importance of counselling students with different abilities, their families (especially parents), peers

Unit-II

a) Assessment of persons with disabilities: intellectually challenged , ADHD, Dyslexia
b) Government initiative: RCI Act, RPWD Act, 2016.
c) Meaning and role of parents association, parents-professional partnership

Unit-III

a) Child abuse: Concept, causes of Physical, sexual, emotional and child labour
a) Identifying Symptoms of abused children.
b) Preventive and remedial measures for child abuse

Unit-IV

a) Concept of Career Counselling; Factors affecting Career development.
b) Career maturity: Concept, Dimensions and Assessment

c) Career development in context of cultural diversity, Vocational Adjustment, Barriers to Career Development

d) Career development for youth at risk and youth with disability

Practical (Internal) = 20 Marks

a) Career talk: Preparation and delivery of one carer talk (10 marks)

b) Analysis and reporting of atleast two news item on child abuse (10 marks)

BOOKS RECOMMENDED

1. Advani, L. & Chaddha, A. (2003): You and Your Special Child, UBS Publishers Distributors Pvt.

2. Arulmani, G & Arulmani, S. Nag (2004): Career Counseling: A Handbook, New Delhi, Tata Mc. Graw Hill Publishing Company Limited.

3. Bowers (ed.) (1987): Special Education Needs and Human Resource Management, London, Grom Helm.

4. Callier, C. (2011): Seven steps to separating difference from disability. Corwin Press.

5. Cohen & Cohen C. (1986): Exceptional Children, London: Harper and Row.

6. Collier, C. (2011): Seven Steps to Separating Difference from Disability, California: Corwin- A Sage Company.

7. Corbett, Jenny (1998): Special Education needs in the Twentieth Country. A Cultural Analysis, Trowbridge, Wilts: Redwood Books.

8. Gibson, R.L. & Mitchell, M.H. (2003): Introduction to Counseling and Guidance, New Delhi: Pearson Education.

9. Gurman, A. S., & In Kniskern, D. P. (1991). Handbook of family therapy, volume II. New York: Brunner/Mazel.

10. Hans, I.J. (2000): Children in Need of Special Care, Human Horizons Series, Souvenir Press (E & A Ltd.).

11. Hallahan, D. & Kauffman, J. (1978): Exceptional Children: Introduction to Special Education, Englewood Cliffs, N.J.: Prentice Hall.

12. Johnson, S.W. & Morasky, R.L. (1980): Learning Disabilities, Boston, Allyn and Bacon.

13. Karanth, P. and Rozario, J. (2007): Learning Disabilities in India Willing the Mind to Learn, New Delhi, Sage Publications India Pvt. Ltd.

14. Kirk, S. & Gllagher, J.J. (1989): Educating Exceptional Children, Boston: Houghton Mifflin & Co.

15. Knowles & Lander (2011): Diversity, Equality and achievement in Education. New Delhi, Sage Publications.

16. K.V. Nair, (1972): Psychological Bases of Vocational Guidance, Meerut, Meenakshi Prakashan Begum Bridge.

17. Lee. E. Isacson (1971): Information in Counseling and Teaching Purdue University, Boston, Allyn & Bacon, Inc.

18. Linda Seligman (1994): Developmental Career Counseling and Assessment (2nd Ed.) London, Sage Publications.

19. Mitchell, L.K. & Krumboltz (1984): Research on Human Decision Making: Implications for career decision making and counseling. In S. Brown and R. Lent (Eds.) Handbook of Counseling Psychology, New York, Wiley.

20. Mohan Swadesh (Ed.) (1999): Career Development in India: Theory Research and Development, New Delhi, Vikas Publishing House.

21. Myers, R. (1986): Research on Educational and Vocational Counseling, In Garfield S. & Bergin A. (Eds.): Handbook of Psychotherapy and Behaviour Change (3rd edition), New York,Wiley.

22. Neisworth, John T. & Baganto. (1987): The Young Exceptional Child. New York, Macmillan & Co.

23. Panda, K.C. (2001): The Education of the Exceptional Child, New Delhi, Vikas Publishing House.

24. Reynolds, R. & Mann. (1987): Encyclopedia of Special Education, vol. I. I, II, III, John Wiley and Sons.

25. Robert Hoppock (1976). Occupational Information, New York, McGraw Hill, Book Co.

26. Sengupta, Dr. Keya et. al. (2000): Human Disabilities Challenges for their Rehabilitation, New Delhi: Reliance Publishing House.

27. Sharma, P.L. (1990) Teachers Handbook on IED-Helping Children with Special Needs. N.C.E.R.T Publications.

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

29. Singh, A.J. (2007): Special Education for Exceptional Children, Patiala : Twenty First Century Publications

30. Singh, D. and Deshprabhv, S. (2008): Handbook of Special Education Part-I, New Delhi: Kanishka Publishers.

31. Sisk, D. (1987): Creative Teaching of the Gifted. N.Y.: McGraw Hill.

32. Super, D.E. (1957): Dynamics of Vocational Adjustment, New York, Harper & Bros.

33. Super, D.E. (1957): The Psychology of Careers, New York, Row Publishers Inc.

34. Swan, W. (1986): The Practice of Special Education, N.Y.: Basil Breakwell.

35. Westwood, P.: Common Sense Methods for Children with Special Needs. Crown Helm, London.

36. Ysseldyke, J.E. & Algozzine, B. (1984): Introduction to Special Education. Boston: Houghton.

PAPER- 19 & 20

COURSE CODE: MAEDU-IV- E03 - EDT

COURSE TITLE: Opt (C): EDUCATIONAL TECHNOLOGY – IV

Credits= 5

Total marks= 100

External = 60

Internal = 20

Practical (Internal)= 20

COURSE OBJECTIVES

At the end of course, the students will be able to:

- Explain the concept, principles and styles of programmed instruction.

- Explain stages of development of programmed instructional material.

- Discuss concept of mastery learning and its historical perspective.

- Discriminate between Bloom's and Keller's Mastery learning Strategies.

- Explain the computer fundamentals, internet and WWW.

- Explain the meaning and method of computer assisted instruction.

- Discuss the concept, features, advantages and disadvantages of e-learning.

- Discuss the concept, advantages, challenges and methodology of on-line teaching and learning.

- Explain the concept, advantages, challenges and methodology of m-learning.

- Dicuss the emergence of new technologies in education.
- Discuss recent trends in Educational Technology.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Programmed Instruction: Concept, historical development. Theoretical rationale of programming.
b) Principles of Programmed Instruction : Styles of Programmed Instruction.
c) Development of a linear programme.

Unit II

a) Mastery Learning Strategies : Concept, historical perspectives, characteristics and limitations of Mastery learning.
b) Bloom's and Keller's Mastery Learning Strategies: Advantages, procedure and Limitations.

Unit III

a) Computer fundamentals, Internet and WWW.
b) Computer assisted instruction: meaning and methodology.
c) E-learning : Concept, features, advantages, disadvantages. E-resources.
d) On-line teaching and learning: Concept, advantages, challenges, methodology, future of on-line teaching.

Unit IV

a) M-learning: Concept, features, methodology, advantages and disadvantages.
b) Emergence of new technologies in education and their application: Hypertext, videotext, computer conferencing, teleconferencing, interactive video.
c) Recent trends in educational technology, use of ICT for conducting research, web resources for research.

PRACTICAL   **MARKS: 20**

A. Development of a linear programme with 50 frames.

B. Power point presentation on any topic (at least 20 slides).

BOOKS RECOMMENDED

1. Anderson, L.W. (1996): Individualized Instruction. In Plomp. T., Jeerd & Ely, Donald P. (Eds.). International Encyclopedia of Educational Technology. U.K.: Cambridge.

2. Ahuja, M. (2000): Implementing Mastery Learning Strategies: Tasks of a Teacher, University News, Vol.38, No. 22, May 29, 2000.

3. Ahuja, M. (2007): Mastery Learning: A Practical Approach. Meerut: Vivek Publishers.

4. Bhushan, A. & Ahuja, M. (2003): Educational Technology; Theory & Practice (2nd Edition). Patiala: Bawa Publications.

5. Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Book Stall.

6. Block, J.N. (1971): Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.

7. Bloom, (1956): Ed. Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.

8. Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin(Ed.). The International Encyclopaedia of Teaching & Teacher Education, Oxford: Pergamon Press.

9. Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.

10. Erikson, B. (1969): A Systems Approach to Education, Educational Technology, Vol. IX. No.6.

11. Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.

12. Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.

13. Mehra, V. (2004): Educational Technology. New Delhi: SSP.

14. Mohanty, (1992): Educational Technology. New Delhi: Deep and Deep Publications.

15. Russell, M. (1993): Instructional Media (4th Ed.). Canada: Macmillan Publishing Company.

16. Spaunding, S. C. (1972) : Technological Devices in Education , AECT International.

17. Unwin, D. & Mc Alease, R. (1978): Encylopaedia of Educational Media Communication and Technology. West Port: Greenwood Press.

PAPER- 19& 20

COURSE CODE: MAEDU-IV-E04 - SED

COURSE TITLE: Opt (D): SPECIAL EDUCATION-IV

Credits= 5

Total marks= 100

External = 60

Internal = 20

Practical (Internal)= 20

COURSE OBJECTIVES

The students will be able to:

- Explain the nature and causes of exceptionality.

- Enlist problems of exceptional children in regular school.

- Explain community situation in their own area.

- Explain legislation and policies in India .

- Explain concept of rehabilitation in Indian Setting.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one   from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

Legislation & Policies:

a) RCI Act

b) National Trust Act

c) National Policy for the disabled

d) RPwD Act 2016

Unit II

Habilitation & Rehabilitation:

a) Concept, Role of awareness & acceptance, Vocational placements, Role of media

b) Community Based Rehabilitation.

Unit III

a) Facilities and Concessions

b) Hierarchy of educational provisions: Deno's Cascade

c) Role of parents and parent's associations

d) Role of technology to ameliorate effects of any condition

Unit IV

a) Normalization, Mainstreaming, Integration

b) Inclusion: Concept, Process, Strategies, Barriers

PRACTICAL   **MARKS: 20**

Community survey to study:

 a) Prevalence of disability

 b) Awareness in society

 c) Facilities available.

BOOKS RECOMMENDED

1. Advani , L. & Chadha, A. (2003) : You & Your Special Child New Delhi: UBS Publishers & Distributor.

2. Alur, M. & Timmons, V. (Eds.). (2009). *Inclusive education across cultures : Crossing boundaries, sharing ideas.* New Delhi : SAGE Publications India Pvt. Ltd.

3. Berdine, W. H., Black Hurst , A.E. (eds.) (1980) : An Introduction to Special Education, Boston: Little, Brown and company.

4. Encyclopedia of special education (1987) : vol.1, 2 ,3 Ed's Cecil r. Reynolds & Lester Mann New York John: Haley & sons.

5. Frank, M.H.& Steven, R.F.(1984) : Education of Exceptional learners.

6. Massachusetts: Allyn & Bacon. Inc.

7. Hallahan, D.P& Kauffman, J.M.(1991) : Exceptional Children – Introduction to Special Education. Massachusetts: Allyn & Bacon.

8. Hans, I. J. (2000) : Children in Need of Special Care. Human Horizons Series, Souvenir Press (E&A Ltd).

9.   Hegarty, S & Alur, M. (2002). *Education and children with special needs : From segregation to inclusion,* New Delhi : Sage.

10. Kirk, S.A. & Gallagher, J. J. (1989): Education of Exceptional Children.   Boston:

Houghton Mifflin Co.

11. Panda, K.C. (1997): Education of Exceptional Children. New Delhi: Vikas Publishing House.

12. Yseldyke, J.E. & Algozzine, B.(1998): Special Education. New Delhi: Kanishka Publishers Distributor.

13. Rehabilitation council of India (RCI) Act, Government of India, 1992.

14. Persons with disabilities (PWD) Act, Governemnt of India, 1995.

15. National Trust (NT) Act, Governemnt of India, 1999.

16. National Policy for persons with Disabilities, Governemnt of India, 2006.

17. Right to Education, Governemnt of India, 2009/10.

18. Right of persons with Disabilities Bill, Poly for the Disabled, Governemnt of India, 2011.

19. RPwD Act 2016.

PAPER- 19& 20

COURSE CODE: MAEDU-IV-E05 - PEN

COURSE TITLE: Opt (E): POPULATION EDUCATION AND ENVIRONMENT EDUCATION-IV

Credits= 5

Total marks= 100

External = 60

Internal = 20

Practical (Internal)= 20

COURSE OBJECTIVES

The students will be able to:

• Explain Global and national policies on population

• State Strategies for population education through various organizations.

• Explain different kinds of hurdles in implementation of population policies

• Explain various methods and media for teaching environmental education.

• Describe global environmental problems and strategies for waste management.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Dimensions of population policy: Global and National policies (UNDP, UNESCO, UNICEF, FPAI)

b) Development of nation wide organizations and strategies for population education.

Unit II

Hurdles in implementation of population policies:

- Administrative
- Diversity in India
- Attitude of people

Unit III

a) Methods of teaching environmental education, discussion, seminar, workshops, dialogue, problem solving, field survey, projects, exhibition and experiential learning.

b) Role of media for imparting environmental education.

Unit IV

a) Global environmental problems: global warming, ozone depletion, e-waste and population explosion.

b) Waste management – e-waste, nuclear & radioactive waste, solid & liquid waste.

PRACTICAL   **MARKS: 20**

A. Survey of attitude of students and teachers towards global environmental problems.

B. Evaluation of environmental education course at B.Ed. level.

BOOKS RECOMMENDED

1. Chapman, J.L. and Reiss, M.J. (1999): Ecology: Principles and Applications. U.K.: Cambridge University Press.

2. Dani, H.M. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab

University.

3. Mishra, B.D. (1986): Environmental Education. Chandigarh: Publication Bureau, PanjabUniversity.

4. Nanda, V.K. (1997): Environmental Education. New Delhi: Armal Publications.

5. Panneerselvam, A. and Ramakrishanan, M. (1996): Environmental Science Education. New Delhi: Sterling Publishers Pvt. Ltd.

6. Raina, B.L.(1988): Population Policy. Delhi: B.R. Publishing Corporation.

7. Reddy, M.V.L. (1984): Population Education: Misconceptions and Clarifications. New Delhi: Ashish Publishing House.

8. Reining, P. & Thinker, I (ed.) (1975): Population: Dynamics Ethics & Policy. Washington D.C.: American Association for the Advancement of Science.

9. Saxena, A.B. (1996): Education for the Environmental Concerns. New Delhi: Radha Publications.

10. Sharma, R.A. (1998): Environmental Education, Meerut: R. Lall Book Department.

11. Shandilya, T.K. (ed.) (1985): Population Problem and Development. New Delhi: Deep and Deep Publications.

12. Yadav, J.S., Sobti, R.C. and Kohli, R.K. (1988): An Elementary Book on Environmental Education. Chandigarh: Publication Bureau, Panjab University.

13. NCERT (2000): Population Education - In Vocational Training Programme Part 3 : Handbook for trainees, New Delhi, Directorate General of Employment and Training, Ministry of Labour, Govt. of India.

14. UGC (2004): UGC scheme on Population Education X^{th} Plan guidelines, Non Formal Education Bureau, UGC, 35 Ferozeshah Road, Feb 2004.

15. United Nations Report (2003): Population Education and Development. New York: The Concise Report.

WEB REFERENCE SITES:

1. www.apscert.org/population.html

2. www.knowledgecommission.gov.in/recommendations

3. http://dget.nic.in/cpe/intro/handbook.pdf

4. www.un.org/esa/population/publications/concese2003

5. www.n/m.nic.in/pep.htm

PAPER- 19& 20

COURSE CODE: MAEDU-IV-E06 - VHR

COURSE TITLE: Opt (F): VALUE EDUCATION AND HUMAN RIGHTS EDUCATION-IV

<div align="right">

Credits= 5
Total marks= 100
External = 80
Internal = 20

</div>

COURSE OBJECTIVES

The students will be able to:

- Understand nature of values in various schools of Philosophy.
- Become aware of the recommendations of various commissions and practices in schools for value education.
- Understand the need for Value Education - In higher education.
- Become aware of the various categories of Human Rights.
- Understand role of education and teacher preparation for Human Rights.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

<div align="center">

Unit I

</div>

Values in various schools of philosophy.

a) Values in Indian Schools of Philosophy (Sankhya, Vedant, Buddhism and Jainism)

b) Values in Western Schools of philosophy (Idealism, Realism, Pragmatism and Existentialism)

<div align="center">

Unit II

</div>

a) Value Education at School Level (recommendation of education commission and practices in school).

b) Value Education - In Higher Education and Research.

Unit III

Human Rights of vulnerable persons and groups : Women's Rights, Rights of the Child, Rights of persons belonging to Minorities, Migrant Workers Rights, Indigenous Peoples Rights.

Unit IV

a) Human Rights in India (Constitutional provisions)

b) Right to Education and its implications.

c) Education about Human Rights, Teacher preparation.

BOOKS RECOMMENDED

1. Fraenkel, J.R. (1977): How to teach about Values: An Analytic Approach. New Jersey & E. Cliffs: Prentice Hall, Inc.

2. Rokeach, M. (1967): Values Survey. Sunnyvale & California: Halgren Tests.

3. Rokeach, M. (1973): The Nature of Human Values. New York : The Free Press.

4. Rokeach, M. (1988): Beliefs, Attitudes and Values. San Francisco: Jossey Bass.

5. Symonides, J. (2002): Human Rights Concept and Standards. Rawat Publications.

6.   Mohanty, J. (2005): Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and   Deep Publications PVT. LTD.

7. Tarrow, N.B. (1987): Human Rights and Education Vol-3. Progamon Press.

8. Pandey, V.C. (2005): Value Education and Education for Human Rights. Delhi: Isha Books.

9.   Borgohain, B. (1999): Human Rights Social Justice & Political Challenge. New Delhi: Kanishka Publishers.

10. Mohanty, Jagannath Ed. (2000): Human Rights. New Delhi: Deep and Deep Publications.

11. Palai, A.K. (1999): National Human Rights Commission of India, Formation, Functioning and   Future Prospects. New Delhi: Atlantic Pub.

12. Dhand, H. (2000): Teaching Human Rights: A Handbook, Bhopal Asian Institute of Human Rights.

PAPER- 19& 20

COURSE CODE: MAEDU-IV-E07 - EAM

COURSE TITLE: Opt (G): EDUCATIONAL ADMINISTRATION AND MANAGEMENT-IV

Credits= 5

Total marks= 100

External = 80

Internal = 20

COURSE OBJECTIVES

The students will be able to:

- Explain implications of Liberalization, Globalization and Privatization on educational management.
- Discuss implications of Intellectual Property Rights and RTI for educational institutions and educationists.
- State policy guidelines for setting up private Education - Institutions.
- Explain administrative processes in educational settings.
- Describe the impact of information technology on educational administration and management.
- Enlist strategies for effective online management of education systems.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

Unit I

a) Concept of Liberalization, Globalization and Privatization and their implications for Educational Management.

b) Setting up private Educational Institutions in India: Policy Guidelines.

Unit II

Understanding and implications for educational institutions and educationists of:

a) Intellectual Property rights

b) Right to Information

Unit III

Administrative processes in educational settings:

a) Management by objectives,

b) Organizational development and compliance

c) Decision making

d) Communication

Unit IV

a) E-governance: meaning nature and scope in education.

b) Technology and Management: Impact of Information Technology on educational administration and management: Transparency, admissions, declaration of results examinations, online submission etc.

BOOKS RECOMMENDED

1. Bush, T. & Bell, L. (2003): The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.

2. Bhatia, S.K. (2008): Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.

3. Gakhar, S.C. (2005): Educational Administration and Management. NM Publication.

4. Lynton, R.P. & Pareek, U. (2000): Training for Organizational Transformation Part I & II. New Delhi: Sage Publications.

5. Rudestam, K.E. & Schoenholtz, R.J. (2002): Handbook of online Learning. New Delhi: Sage Publications.

6. Jolliffe, A., Ritter J. & Stevens D. (2003): The Online Learning Handbook. London: Kogan Page.

7. Prasad, L.M. (2008): Organisational Behaviour. New Delhi: Sultan Chand & Sons.

8. Robbins, S.P, Judge, T.A. & Sanghi, S. (2007): Organisational Behaviour (12th edition). New Delhi: Pearson Prentice Hall.

9. Gupta, S.K. & Joshi, R. (2007): Organisational Behaviour. New Delhi: Kalyani Publishers.

10. Sayeed, O.B. (2001): Organisational Commitment and Conflict. New Delhi: Sage Publications.

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PAPER- 19& 20

COURSE CODE: MAEDU-IV-E08 - LLE

COURSE TITLE: Opt (H): LIFE LONG EDUCATION-IV

Credits= 5
Total marks= 100
External = 80
Internal Assessment = 10
Internal Practical = 10

COURSE OBJECTIVES

The students will be able to:

• Explain principles of curriculum construction for adults.

- Describe methods of teaching adults.
- Trace the institutionalization of Life Long Education - In India education systems through, Adult and Continuing education programmes and community colleges.
- Explain Innovations in Distance Education.
- Explain Evaluation methods in Distance Education.
- Understand Research in Distance Education.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one   from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Principles of curriculum development for adults.

b) Teaching methods for adult learners.

Unit II

Life Long Education for community development:

a) National level programmes for eradication of illiteracy and Development in India.

b) Continuing education programmes for community upliftment

c) Community colleges

Unit III

a) On-line Learning : Meaning, importance and limitations

b) Innovations in distance education

Unit IV

a) Importance, monitoring and evaluation of assignments, class tests, response sheets and term and examination in distance education.

b) Research in Distance Education

PRACTICAL   **Internal = 10 Marks**

Develop course outline of a Continuing Education course.

BOOKS RECOMMENDED

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