Learning Outcomes Based Curriculum Framework
(LOCF)

For

M.A. (Education)
Post Graduate Programme

Department of Education
Chaudhary Devi Lal University
Sirsa-125055
2020-21

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1. About the Department

The Department of Education has been functional since the inception of Chaudhary Devi Lal University in 2003 and is engaged in imparting teacher Education through its committed faculty. The Department is offering B.Ed.(two year), M.A.(two year), and Ph.D. programmes. The course curricula have been designed in a way to master the pupil teachers in handling various issues related to child psychology, latest technology, and innovative methods in their teaching by providing inputs necessary for shaping their overall behaviors and analytical communication abilities. We are also developing a culture of research by encouraging our students in various Educational research areas. Many students of department have been selected at university, college and school levels in the state & outside the state. The faculty of the department is engaged in various Educational research areas.

2. Learning Outcomes based Curriculum Framework

The Choice Based Credit Scheme has evolved into learning outcomes based curriculum framework and provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.

2.1 Objectives of the Programme

- To provide adequate knowledge of all functional areas of Education to the students.
- To provide congenial environment to the students for enhancing their learning.
- To equip the perspective teachers with necessary pedagogical skills and competencies in teaching.
- To update the students with latest trends and techniques in the field of Education.
- To develop a sense of self confidence and leadership among the students.
- To impart enriched vocational Education which is essential for success in competitive and open market economy.
- To develop the code of ethics, life skills and human values among students.
- To develop the competencies in research and expository writing.

2.2 Programme Outcomes (POs)

PO1	Students will be able to comprehend the acquired knowledge during the programme of study.
PO2	Students will be able to reflect on the issues relating to the Programme.
PO3	Students will be able to show the professional skills and competencies acquired during the Programme of study.
PO4	Students will be able to show scientific and research capabilities in their academic, professional and general life pursuits.
PO5	Students will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making and resource management according to predetermined objectives/ outcomes.
PO6	Students will be able to work as member or leader in multi-disciplinary and diverse Settings.
PO7	Students will be able to discuss and solve the problems relating to the discipline.
PO8	Students will be able to state and follow the ethical issues relating to Education and society.

2.3 Programme Specific Outcomes (PSOs)

The Program Specific Outcomes of M.A. Education (Two Years) Programme are as follow:

PSO1	Students will be able to reflect on philosophical, sociological, psychological and related issues of Educational system
PSO2	Students will be able to elaborate various concepts and methods of research and statistics in Education.
PSO3	Students will be able to reflect on special Education, economics of Education, life long Education, Education technology, mental hygiene and teacher Education.
PSO4	Students will be able to understand concept of comparative Education, curriculum development and its evaluation and also get a historical insight into development of Education of India along with challenges of Indian Education.
PSO5	Students will be able to know and explain life skill Education, tools and techniques of measurement and evaluation, Education and vocational guidance, inclusive Education, management and administration of Education, adult and continuing Education, environment Education, women empowerment and Education, population Education and distance Education.
PSO6	Students will be able to plan and investigate minor research work/projects in the field of Education.

3. Programme Structure

M.A. Education - a four-semester Postgraduate Programme is 104 credits weightage consisting of Core Courses (CC), Discipline Specific Elective Courses (DSC), Skill Enhancement Courses (SEC) and Open Elective Courses (OEC).

Table 1: Courses and Credit Scheme

Semester	Core Courses (CC)		Discipline Specific Elective Courses (DSC)		Skill Enhancement Courses (SEC)		Open Elective Courses (OEC)		Grand Total Credits
	No. of Courses	Total Credits	No. of Courses	Total Credits	No. of Courses	Total Credits	A total of 12 credits are to be earned from other Departments or from MOOCs *Students have to opt open elective course in consultation with chairperson and Director, University Centre for Outreach Programmes and Extension*		
1st	3	12	2	8	0	0			20
2nd	4	14	2	8	0	0			22
3rd	4	12	2	8	2	4			24
4th	4	14	2	8	2	4			26
Total	Core Credits	52	Discipline Specific Elective Credits	32	Skill Enhancement Credits	08	Open Elective Credits	12	92+12= 104
Per-cent	Core Credits	50	Discipline Specific Elective Credits	30.76	Skill Enhancement Credits	7.69	Open Elective Credits	11.53	104

Table 2: Detailed break-up of Credit Courses

Semester	Core Courses	Discipline Specific Elective Courses	Skill Enhancement Courses	Open Elective Courses	Total Courses
	CC	DSC	SEC	OEC	CC+DSC+SEC
1st	CC1 CC2 CC3	DSC1 DSC2 DSC3 DSC4 DSC5 DSC6		OECs offered by other departments or MOOCs (May be enrolled in any of the four semesters) *Students have to opt open elective course in consultation with chairperson and Director, University Centre for Outreach Programmes and Extension*	09
2nd	CC4 CC5 CC6 CC7	DSC7 DSC8 DSC9 DSC10 DSC11 DSC12			10
3rd	CC8 CC9 CC10 CC11	DSC13 DSC14 DSC15 DSC16 DSC17 DSC18	SEC1		11
4th	CC12 CC13 CC14 CC15	DSC19 DSC20 DSC21 DSC22 DSC23 DSC24	SEC2		11

Table 3: Course code and Title along with credits detail

Course Code	Course Title	Credits		
Semester 1st		Theory	Practical	Total
MA/EDU/1/CC1	Philosophical Foundations of Education	4	0	4
MA/EDU/1/CC2	Psychological Foundations of Education-I	4	0	4
MA/EDU/1/CC3	Research Methods and Data Analysis in Education-I	4	0	4
Student can choose any one from following DSCs				
MA/EDU/1/DSC1	Special Education-I	4	0	4
MA/EDU/1/DSC2	Yoga Education			
MA/EDU/1/DSC3	Life Long Education –I			
Student can choose any one from following DSCs				
MA/EDU/1/DSC4	Educational Technology –I	4	0	4
MA/EDU/1/DSC5	Teacher Education-I			
MA/EDU/1/DSC6	Mental Hygienic Education-I			
	Total	**20**	**0**	**20**
Semester 2nd				
MA/EDU/2/CC4	Sociological Foundations of Education	4	0	4
MA/EDU/2/CC5	Psychological Foundations of Education-II	4	0	4
MA/EDU/2/CC6	Research Methods and Data Analysis in Education-II	4	0	4
MA/EDU/2/CC7	Dissertation-I	0	4	2
Student can choose any one from following DSCs				
MA/EDU/2/DSC7	Special Education-II	4	0	4
MA/EDU/2/DSC8	Economics of Education			
MA/EDU/2/DSC9	Life Long Education –II			
Student can choose any one from following DSCs				
MA/EDU/2/DSC10	Educational Technology –II	4	0	4
MA/EDU/2/DSC11	Teacher Education-II			
MA/EDU/2/DSC12	Mental Hygienic Education-II			
	Total	**20**	**4**	**22**
Semester 3rd				
MA/EDU/3/CC8	Curriculum Development and Comparative Education I	4	0	4
MA/EDU/3/CC9	Contemporary Issues in Indian Education –I	4	0	4
MA/EDU/3/CC10	Dissertation-II	0	0	2
MA/EDU/3/CC11	Field Work	0	0	2
Student can choose any one from following DSCs				
MA/EDU/3/DSC13	Educational Measurement and Evaluation-I	4	0	4
MA/EDU/3/DSC14	Educational and Vocational Guidance-I			
MA/EDU/3/DSC15	Inclusive Education			

	Student can choose any one from following DSCs			
MA/EDU/3/DSC16	Management and Administration of Education-I	4	0	4
MA/EDU/3/DSC17	Adult and continuing Education-I			
MA/EDU/3/DSC18	Environmental Education			
MA/EDU/3/SEC1	Life Skills Education	4	0	4
MA/EDU/9/OEC1	Pedagogy of Teaching and Learning	4	0	4
	Total	**24**	**0**	**28**
	Semester 4th			
MA/EDU/4/CC12	Curriculum Development and Comparative Education II	4	0	4
MA/EDU/4/CC13	Contemporary Issues in Indian Education –II	4	0	4
MA/EDU/4/CC14	Dissertation-III	0	0	4
MA/EDU/4/CC15	Seminar	0	0	2
	Student can choose any one from following DSCs			
MA/EDU/4/DSC19	Educational Measurement and Evaluation-II	4	0	4
MA/EDU/4/DSC20	Educational and Vocational Guidance-II			
MA/EDU/4/DSC21	Distance Education			
	Student can choose any one from following DSCs			
MA/EDU/4/DSC22	Management and Administration of Education-II	4	0	4
MA/EDU/4/DSC23	Adult and continuing Education-II			
MA/EDU/4/DSC24	Population Education			
MA/EDU/4/SEC2	Women Empowerment and Education	4	0	4
MA/EDU/9/OEC2	Value and Peace Education	4	0	4
	Total	**24**	**0**	**30**

Table 4: Core Courses Offered by the Department of Education

Course Code	Course Title	Credits
MA/EDU/1/CC1	Philosophical Foundations of Education	4
MA/EDU/1/CC2	Psychological Foundations of Education-I	4
MA/EDU/1/CC3	Research Methods and Data Analysis in Education-I	4
MA/EDU/2/CC4	Sociological Foundations of Education	4
MA/EDU/2/CC5	Psychological Foundations of Education-II	4
MA/EDU/2/CC6	Research Methods and Data Analysis in Education-II	4
MA/EDU/2/CC7	Dissertation-I	2
MA/EDU/3/CC8	Curriculum Development and Comparative Education I	4
MA/EDU/3/CC9	Contemporary Issues in Indian Education –I	4
MA/EDU/3/CC10	Dissertation-II	2
MA/EDU/3/CC11	Field Work	2
MA/EDU/4/CC12	Curriculum Development and Comparative Education-II	4
MA/EDU/4/CC13	Contemporary Issues in Indian Education-II	4
MA/EDU/4/CC14	Dissertation-III	4
MA/EDU/4/CC15	Seminar	2
	Total	**52**

Table No. 5 Discipline Specific Courses offered by Department

	Student can choose any one from following DSCs	
MA/EDU/1/DSC1	Special Education-I	4
MA/EDU/1/DSC2	Yoga Education	
MA/EDU/1/DSC3	Life Long Education –I	
Student can choose any one from following DSCs		
MA/EDU/1/DSC4	Educational Technology –I	4
MA/EDU/1/DSC5	Teacher Education-I	
MA/EDU/1/DSC6	Mental Hygienic Education-I	
Student can choose any one from following DSCs		
MA/EDU/2/DSC7	Special Education-II	4
MA/EDU/2/DSC8	Economics of Education	
MA/EDU/2/DSC9	Life Long Education-II	
Student can choose any one from following DSCs		
MA/EDU/2/DSC10	Educational Technology –II	4
MA/EDU/2/DSC11	Teacher Education-II	
MA/EDU/2/DSC12	Mental Hygienic Education-II	
Student can choose any one from following DSCs		
MA/EDU/3/DSC13	Educational Measurement and Evaluation-I	4
MA/EDU/3/DSC14	Educational and Vocational Guidance-I	
MA/EDU/3/DSC15	Inclusive Education	
Student can choose any one from following DSCs		
MA/EDU/3/DSC16	Management and Administration of Education-I	4
MA/EDU/3/DSC17	Adult and continuing Education –I	
MA/EDU/3/DSC18	Environmental Education	
Student can choose any one from following DSCs		
MA/EDU/4/DSC19	Educational Measurement and Evaluation-II	4
MA/EDU/4/DSC20	Educational and Vocational Guidance-II	
MA/EDU/4/DSC21	Distance Education	
Student can choose any one from following DSCs		
MA/EDU/4/DSC22	Management and Administration of Education-II	4
MA/EDU/4/DSC23	Adult and continuing Education-II	
MA/EDU/4/DSC24	Population Education	
	Total	**32**

Table No. 6 Skill Enhancement Course offered by the Department

MA/EDU/3/SEC1	Life Skills Education	4
MA/EDU/4/SEC2	Women Empowerment and Education	4
	Total	**8**

Table No. 7 Open Elective Courses offered by the Department

	Odd Semester	
MA/EDU/9/OEC1	Pedagogy of Teaching and Learning	4
	Even Semester	
MA/EDU/9/OEC2	Value and Peace Education	4
	Total	**8**

MA Education 1st Semester
Philosophical Foundations of Education (EDU/1/CC1)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:
- CO1. Understand and explain the nature and scope, types and branches of philosophy of education.
- CO2. Explain Indian schools of philosophy like sankhya, vedanta, nyaya&budhism with their educational implications.
- CO3. ExplainWestern schools of philosophy and their educational implications.
- CO4. Understand the contribution of Indian & Western philosophers in education

Course Contents:
Unit-I: Education and Philosophy
- Meaning and Functions of Education
- Philosophy- meaning and its influence on all aspects of Education i.e.Aims, Curriculum, Methods of teaching, discipline and role of teachers.
- Branches of philosophy
- Relationship between Education and Philosophy

Unit –II: Educational Implications Indian Schools of Philosophy
- **Indian Schools of Philosophy:** Sankhya;Vedanta;Nyaya;Budhismwith special reference to Aims of Education, Curriculum, Methods of teaching, disciplineand role of teacher.

Unit –III: Educational Implications of Western Schools of Philosophy
- **Western Schools of Philosophy:**Realism; Logical Positivism; Existentialism;Marxismwith special reference to Aims of Education, Curriculum, Methods of teaching, disciplineand role of teacher.

Unit-IV: Contributions of Educational Thinkers in Education
- **Contributions of Indian Philosophers in Education:**SwamiVivekananda; RabindernathTagore; MahtmaGandhi; Aurobindo Gosh; J. Krishnamurti
- **Contribution of Western Philosopher in Education:** Rousseau; Plato; Paulo Friere Dewey

Suggested Readings:

- Brubacher, John S., (1965). *Modern Philosophies of Education*. New York, McGraw-Hill.
- Butler, J.D. (1969). *Four Philosophies*. New York: Harper and Bross.
- Chaube, S.P. (1994). *Philosophical and Sociological Foundations of Education.* Agra: VinodPustakMandir.
- Johnston, Herbert (1963). *A Philosophy of Education*. New York: McGraw Hill.
- Kneller, John F. (1978), *Contemporary Educational Theory.* John Wiley and Sons.
- K. Ellis John J. Cogan, Kenneth Honey (1981). *Introduction to Foundation of Education.* New Jersey: Prentice Hall.
- Max Muller F. (1956). *The six systems of Indian Philosophy*. Calcutta: Sushil Gupta.
- McClellan, J.E. (1976). *Philosophy of Education.* New Jersey: Prentice Hall.
- Mohanty J.(1989). *Democracy and Education in India*. New Delhi: Deep & Deep Publications.
- Monis. V.C. (1969). *Modern Movements in Educational Philosophy,*Boston: HoughtonMifflin.
- Murty S.K. (2003). *Philosophical and Sociological foundations of Education*. Ludhiana: Tandon Publications.
- O'Connor. (1995). *An introduction to Philosophy of Education.* Agra: VinodPustakMandir.
- Pandey, R.S. (1996). *An introduction to major Philosophies of Education.* Agra: VinodPustakMandir.
- Part Joe (1963). *Selected readings in the Philosophy of Education*. New York: McMillan.
- Lal, Raman Behari & Palod, Sunita.(2017).Philosophical Perspective of Education. Meerut:R.Lall Book Depot.
- Shrivastava, K.K.(2017). Philosophical Foundations of Education. Delhi: Kanishka Publishers.
- Kilpatric, William Heard. (2018). Philosophy of Education. N. Delhi: Sarup & Sons
- Bacher, John S. Bru. (2018). Modern Philosophies of Education. N. Delhi: Sarup & Sons

Psychological Foundations of Education-I (EDU/1/CC2)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:**The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:
Students will be able to:
- CO1. Understand the meaning and nature and methods of educational psychology
- CO2. Understand the meaning, characteristics, needs and problems of gifted &mentally retarded children
- CO3. Elaborate meaning and development of creativity and interest

CO4. Elaborate meaning, theories and factors effecting learning and motivation.

Course Contents:
Unit-I
- **Meaning of Education and Psychology:** Relationship of Education and Psychology; Scope of Education and Psychology; Importance of Educational Psychology
  Methods of Educational Psychology: Experimental; Clinical; Differential

Unit-II
- **Gifted Children:** Meaning and characteristics; Needs and Problems; Special measures for their education
- **Mentally Retarded Children:** Meaning and Characteristics; Needs and problems; Special measures for their Education

Unit-III
- **Creativity:** Concept; Characteristics; Development of creativity; Importance of Creativity in Education
- **Attention and Interest:** Meaning of Attention; Conditions of Attention; Methods of securing children's attention; Meaning of Interest, Methods of Arousing interest

Unit-IV
- **Factors influencing Learning:** Hull's reinforcement theory; Lewin's field theory; Gagne's Hierarchy Theory of learning
- **Motivation**: Concept of Motivation; Theories of Motivation; Physiological Murray's Psycho- analytical; Maslow's theory of Hierarchy of needs; Factors affecting motivation

Suggested Readings:

- Anita Woolfolk (2004). *Educational Psychology*. Pearson Education.
- Atkinson, Richard C., et.al (1983). *Introduction to Psychology*. New York: Harcourt Brace Jovanovich Inc.
- Anastasi (1990). A.: Psychological Testing, New York: MacMillan Co.
- Barbara M Newman & Philip R Newman (2007). Theories of Human Development, Lawrence Erlbaum Associates, Inc.
- Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. New York: Holt, Rinehart and Winston.
- Cole, R. (1997). *The Moral Intelligence of the Children*. London: Bloomsbury.
- Corr, P. J. & Gerald Matthews, G. (2009). The Cambridge Handbook of Personality Psychology. Cambridge: Cambridge University Press.
- Fernald, LD &Fernallt P.S. (1999). *Introduction to Psychology*. AITBS Publisher, Delhi.
- Friedman, H. S. &Schustack, M. W. (2009). Personality: Classic Theories and Modern Research, 4/E. NY: Pearson.

- Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books.
- Gazzaniga, M. S. (1973), *Fundamental of Psychology*, N. Y. Academic Press.
- Hurlock, E. B. (1997) *Child Development.* Tata McGraw Hills.
- Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications.
- Klausmeier, Herbert J (1985). *Educational Psychology*. New York: Harper and Row, Pub.
- Morris E. Eson, (1972). *Psychological Foundation of Education.* New York: Holt, Rinchart.
- Nye, D. Robert. 1996. Three Psychologies: perspectives from Freud, Skinner, and Rogers. International Thomson Publishing Company, New Paltz.
- Jain, Purabi. (2012). Educational Psychology. N. Delhi: Wisdom Press.
- Cline, Tony & Gulliford, Anthea. (2015). Educational Psychology : Topics in applied Psychology. Routledge
- Pestalozzi, Heinrich.(2018). Psychology and Education. N. Delhi: Sarup & Sons
- Kumar, Sandeep.(2018). Psychosocial perspectives in education. N. Delhi: Kanishka Publishers Distributors.

Research Methods and Data Analysis in Education-I (EDU/1/CC3)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

Note for the paper setter: The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:

- CO1. Understand the concept and importance and types of educational research, understand the sources and process of identification of a research problem, explain the formulation of hypothesis in research and preparation of a research proposal.
- CO2. Describe the different techniques of sampling, explain the tool of data collection
- CO3. Understand the meaning, and uses of statistics in education, nature, types and sources of data, understand the concept, characteristics, computation and uses of measures of central tendency and measures of variability
- CO4. Understand the concept of meaning, characteristics, assumptions, computation and

uses of correlation,understand meaning, significance, characteristics and application of normal probability curve.

Course Contents:
Unit-I: Concept of Educational Research
- Knowledge: Meaning, Sources and Methods of Acquiring Knowledge
- Educational Research :Meaning, Scope and types of Educational Research (fundamental, applied and action research)
- Research Problem: Sources of Identifying Research Problem
- Review of related literature: importance and sources
- Hypothesis: Types and formulation
- Preparation of Research Proposal

Unit-II: Sampling and Tools for Data Collection
- Concept of population and sample
- Sampling and its type
- Sampling Errors and how to reduce them
- Characteristics of a good research tool
- Types of Tools: Questionnaire, Interview, Observation Schedule and Inventories

Unit-III
- Statistics: meaning, utility of statistics in education
- Data: Nature, type and sources of data
- Frequency distribution and graphical representation of data- polygon, histogram, ogive, pie-chart
- Scales of Measurement
- Measures of central tendency: Concept, characteristics, computation and uses of Mean, Median, Mode
- Measures of variability: Concept, characteristics, computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance

Unit-IV
- Measures of Relative Position: Percentiles and Percentile Ranks
- Correlation: Meaning, Characteristics, Assumptions, Computation and Uses of Product Moment Correlation and Rank Difference Correlation
- Normal Probability Curve: Meaning, significance, Characteristics and applications.

Suggested Readings:

- Bailey, K.D. (1982). Methods of Social Research. New York: The Free Press.
- Best J.W. & Kahn, J.V. (2008). Research in Education. New Delhi: Pearson Education.

- Borg, W.R. and Gall, M.D. (1983). Educational Research: An Introduction. New York: Longman.
- Bryman, A and Duncan C.(1990). Qualitative Data Analysis for Social Scientists.London: Routledge.
- Buch (Ed) :Surveys of Education. Nos. 1,2,3,& $, New Delhi: NCERT.
- Encyclopedias of Education Research, (1990) New York: McMillan.
- Kerlinger, F.N. (2010). Foundation of Behavioural Research. New Delhi: Surjeet Publication.
- Koul, Lokesh,(2002). Methodology of Educational Research. New Delhi: Vikas Publication
- McMillan, J.H. (2003). Educational Research: Fundamentals for the consumer. Boston: Allyn& Bacon.
- Miller, D.C. &Salkind , N.J. (2002) handbook of Research Design and Social Measurement , Sage Publications , London.
- Smith, M.L. & Glass, G.V. (1987). Research and Evaluation in Education and the Social Sciences. NJ: Prentice Hall.
- Springer.(2009) Educational Research: A contextual approach. United Kingdom: John Wiley and Sons.
- Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.
- Van Dalan, D.B. (1973). Understanding Educational Research; An Introduction, New York: McGraw Hill.
- Wiersma, W. &Jurs, S. J. (2009). Research Methods in Education: An Introduction. Pearson Education.
- Loch miller, Chard R. & Lester, Jusica N. (2017). An Introduction to Educational Research : Connecting Methods to Practice. SAGE Publications, Inc.
- Mane, M.S.(2015). Basics of Educational Research. Kanpur: ChandralokPrakashan.
- Kshirsagar, O.M.(2019). Basic in Education Research. Jaipur: Ishika Publishing House.
- Tesoro, Hazel Angelyn. (2018). Fundamentals of Educational Research. Canada: Arcler Education Inc .

Discipline Specific Course
Special Education-I (EDU/1/DSC1)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:

         CO1. Understand& explain the concept, needs and problems of exceptional children

         CO2. Understand about the meaning, objectives and historical perspective of special education

         CO3. Explain the meaning, types, characteristics of orthopedically handicapped and educational programs for them.

         CO4. Explain the meaning, classification of mentally handicapped & educational Programs for them.

Course Contents:

Unit-I: Concept of Exceptionality

- Positive, Negative and Multiple Deviations
- Needs & Problems of Exceptional Children

Unit-II: Nature of Special Education

- Objectives
- Historical perspectives
- Continuum of Special Education alternative programmes.
- School of Integrated/Inclusive Education : Organisation and Management

Unit-III: Education of Orthopedically Handicapped

- Concept
- Types of Handicap
- Characteristics
- Educational Programmes for Orthopedically Handicapped

Unit-IV: Education of Mentally Retarded

- Concept
- Classification

- Etiology
- Educational Programmes for Trainable Mentally Retarded
- Educational Programmes for Educable Mentally Retarded
- Management of Behaviour Problems prominent in Severe & Profound Retardation

Selected Readings:

- Berdine W.H. & Black Hurst A.E. (eds.)(1980), An Introduction to Special Education, Boston, Harpers Collins Publishers.
- Dunn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.
- Hallahar D.P. & Kauffman, J.M.(1991), Exceptional Children: Introduction to special Education, MasschuatersAllyn& Bacon.
- Hewett Frank M. &Foreness Steven R.(1984) Education of Exceptional Learners, MassachusetsAllyn& Bacon.
- Jordern, ThomesE.The Exceptional Child, Ohio: Merrill.
- Kirk S.A. & Gallagher J.J.(1989), Education of Exceptional Children;Boston HoughtonMiffing Co.
- Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.
- Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
- Singh, N.N. and Beale, I.L. (eds.)(1992) Learning Disabilities -Nature, Theory and Treatment, New York Springer -Verlag,
- Strang, Ruth: Exceptional Children & Youth, J.J.: prentice Hall.
- Singh, Dolly. Special Educational Needs (SEN). N. Delhi: Kanishka Publishers,Distributors
- Sharma, R.A. (2019). Fundamentals of Special Education. Meerut:R.Lall Book Depot.
- Singh, Murarak.(2018). Education of children with special needs. N. Delhi: Kanishka Publishers,Distributors.
- Mahdi, Anjum & Dalai, P.R. & Sinha, K.D. (2017). Encyclopaedia of Mental Retardation and Autism, Vol-1. N. Delhi: Kanishka Publishers,Distributors.

Yoga Education (EDU/1/DSC2)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

Note for the paper setter: The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:

CO1. Describe the meaning, importance of yoga for health and effect of yogic practices on mental abilities.

CO2. Understand human body and constituents of balanced diet

CO3. Describe yoga, ayurveda, naturopathy and role of yogic practices

CO4. Understand formation of yoga practice module for various age groups and Yogic events

Course Content:

Unit I: Philosophy and Psychology of Yoga

- Meaning of Yoga & its importance
- Aim and objectives of Human life according to Indian philosophy, Purusharth, Salvation and its achievement through Yoga.
- Effects of Yogic practices on various mental abilities and disorders like Learning, problem solving, concentration, Frustration, Conflict and depression

Unit II: Basic Knowledge of Human Body

- Nervous system
- Human Bio-chemistry : Sugar level, Cholesterol, Fat, Urea : their significance and related tests
- Constituents of Balanced diet, Vitamins

Unit III: Yogic Management of Health

- Yoga and Ayurvedic: Its relationship, similarities and differences.
- Yoga and Naturopathy: Its relationship, similarities and differences.
- Yogic concept of Holistic Health, Role of various Yogic practices on health at the level of body, mind and soul. Stress – its causes, symptoms, consequences on body and mind and yogic management of stress.

Unit IV: Applied Yoga

- Formation of Yoga practice module for various age groups, misconceptions of yoga practices. Yoga modules for various walks of life.
- Exploration of Yoga: Yogic events- seminars, conferences, yoga centers, yoga magazines, yoga higher education. Hi-tech in yoga.

Suggested Readings:

- Brahmachari, Swami Dhirendra Yogic, SukshmaVyayama, Dhirendra Yoga Publications, New Delhi. Brahmachari, Swami Dhirendra YogasanaVijnana, Dhirendra Yoga Publications, New Delhi.
- Basavaraddi, I.V. & Others, Yogasana, A Comprehensive description about Yogasana, MDNIY, New Delhi, 2011.

- Basavaraddi, I.V. & Others Yogic Sukshma Evam SthulaVyayama, MDNIY, New Delhi, 2011.
- Iyengar , B.K.S. Light on Yoga, Harper Collins, London.
- Tiwari, O.P. Asana Why and How. MDNIY, New Delhi
- Yogasana. Gore M. M. Anatomy and Physiology of Yogic Practices.
- Swami GitanandaGiriThe Ashtanga Yoga of Patanjali.
- Mrunalini, T. (2014). Yoga Education. N. Delhi: Neelkamal Publications Pvt. Ltd Bahl, Jyoti Narula. (2016). Health Physical & Yoga Education. Ludhiana : Vijaya Publications.

Life Long Education-I(EDU/1/DSC3)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:**The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:

       CO1 Understand& philosophical and sociological basis of life-long education.
       CO2. Explain distance education, its importance and theories.
       CO3. Explain meaning, aims and importance of adult and continuing education
       CO4. Explain meaning, importance, rationale and need of distance education, understand the impact of information technology on distance education

Course Content:
Unit I

- Philosophical basis of concept of lifelong education – humanism and existentialism.
- Sociological basis of concept of lifelong education: Need and importance in the contemporary world
- Nature and scope of lifelong education.
- Impact of concept of lifelong education on formal education; open learning, part time education, web based education.

Unit II

- Distance Education: Meaning, Philosophy, Importance and Rationale.
- Need of open distance education in India.

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

Unit III
- Adult and Continuing Education: Evolution of concept, aims and practice.
- Need and importance of Adult and Continuing Education in developing a learning society.
- Recent Impact of Life Long Education approach on global policies:
- World Conference for Higher Education
- Millennium Development Goals
- Education for all.

Unit IV
- Development of Open and Distance education with reference to National Policy of Education (1968, 1986, 1992 revised).
- Problems of Distance Education
- Modalities of Distance Education - Correspondence courses, Open schools and Universities
- Education Broadcast: TV and Radio, CAI.
- Impact of Information Technology revolution on distance education- Internet and its uses,emergence of on-line education.

Suggested Readings:
- A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare,Directorate of Adult Education, New Delhi, 1978.
- Alford, H.J. (1968): Continuing Education - In action: Residential Centres for LifelongLearning.New York: Wiley.
- Authentic Development: Role of Adult Education. New Delhi: IAEA. 1982.
- Bhatia, S.C. & Srivastava. (1978): Literacy, Literacy Materials and their Preparation: A generalPerspective. New Delhi: Directorate or Adult Education.
- Boroia K. & Draper, J.A. (1973): Adult Education - In India: A Book of Reading. New Delhi:IAEA.
- Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.
- Coles, E.K.T. (1977):Adult Education - In Developing Countries. New York: Pergamon Press.
- Cropley, A.J. (1977) :Life Long Education: A Psychological Analysis. New York :Pergamon Press.
- Daniel W. (Ed.) (1987): The Future of Literacy in Changing World. New York, Tokyo: Pergamon Press, Oxford.
- Dutta, S.C. (1986): History of Adult Education - In India. New Delhi: IAED.
- French, et. al. (Eds.) (1999): Interest based learning. UK: Kogan Page.
- Gorden, G. & Sharan, B. (1982): Adult Education : Foundation of Practice. New York: Harper and Row.

- Govt. of India National Adult Education Programme: An Outline, 1978.
- Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978.
- Houle, C.O. (1964): Continuing Your Education. New York : Mc Graw Hill Co.
- Howe, M. J.A. (Ed.). (1978): Adult Learning0 Psychological Research and Applications.London: John Willey.
- Jarvis, P. (1990) : International Dictionary of Adult and Continuing Education. London: Routledge.
- John, L. (1982) : The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.
- Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.
- Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
- Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan.
- Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers,.
- Learning to be : A Report of International Commission on Education Development: UNESCO,1972, New Delhi: Sterling Publisher, 1975.
- Lovelt, T. (et.al.) (1983): Adult Education and Community Action. Great Britain: Croom HelmLtd.
- Maier & Warren. (2002): Integrating Technology - In Learning and Teaching. UK: Kogan Page.
- Mali, M.G. (1984): Adult Education - In India. New Delhi: Deep and Deep Publication.
- Manjulika& Reddy. (1999): Unexplored Dimensions of open Universities. Delhi: Vikas Publishing House Pvt. Ltd.
- Mohanty, S.B. (1985): Non-Formal Education, Allahabad: Chugh Publications.
- National Literacy Mission, Ministry of Human Resource Development, Govt. of India, New Delhi, Jan., 1983.
- Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs.
- Rao, V.J. (2000):Problem of Continuing Education. New Delhi: Discovery Pub.
- Rudestam&Schoenholtz-Read. (2002): Handbook of online Learning. Delhi: Sage Publications.
- Reddy, G.L. (1997): Role Performance of Adult Education Teachers : problems and prospects. New Delhi: Discovery Pub.
- Sharma, Madhulika. (2016). Distance Education. New Delhi: Kanishka Publishers.

- Pani, Prabhat Kumar.(2015). Higher Education in India : Issues, concerns and Suggestions. New Delhi:SSDN Publishers and Distributors .
- Soni, Rashmi. (2014). Higher Education: India and Arroad, Vol-1. New Delhi: Atlantic Publishers & Distributors (P) Ltd.
- Singh, U.K. & Nayak, A.K. (2017). Life-Long Education. Delhi : Commonwealth Publishers

Discipline Specific Course
Educational Technology –I (EDU/1/DSC4)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:
Students will be able to:

   CO1. Develop the understanding of concept, origin and characteristics of educational technology and multimedia approach.
   CO2. Understand&explain various levels and stages of teaching and learning
   CO3. Explain the concept of programmed instruction and its types& its development
   CO4. Understand different classroom instructional technologies for improving teacher's behavior& classroom communication.
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Course Contents:
Unit –I
- Meaning and Scope of Educational Technology, components of Educational Technology software and hardware, SystemApproachtoEducationanditsCharacteristics.
- Multimedia approach in Educational Technology.

Unit-II
- Modalities of Teaching –Teaching as different from indoctrination, instruction, conditioning and training
- Stages of Teaching – Pre-active, Interactive and Post active
- Teaching at different levels – Memory, understanding and reflective levels of organizing teaching and learning

Unit-III
- Programmed instruction: Origin, principles, and characteristics
- Types: Linear, Branching and Mathematics
- Development of a Programme: Preparation, Writing, Try Out and Evaluation

Unit-IV

- Modification of Teaching Behaviour – Micro Teaching, Flanders Interaction Analysis, Simulation
- Communication Process: Concept of Communication, Principles, Mode and Barriers to communication, Classroom communication ((Interaction, verbal and Non-verbal).

Selected Readings

- Davies, I.K.(1971), "The Management of Learning" London: Mc   Graw Hill.
- Dececco, J.P.(1988), "The Psychology of Learning and Instruction"' New Delhi, Prentice Hall.
- Kulkarni, S.S.(1986), "Introduction to Educational Technology",   New Delhi: Oxford & IBH Publishing Company.
- Kumar, K.L.(1996), "Educational Technology", New Delhi: New Age International Publishers.
- Locates, C.N. and Atkinson F.D.(1984), "Media and Technology for Education and Training", London: Charles E. Publishing Co.
- Mavi, N.S.(1984), "Programmed Learning - An Empirical Approach", Kurukshetra, Vishal Publishers.
- Joyce, B. & Weil, M.(1992), Models of Teaching, New Delhi, Prentice Hall.
- Mukhopadhyay,(1990) M.(Ed.) "Educational Technology", New   Delhi: Sterling.
- Pandey,   K.P.(1980),   "A   First   Course   in   Instructional Technology:,Delhi:AmitashParkashan.
- Pandey, S.K.(1997)"Teaching Communication, Commonwealth Publishers,New Delhi.
- Kulshreshtha, S.P. & Kulshreshtha, A.K. (2016) Foundations of Educational Technology. Meerut: R.Lall Book Depot.
- Rao, V.K. & Reddy, R.S. (2018). The Nature of Educational Technology. New Delhi :Commonwealth Publishers.
- Pandey, V.C.(2011). Educational Technology. N. Delhi: Isha Books.
- Panchal, Sushil. (2011). Encyclopaedia of Educational Technology and Research, Vol-1. N. Delhi: Anmol Publications Pvt Ltd

Teacher Education-I (EDU/1/DSC5)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

Course Objectives:

Students will be able to:

CO1. Understand the concept, aims and scope of teacher education in India with its historicalperspectives

CO2. Know about teaching profession and types of teacher education programmes

CO3. Know & explain professional organizations for teachers at various levels

CO3. Know about the pre-service teacher education, in-service teacher education, orientation courses and refresher courses.

Course Contents:

Unit-I

- Teacher Education: meaning and scope
- Historical perspectives of Teacher Education
- Recommendations of various commissions on teacher education with special emphasis on Kothari Commission and NPE 1986 and 1992

Unit-II

- Aims and Objectives of Teacher Education
- Teacher Education at Elementary Level
- Teacher Education at Secondary Level
- Teacher Education at Higher Education Level
- Organizational Structure and Administrative agencies for Teacher Education
- Organization of Practice Teaching for Primary and Secondary Education

Unit-III

- Teaching as a profession
- Professional Organization for various levels of Teachers and their role
- Faculty Improvement
- Performance appraisal of teachers

Unit-IV

- Pre-service Teacher Education

- In-service Teacher Education
- Distance Education and Teacher Education
- Orientation and Refresher Courses
- Internship in Teacher Education

Selected Readings:

- CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. Of India, MHRD, New Delhi.
- Delors, J.(1996)Learning: The treasure with in UNESCO Publishing.
- Dunkin, J. Michael (1987) The International Encyclopaedia of Teaching and Teacher Education, Pergamon Press.
- Husen, Torsten& Postlethwaite (Eds.) (1994), The International Encyclopaedia of
- Education Pergamon Press.
- Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
- Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. Of India, New Delhi.
- MHRD(1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
- NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication,
- New Delhli.
- Oberoi, M.K.(1995) Professional competencies in Higher Education, New Delhi UGC Publication.
- MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. Of India, New Delhi.
- Sharma, Shashi Prabha. (2016). Teacher Education. New Delhi: Kanishka Publishers.
- Sharma, Vasu Dev. (2014). Bharat me Shekshik Pranali ka Vikas. Alfa
- Khandai, Hemant & Verma, Sarita. (2016). Thoughts on Teacher Education. N. Delhi :**K.S.K.** Publishers & Distributors
- Pandey, Jyoti. (2015). Teacher Education. N. Delhi :**K.S.K.** Publishers & Distributors
- Choudhary, Girish & Malaviya, Renu. (2017). Learning Teachers : Diversity, Inclusion & Ethics. . New Delhi: Kanishka Publishers.

Mental Hygienic Education-I (EDU/1/DSC6)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:**The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:
Students will be able to:

CO1. Explain concept of mental health, mental hygiene and principles of mental hygiene.
CO2. Explain the concept and process of adjustment and understand different adjustment mechanism.
C03. Understand personality problems in classrooms, mental hygiene in schools. curriculum &curriculum constitution in reference to mental hygiene.
CO4. Enable to understand the relationship of religion and mental health.

Course Contents:

Unit-I:Mental Health and Mental Hygiene
- Concepts of Mental Health and Mental Hygiene
- Criteria of Mental Health
- Concept of Wholesome and Abnormal Personality
- Aspects, Goals and Principles of Mental Hygiene

Unit-II: Adjustment
- Concept and Process of Adjustment
- Concept and Causes of Maladjustment
- Adjustment Mechanism: Substitution, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, Regression, Fixation.
- Conflict: - Concept and Types of Conflict.

Unit-III: School and Mental Health
- Teacher and Mental Health
- Some Questionable School Practices
- Personality Problems in Classrooms
- Classroom approaches to mental health
- Place of mental hygiene in school curriculum
- Principles of curriculum construction from mental hygiene point of view.

Unit-IV: Religion and Mental Health

- Relationship between Religion and Mental Health
- Positive and negative role of religion in Mental Health
- Concept of Mental Health from Ancient Indian Point of View

Selected Readings:

- Arkoff, Abe: Adjustment and Mental Health, New York :Mc Graw Hill Company, 1968.
- Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin, 1952
- Akhilananda Swami, Hindu Psychology, London, Routledge, 1953
- Bahadur, Mal, Mental Health in Theory and Practice, Hoshiarpur, V.V.R.I., 1995
- Bernard, Harold, W., Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co., 1952.
- Bonny, Meri E.: Mental Health in Education, Boston: Allyn and Bacon Inc., 1960.
- Burbury, W. M., Balient, E. et. Al: An Introduction to Child Guidance, London: McMillan & Coo.
- Capuzzi David and Gross Douglas R: Introduction to Counseling, London, Allyn and Bacon, 1995.
- Carrol, Herbert, A. : Mental Hygiene : The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey : Prentice Hall, Inc.1956.
- Coleman, J.C. Abnormal Psychology and Modern Life, Bombay, D.B. Tara Porewlas Sons & Co., 1976.
- Crow, Lester D. & Crow, Alince: Mental Hygiene, New York: McGraw Hill Book Company, Inc. 1952.
- Garg, B.R., An Introduction to Mental Health, Ambala, Associated Publications, 2002.
- Hadfield, J. A.: Psychology and Mental Health, London: George Allen and Unwin Ltd. 1952.
- Kallam, S. G. al: Mental Health and Going to School, Chicago: University of Chicago Press, 1975.
- Sinha, A.K.: The Concept of Mental Health in India and Western Psychologies, Kurukshetra, Visha Publication, 1978.
- Suraj Bhan& N. K. Dutt, Mental Health through Education, New Delhi, Visin Books Publications, 1978.
- Suraj Bhan, Towards a Happier Education, Jalandhar City, University Publications, 1952.
- Thork, G. L. and Olson, S. L.: Behaviour Therapy: Concepts, Procedures and Application, London, Allyn Bacon, 1999.

- Thorpe, L.P. : The Psychology of Mental Health, New York: The Ronald Press Co., 1950.
- Watkns Ted. R. and Callicut, James Women Mental Health: Policy and Practice today, New Delhi. Saga Publications, 1990.
- Wolberg, Lewis R: The Techniques of Psychotherapy, London, Jason Aronson Inc., 1995.
- Ranganathan, Sarala. (2016). Mental Disorders and Mental Health Education.New Delhi: Kanishka Publishers
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MA Education -2nd Semester
Sociological Foundations of Education (EDU/2/CC4)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

Note for the paper setter: The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

Students will be able to:
- CO1. Understand the meaning and nature of sociology and sociology of education and relationship between education and sociology. They will be able to understand the role of education in cultural change,
- CO2. Understand the concept, types and educational implications of social stratification and social mobility.
- CO3. Explain the meaning and constraints of social change. They will be able to explain about meaning , characteristics and educational implications of social organizations and social theories
- CO4. Describe about education as process in society, socialization, social progress And educational opportunities and inequalities.

Contents:
Unit-I
- **Concept of Educational Sociology**
  Concept of Educational Sociology and sociology of Education
  Scope and Functions of Sociology of Education
  Relationship of Sociology and Education
- **Culture: Meaning and Nature of Culture**
  Role of education in culture context

Culture determinants of education
Education and culture change

Unit-II
- **Social Stratification**

Meaning and Concept

Educational Implications

- **Social Mobility**

Meaning of Social Mobility

Types of Social Mobility

Constraints on Social Mobility and its Educational Implications

Unit-III
- **Social Change and Education**

    Social change: its meaning and concept with special reference to India

    Constraints on social change in India: caste, class, religion, language, regionalism &ethnicity

    Concept of urbanization and modernization with special reference to Indian society and

    Its educational implications

- **Social Organizations**

    Social organization and its concepts

    Factor influencing social organization; folkways; mores; institutions and values

    Dynamic Characteristics of social organization and its educational implications

    Social theories: Emile Durkheim, Talcott Person

Unit-IV
- **Education and Society**

    Education:
    - as a process in social system
    - as a process of socialization
    - as a process of social progress

- **Educational Opportunity and inequality**
    - Inequality of educational opportunities and their impact on social growth and development.
    - Integral Humanism (based on Swadesh) with special reference to social change

Suggested Readings
- Adiseshiah, W.T.V. &. Pavanasam.R. (1974).*Sociology in Theory and Practice,* New Delhi: Santhi Publishers.

- Barry, H. & Johnson, L.V. (1964). *Classroom Group behaviour: Group Dynamics in Education.* New York: John Wiley &Sons,.
- Blackledge, D. & Hunt, Barry (1985). *Sociological Interpretations of Education*. London: Groom Helm.
- Chanda S. S. & Sharma R.K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Chandra S.S. (2002). *Indian Educational Development, Problems and Trends*. New Delhi: Kanishka Publishers.
- Cook L, A. &Cook,E. (1970). *Sociological Approach to Education*.New York, McGraw Hill.
- Dewey, John, Democracy and Education, MacMillan, New York
- D'Souz A. A. (1969). *The Human Factor in Education*, New Delhi: Orient Longmans.
- Durkheim, E. (1966). *Education and Sociology*,. New York: The Free Press.
- Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.
- Jayaram, (1990). *Sociology of Education,* New Delhi: Rawat.
- Kneller, George F., Foundations of Education, John Willey and Sons, 1978
- Mishra. B.K. &Mohanty R. (2002).*Trends and issues in Indian Education*, New Delhi: Kanishka Publishers.
- Mohanty, J. (1982). *Indian Education in Emergency Society*. New Delhi: Sterling Publishers,.
- Shukla, S. & K. Kumar (1985). *Sociological Perspective in Education*. New Delhi: Chanakya Publication.
- Swift, D. F. (1970). Basic Readings in the Sociology of Education, London: Routledge and Kegan Paul
- Lal, Raman Behari & Palod, Sunita. (2017). Sociological Perspectives of Education. Meerut: R.Lall Book Depot
- Sadovnik, Alan R. & Coughlan, Ryan W. (2016). Sociology of Education A Critical Reader . London: Routledge and Kegan Paul
- Ramaswamy, B. (2017). Education in Emerging Indian Society. , New Delhi: Kanishka Publishers.
- Bhatt, B.D. & Sharma, S.R.(2017). Sociology of Education. New Delhi: Kanishka Publishers.
- Talesra, Hemlata.(2018). Sociological foundations of education. New Delhi: Kanishka Publishers.

Psychological Foundations of Education-II (EDU2/CC5)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:**The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:

CO1. Understand the concept of growth and development and its different aspects

CO2. Understand the individual with reference to heredity and environmental differences. They will be able to know about memory and its types

CO3. Understand the concept, theories, model &measurement of intelligence

CO4. Understand the Concept, theories and assessment of personality. They will be able to understand meaning ,theories of learning and their educational implications

Course Contents:
Unit-I

Growth and Development
Physical development during childhood and adolescence
Social development during childhood and adolescence
Emotional development during childhood and adolescence
Mental development during childhood and adolescence

Unit- II

Individual Differences
Concept and areas
Determinant: Role of heredity and environment in developing individual differences.
Implications of individual difference for organizing educational programmes
Meaning and Definition of Memory
Kinds of Memory
Methods of memorization

Unit-III

    Intelligence

    Definition and nature of intelligence

    Theories

    Two factor theory (Spearman)

    Multifactor theory

    Group factor theory

    Guilford Model of intellect

    Hierarchical Theory

    Measurement of intelligence (Two verbal and two non verbal tests)

Unit-IV

- **Personality**

      Meaning and determinants

      Types and trait theories

      Assessment of Personality by subjective and projective methods

- **Learning**

      Meaning and Factors affecting learning

      Theories and their educational implications

      Pavlov's classical conditioning theory of learning, Operant conditioning theory of

Learning and Insight theory of learning

Suggested Readings:

- Anita Woolfolk (2004). *Educational Psychology*. Pearson Education.
- Atkinson, Richard C., et.al (1983). *Introduction to Psychology*. New York: Harcount Brace Joranovich Inc.
- Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. New York: Holt, Rinehart and Winston.
- Chauhan, S.S. (2005). *Advanced Educational Psychology*. Vikas Publishing Home, New Delhi.
- Cole, R. (1997). *The Moral Intelligence of the Children*. London: Bloomsbury.
- Cruickshank, W.M. (1980). *Psychology of Exceptional Children and Youth*. N.J: Prentice Hall.
- Fernald, LD &Fernallt P.S. (1999). *Introduction to Psychology*. AITBS Publisher, Delhi.
- Gazzanig a, M. S. (1973), *Fundamental of Psychology*, N. Y. Academic Press.
- Hurlock, E. B. (1997) *Child Development* . Tata McGraw Hills.

- Klausmeier, Herbert J (1985). *Educational Psychology*. New York: Harper and Row, Pub.
- Maslow, A. (1954). *Motivation and Personality*. New York: Harper and Raw.
- Morris E. Eson, (1972). *Psychological Foundation of Education.* New York: Holt, Rinchart.
- Robert R. Baron (2001) *Psychology.* Prentice Hall of India.
- Paul R Pintrich and Dale H Schunk, (1996) Motivation in Education: Theory, Research & applications Prentice- Hall, Inc
- Pestalozzi, Heinrich. (2018). Psychology and Education. N. Delhi: Sarup & Sons
- Chand, Tara & Prakash, Ravi. (2017). Advanced Education Psychology. New Delhi: Kanishka Publishers.
- Tambe, Shashikant Laxman.(2018). Psychology of Education. Kanpur: Garima
- Jain, Purabi.(2012). Educational Psychology. N. Delhi: Wisdom Press

Research Methods and Data Analysis in Education-II(EDU/2/CC6)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:**The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:

CO1. Understand the different types of Educational Research
CO2. Understand the different approaches of qualitative research and how to write a research report.
CO3. Know standard error, type I & Type II errors in Hypothesis and F-test
CO4. Understand Non- Parametric tests of research and different methods of statistics

Course Contents:

Unit-I:

- Descriptive Research
- Ex-post facto Research

- Experimental Research
- Philosophical Research
- Case Study

Unit-II:

- Qualitative research: meaning, steps and characteristics
- Qualitative research approaches; phenomenology, ethno- methodology and case studies
- Historical research: meaning, significance, steps, primary and secondary sources of information
- Writing Research report

Unit-III

- Test of significance
- Null Hypothesis
- Standard error, confidence limits
- Type I and Type II errors
- One tailed and two tailed tests
- t-test: Significance of Difference between means
- Significance of Difference between percentages and proportions
- The F Test: One way ANOVA: assumptions, computation and uses

Unit-IV

- Non-Parametric Tests
- Meaning, assumptions, computation and uses of Non-Parametric Tests
- Chi-square tests of equality and independence, setting up cross breaks for contingency table.
- Sign test

Suggested Readings:
- Bailey, K.D. (1982). Methods of Social Research. New York: The Free Press.
- Best J.W. & Kahn, J.V. (2008). Research in Education. New Delhi: Pearson Education.
- Borg, W.R. and Gall, M.D. (1983). Educational Research: An Introduction. New York: Longman.
- Bryman, A and Duncan C.(1990). Qualitative Data Analysis for Social Scientists.London: Routledge.
- Buch (Ed) :Surveys of Education. Nos. 1,2,3,& $, New Delhi: NCERT.
- Encyclopaedias of Education Research, (1990) New York: McMillan.
- Kerlinger, F.N. (2010). Foundation of Behavioural Research. New Delhi: Surjeet Publication.
- Koul, Lokesh,(2002). Methodology of Educational Research. New Delhi: Vikas Publication

- McMillan, J.H. (2003). Educational Research: Fundamentals for the consumer. Boston: Allyn& Bacon.
- Miller, D.C. &Salkind , N.J. (2002) handbook of Research Design and Social Measurement , Sage Publications , London.
- Smith, M.L. & Glass, G.V. (1987). Research and Evaluation in Education and the Social Sciences. NJ: Prentice Hall.
- Springer,K.(2009) Educational Research:A contextual approach.United Kingdom: John wiley and Sons.
- Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.
- Van Dalan, D.B. (1973). Understanding Educational Research; An Introduction, New York: McGraw Hill.
- Wiersma, W. &Jurs, S. J. (2009). Research Methods in Education: An Introduction. Pearson Education.
- Springer,K.(2009) Educational Research: A contextual approach. United Kingdom: John wiley and Sons.
- Loch miller, Chard R. & Lester, Jusica N. (2017). An Introduction to Educational Research : Connecting Methods to Practice. SAGE Publications, Inc.
- Mane, M.S.(2015). Basics of Educational Research. Kanpur: ChandralokPrakashan.
- Kshirsagar, O.M.(2019). Basic in Education Research. Jaipur: Ishika Publishing House.
- Tesoro, Hazel Angelyn. (2018). Fundamentals of Educational Research. Canada: Arcler Education Inc .

Dissertation-I(EDU/2/CC7)

Credits: 02   **Marks: 50**

Course Objectives:

Students will be able to:
   CO1. Understand the meaning of research and able to select research topic
   CO2. Know how to write synopsis including review of related literature
   CO3. Understand the process of research methodology
   CO4. Understand the modes of data interpretation

Instructions:
1. The student has to submit a dissertation at the end of the course and the time fixed by the University.
2. The dissertation work is of original research work done by the student under the guidance of the faculty member from the concerned institution.

3. The student has to select a research problem in the beginning of 2nd semester itself and continue to work spreading over 3rd and 4th semester. The dissertation work will be spread over an allotted time to enable the both guide and student work together.
4. Plagiarism, in any form will not be tolerated.
5. Evidence of the work should be supported by student along with the original dissertation work.
6. If any candidate fails in the dissertation marks he/ she will not be allowed for viva-voce examination.

Activities:

- Review of Research Studies
- Identification of Research Problem
- Proposal Writing
- Proposal Presentation

Discipline Specific Course
Special Education-II (EDU/2/DSC7)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

Note for the paper setter: The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:

CO1. Understand and explain the problems and needs of visual impaired children and educational programmes for them

CO2. Understandand the different types of hearing impairment and their intervention programme

CO3. Understand the different types of learning disabilities and their educational programme

CO4. Explainthe meaning, specific characteristics, identification of various types of exceptional children and understand the importance of guidanceand counseling for them

COURSE CONTENTS:

Unit-I: Education of Visually Impaired
- Characteristics
- Degree of Impairment
- Etiology and Intervention
- Educational Programmes

Unit-II: Education of Hearing Impaired
- Characteristics
- Degree of Impairment
- Etiology
- Educational & Intervention Programmes

Unit-III: Education of Learning Disabled
- Characteristics
- Types
- Identification
- Educational and Intervention Programmes

Unit –IV: Education of Gifted, Creative and Juvenile Delinquents
- Juvenile Delinquents
- Characteristics
- Identification
- Problems
- Educational Programmes

Guidance and Counselling of Exceptional Children
- Meaning & Need
- Role of Teachers & Other specialists

<u>Selected Readings:</u>

- Berdine W.H. & Blackhurst A.E. (eds.)(1980), An Introduction to Special Education, Boston, Harpers Collins Publishers.
- Dunn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.
- Hallahar D.P. & Kauffman, J.M.(1991), Exceptional Children: Introduction to special Education, MasschuatersAllyn& Bacon.
- Hewett Frank M. &Foreness Steven R.(1984) Education of Exceptional Learners, Massachusetts Allyn& Bacon.
- Jordern, Thomes E.The Exceptional Child, Ohio: Merrill.
- Kirk S.A. & Gallagher J.J.(1989), Education of Exceptional Children;Boston Houghton
- Miffin Co.
- Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.

- Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
- Singh, N.N. and Beale, I.L. (eds.)(1992) Learning Disabilities -Nature, Theory and Treatment, New York Springer -Verlag,
- Strang, Ruth: Exceptional Children & Youth, J.J.: prentice Hall.
- Mahdi, Anjum. (2017). Visually Impaired Children with additional Disabilities. New Delhi: Kanishka Publishers.
- Mahdi, Anjum. (2017) .Hearing Impairment and Audiological Management. New Delhi: Kanishka Publishers.
- Saxena, Bharti& Sharma, Shilpi. (2014). Disability and Special Education. Delhi: Alfa publications
- Singh, Dolly. (2010). Special Educational Needs (SEN). New Delhi: Kanishka Publishers.

Economics of Education (EDU/2/DSC8)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

Note for the paper setter: The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:
Students will be able to:
- CO1. Understand the basic concepts of economics of education
- CO2. Explainthe concept, methods and problems of cost in education
- CO3. Understand and explain the concepts, nature, principles and procedures of Educational Planning
- CO4. Understand the need, techniques and limitations of manpower Forecasting and know the causes, problems of unemployment and its effects on economy

Course Contents:
Unit-I: Economics of Education
- Meaning, Aims, Scope and Significance
- Education as Consumption
- Education as Investment
- Difficulties in treating Education as Consumption/Investment
- Privatisation of Education

Unit-II: Cost Analysis
- Components of educational costs
- Methods of determining costs
- Problems arising in the application of the Concept of Costs in Education
- Private Returns and Social Returns

Unit-III: Educational Planning
- Concept, Need and Goals of Educational Planning
- Principles of Educational Planning
- Approaches to Educational Planning
- Educational Planning in India since Independence
- Education and Economic Development

Unit-IV:

- **Education and Manpower Planning**
  - Concept of Manpower Planning
  - Forecasting Manpower Planning
  - Forecasting Manpower Needs
  - Techniques of Manpower Forecasting
  - Limitations of Manpower Forecasting
- **Education and Unemployment**
  - Causes of Educated Unemployment
  - Problems of Unemployment and Education
  - Effects of Educated Unemployment on Economy

Selected Readings:

- Alex, V. Alexender: Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July 1983.
- Blaug, M.: Economics of Education, The English Language Book Society and Pengiun Books, England, 1972.
- Bertrand, Oliver: Planning Human Resources: Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
- Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Education Planning, 1972.
- Hallack, J.: The analysis of Educational Costs & Expenditure, UNESCO, Paris, 1969.
- Harbison, F and Myers, Charles, A: Education, Manpower and Economic Growth: Strategies of Human Resources Development, Oxfot& IBM Publishing Co.
- Kneller, G.F.: Education of Economics Thought, New York, John Wilet and Sons, INC, 1968.

- Raza, Moonis: Educational Planning: A long Term Perspective, Concept Publishing Company, New Delhi, 1986.
- Singh, Baljit: Economics of Indian Education, Meenakshi Prakashan, New Delhi, 1983.
- Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990.
- Tilak, J.B.G. Educational Planning at Grass Roots, Ashish Publishing House, New Delhi, 1992.
- Vaizey, J.: Costs of Education, London: Feber, 1962.
- UNESCO: Readings in the Economics of Education, Paris, UNESCO Publications, 1968.
- Bhatnagar, Suresh &Maisnam, Premlata. (2018). History of Indian Education and Economic Issues. Meerut :R.Lall book depot
- Joshi, Bharti & Sharma, Jyoti. (2014). Assessment of Educational and economic factors on women empowerment. Delhi: Alfa publications
- Kaur, Harpreet. (2018). Development of Education in India. New Delhi :Commonwealth Publishers.
- Rao, V.K. & Reddy, R.S. (2018). Education and Development.New Delhi:Commonwealth Publishers.
- Raina, M.K. (2014). Problems of Indian Education. N. Delhi: Max Ford Books.

Life Long Education-II(EDU/2/DSC9)

Credits: 4 (Lectures: 60) **Marks: 100**
Duration of exam: 3 Hrs. **Theory: 70; IA: 30**

Note for the paper setter: The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will able to:

CO1. Explain the concept of andragogy, principles of adult learning and role of universities in adult and continuing education
CO2. Explain different learning modules, understand the student support services in distance education and relationship between distance education, teacher and learner
CO3. Explain policy for adult and continuing education programme and national level programme for eradication of illiteracy
CO4. Know the concepts of on-line learning, research in distance education and different types of evaluation procedures

Course Contents:
Unit I
- Andragogy: meaning and concept, implication for adult learning.
- Principles of adult learning.
- Administration and management of adult and continuing education programmes : bodies and functionaries Government of India and UGC Guidelines
- Role of universities in adult and continuing education.
- Department/Centre for adult and continuing education and extension education.
- Regional resource centres.
- The field outreach programmes

Unit II
- Importance learning modules; Planning and Preparation of Self-Instructional Material (SIM)- Steps of Writing SIM, Editing, Reviewing and Distribution.
- Importance and organization of Student Support Services in Distance Education: Study Centres, mentors/ counsellors, counselling session, Personal Contact Programmes (PCP's), Mobile Libraries.
- Relationship between distance education, teacher and learner.

Unit III
- Principles of curriculum development for adults
- Teaching methods for adult learners
- Life Long Education for community development:
- National level programmes for eradication of illiteracy and Development in India.
- Continuing education programmes for community upliftment
- Community colleges

Unit IV
- On-line Learning: Meaning, importance and limitations
- Innovations in distance education
- Importance, monitoring and evaluation of assignments, class tests, response sheets and term and examination in distance education.
- Research in Distance Education

Suggested Readings:
- Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan.
- Manjulika & Reddy. (1999): Unexplored dimensions of Open Universities. Delhi: Vikas Publishing House Pvt. Ltd.
- Rudestam&Schoonholtz-Read. (2002): Handbook of online Learning. Delhi: Sage Publications.
- Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.
- Maier & Warren. (2002): Integrating Technology - In Learning and Teaching. UK: Kogan Page.
- French, et. al. (Eds.) (1999): Interest based learning. UK: Kogan Page.

- Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
- Verma, R. (2005): Distance Education - In Technological Age. New Delhi: Anmol Publications (Pvt) Ltd.
- Verma, R. (2007): Education-Open and Distance Education - In Global Society. New Delhi: Anmol Publications,
- A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare, Directorate of Adult Education, New Delhi, 1978..
- Dutta, S.C. (1986): History of Adult Education - In India. New Delhi: IAED.
- Daniel W. (Ed.) (1987): The Future of Literacy in Changing World. New York, Tpkya: Pergamon Press, Oxford.
- Govt. of India National Adult Education Programme: An Outline, 1978.
- Howe, M. J.A. (Ed.). (1978): Adult Learning Psychological Research and Applications. London: John Willey.
- Learning to be: A Report of International Commission on Education Development: UNESCO,.
- National Literacy Mission (Jan; 1983): Ministry of Human Resource Development, Govt. of India, New Delhi.
- Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.
- Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.
- Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
- Maier & Warren. (2002): Integrating Technology - In Learning and Teaching. UK: Kogan Page.
- Pani, Prabhat Kumar.(2015). Higher Education in India : Issues, concerns and Suggestions. New Delhi:SSDN Publishers and Distributors .
- Soni, Rashmi. (2014). Higher Education: India and Arroad, Vol-1. New Delhi: Atlantic Publishers & Distributors (P) Ltd.
- Singh, U.K. & Nayak, A.K. (2017). Life-Long Education. Delhi : Commonwealth Publishers
- Gregson, Margaret &Yovnne, Hillier. (2015) Reflective Teaching in Further Adult and Vocational Education. Bloomsbury Publishing.

Discipline Specific Course
Educational Technology –II (EDU/2/DSC10)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:

   CO1. Develop the understanding of concept, origin and characteristics of educational
   Technology and about different teaching models
   CO2. Understand the different type of instructional strategies of teaching
   CO3. Understand the concept and methodology of distance le-jarning and know
        different type ofevaluation strategies
   CO4. Develop different types of test for evaluation

Course Contents
Unit-I

   - Models of Teaching: Concept, Different Families of Teaching Models, Teaching Models
     as Inquiry Training Model, Mastery Learning Model, Basic Teaching Model and Concept
     Attainment Model, Characteristics of Models of Teaching.

Unit-II

   - Designing Instructional System: Formulation of instructional objectives. Designing of
     instructional strategies: Lecture, team Teaching, Discussion, Seminars. Tutorials and
     Brain Storming Sessions

Unit-III

   - Concept of Distance Education; Distance and Open Learning Systems, Learning
     Materials for Distance Education, Methodology of Distance Education, Evaluation
     Strategies in Distance Education. Counselling in Distance Education Application of
     Educational Technology in Distance Education.

Unit-IV

   - Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced
     Tests, Formative and Summative Evaluation.

Selected Readings

   - Davies, I.K.(1971), "The Management of Learning" London: McGraw Hill..
   - Kulkarni, S.S.(1986), "Introduction to Educational Technology", New Delhi: Oxford &
     IBH Publishing Company.
   - Kumar, K.L.(1996), "Educational Technology", New Delhi: New Age International
     Publishers.
   - Locatis, C.N. and Atkinson F.D.(1984), "Media and Technology for Education and
     Training", London: Charles E. Publishing Co.
   - Mavi, N.S.(1984), "Programmed Learning - An Empirical Approach",Kurushetra, Vishal
     Publishers.
   - Joyce, B. & Weil, M.(1992), Models of Teaching, New Delhi, Prentice Hall.
   - Mukhopadhyay,(1990) M.(Ed.) "Educational Technology", New   Delhi: Sterling.

- Pandey, K.P.(1980), "A First Course in Instructional Technology:, Delhi: Amitash Parkashan.
- Pandey, S.K.(1997)"Teaching Communication, Commonwealth Publishers, New Delhi
- Kulshreshtha, S.P. & Kulshreshtha, A.K. (2016) Foundations of Educational Technology. Meerut: R.Lall Book Depot.
- Rao, V.K. & Reddy, R.S. (2018). The Nature of Educational Technology. New Delhi :Commonwealth Publishers.
- Pandey, V.C.(2011). Educational Technology. N. Delhi: Isha Books.
- Panchal, Sushil. (2011). Encyclopaedia of Educational Technology and Research, Vol-1. N. Delhi: Anmol Publications Pvt Ltd
- Kwon, Semuel M. & Tomal, Daniel R. (2016). Technology for Classroom and online Learning. Rowman & Littlefield Publishers
- Panchal, Sushil. (2015). Educational Learning and Teaching Technology. UK:Koros Press
- Brojunayak Rabindranath. (2017). Technological Bases of Education. New Delhi: SSDN Publishers and Distributors

Teacher Education-II(EDU/2/DSC11)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

Note for the paper setter: The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:
Students will be able to:

    CO1. Know the concept of teacher education and its agencies and institutions
    CO2. Know various instructional strategies in teachereducation
    CO3. Know research in various areas of teacher education
    CO4. Know the future of teaching profession and understand the current issues of teacher education

Course Contents:
Unit –I

- Preparing teachers for special schools
- Implementation of curricula of teacher education at various levels
- Various agencies of teacher education
- Teacher education and other institutions.

Unit-II   Instructional Strategies in Teacher Education
- Lecture strategy
- Discussion
- Brain storming
- Supervised study
- Individualized study
- Simulation
- Action Research

Unit-III   Areas of research in Teacher Education with special emphasis on Teacher Effectiveness
- Criteria of admission in teacher education
- Techniques of modification in teacher behaviour
- School effectiveness and teacher education
- Research areas in teacher education

Unit-IV Problems and Future of Teaching
- Future of teaching as a profession
- Current problems of teacher education and practicing schools
- Opportunities and challenges in teacher education in post globalized India

Selected Readings:

- CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. Of India, MHRD, New Delhi.
- Delors, J.(1996)Learning: The treasure with in UNESCO Publishing.
- Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
- Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
- Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. Of India, New Delhi.
- MHRD(1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
- NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhi.
- Oberoi, M.K.(1995) Professional competencies in Higher   Education, New Delhi UGC Publication.
- MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of   Education, Govt. Of India, New Delhi.
- Sharma, Shashi Prabha. (2016). Teacher Education. New Delhi: Kanishka Publishers.

- Sharma, Vasu Dev. (2014). Bharat me Shekshik Pranali ka Vikas. Alfa
- Khandai, Hemant & Verma, Sarita. (2016). Thoughts on Teacher Education. N. Delhi : K.S.K. Publishers & Distributors
- Pandey, Jyoti. (2015). Teacher Education. N. Delhi : K.S.K. Publishers & Distributors
- Choudhary, Girish & Malaviya, Renu. (2017). Learning Teachers : Diversity, Inclusion & Ethics. . New Delhi: Kanishka Publishers.

Mental Hygienic Education-II (EDU/2/DSC12)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

Students will be able to:
- CO1. Know about the relationship between human needs and mental health and special needs of Indian adolescent.
- CO2. Understand and explain diagnostic and remedial techniques & psychotherapies
- CO3. Know the impact of home and community on the mental health
- CO4. Know the mental health benefits of yoga

Course Contents:
Unit-I
- Relationship between Human Needs and Mental Health
- Nature of Needs
- Organic Socio- Psychological and Educational Needs
- Meeting the Needs of Children
- Special Needs of Indian Adolescents

Unit-II
- Diagnostic and Remedial techniques
- Case Study, Interview, Psycho Analysis, Individual and Group Psycho Therapies and their Usefulness
- Psycho Therapies: Counseling Therapy and its Types
- Play Therapy, Rational Emotive Psychotherapy, Behaviour Therapy

Unit-III

- Home, Community and Mental Health
- Home and Mental Health
- Qualities of Healthy Home Environment
- Child Rearing Practices and Personality Development
- Community and Mental Health

Unit-IV

- Yoga for Mental Health
- Concept of Yoga in Ancient India
- Yoga as the Scientific Method for the Development of Personality
- Yoga as the System for Preserving the Mental Health
- Accepting Yoga in Modern Life.

Selected Readings

- Garg, B.R., An Introduction to Mental Health, Ambala, Associated Publications, 2002.
- Hadfield, J. A. :Psychology and Mental Health, London: George Allen and Unwin Ltd. 1952.
- Kallam, S. G. al: Mental Health and Going to School, Chicago: University of Chicago Press, 1975.
- Thork, G. L. and Olson, S. L.: Behaviour Therapy: Concepts, Procedures and Application, London, Allyn Bacon, 1999.
- Thorpe, L.P. : The Psychology of Mental Health, New York: The Ronald Press Co., 1950.
- Watkns Ted. R. and Callicut, James Women Mental Health: Policy and Practice today, New Delhi. Saga Publications, 1990.
- Wolberg, Lewis R: The Techniques of Psychotherapy, London, Jason Aronson Inc., 199
- McGinley, Vicki A & Alexander, Melina.(2018). Parents and Families as students with special needs. USA:Sage
- Ranganathan, Sarala. (2016). Mental Disorders and Mental Health Education. New Delhi: Kanishka Publishers.
- Bahl, Jyoti Narula. (2016). Health Physical & Yoga Education. Ludhiana: Vijaya Publications

MA Education 3ʳᵈ Semester

Curriculum Development and Comparative Education –I (EDU/3/CC8)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

Note for the paper setter: The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the

whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

COURSE OBJECTIVES

Students will be able to:
   CO1. Understand the meaning, aims and scope of Comparative education.
   CO2. Acquaint approaches of comparative education.
   CO3. Understand the concept of universalisation and distance education.
   CO4. Understand the difference at primary, secondary and higher education level of various
        countries.

Course Contents

UNIT-I
- Concept, aims and scokpe of Comparative Education
- History and Developmental Stages of Comparative Education
- Factors influencing of Education System and Comparative Education.

UNIT-II
- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.
- Concept of Universalization, its implications for Indian Education.

UNIT-III
- Primary Education in U.S.A., U.K. and India (Aims, Content, Methods & Instruction and Evaluation System)
- Secondary Education and its Vocationalisation in U.K, U.S.A., Russia and India.

UNIT-IV
- Higher Education in U.K., U.S.A. & India
- Distance Education: its needs and various concepts with reference to U.K., Australia & India.

<u>**Selected Readings:**</u>
- Bexday, G.Z.L.(1964) Comparative Methods in Education. New Delhi Oxford and IBH Publishing Co.
- Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace   & Company
- Denis Lawten.(1986) School Curriculum Planing, London Hodder and Stoughton.
- Hans, Nicholas (1961). Comparative Education. London Routledge and Kegan Paul.
- Harold Alberty.(1957) Reorganizing the High School Curriculum. New York MacMillan Company.

- Harold, B.Alberty&Elsic, J. Alberty (1963). The Curriculum. New York, The MacMillan Company.
- Hugh Sockelt.(1976) Designing the Curriculum Design.(London), McGraw Hill
- Ivor, K.Davies.(1976) Objectives in Curriculum Design, London, McGraw Hill.
- John, D.McNeil(1977). Curriculum Boston. Little Brown and Company.
- Sharma, Y.K. (2017). Comparative Education : A Comparative Study of Educational Systems. New Delhi: Kanishka Publishers.
- Singh, Meenaxi. (2016). Comparative Education in different countries.GlobalPublications
- Chakravarti, B.K. (2012). A Textbook of Comparative Education. N.Delhi :Wisdom Press
- Kulshreshtha, Abhiram. (2017). Committees and commissions on Education India. .New Delhi: Kanishka Publishers
- Sinha, Kumud. (2018). Education Comparative Study of Gandhi and Freire. . New Delhi: Commonwealth Publishers.

Contemporary Issues in Indian Education –I (EDU/3/CC9)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:**The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

COURSE OBJECTIVES
Students will be able to:

CO1. Describe education in India during Vedic, Buddhists and medieval period.
CO2. Explain education in India during British period with reference to Bentick Resolution, Adams reports, Maculay's minutes, Woods dispatch of 1854, Lord Curzen's education policy.
CO3. Know about the various commissions in India in pre independence and post-independence era.
CO4. Explain the concept of universalization and programmes for achieving the objectives of universalization of elementary education.

Course Contents

UNIT-I: Education in India during:

- Vedic
- Budhistic
- Medieval period

UNIT-II: Development of Education in India
- Maculay's minutes and Bentick resolution and Adam's Reports
- Wood's Despatch of 1854
- Lord Curzen's education policy & National Consciousness
- National Education Movement

UNIT-III: History of Education in India: Pre Independence era
- Indian Education Commission, 1882
- Calcutta University Commission, 1917-1919
- Wardha Scheme of Education, 1937

UNIT-IV: Contemporary Issues in Indian Education in a Global Perspective highlighting the UNESCO's Current Concerns in respect of the following:
- Concept of Universalization of Elementary Education
- Related Issues of Universalization: Provision, Enrolment and Retention/completion rates in elementary education
- Programmes for achieving the objectives of Universalisation of Elementary Education.
- Vocationalisation of secondary education.
  - District Primary Education Projection (DPEP)
  - Sarva Shiksha Abhiyan
  - National Programme of Nutritional Support to Primary Education (NPNSPE) or Mid-day Meals
  - National Programme of Education of Girls at Elementary Stage Scheme (NPEGESS)
  - Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS)

Selected Readings:
- Nurullah. S., Naik J.P. and Oad L.K.(Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
- M.H.R.D. Report of the University Education Commission (1948), Ministry of Education, Govt.of India, New Delhi, 1949.
- M.H.R.D. Report of the Secondary Education Commission (1952-53) , Ministry of Education, Govt. Of India, New Delhi,1953
- M.H.R.D. Report of the Education Commission - Education and National Development (1964- 66), Ministry of Education, Govt. Of India, New Delhi 1966.
- M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi,1985.

- M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi, 1986.
- M.H.R.D. Programme of Action(1992), Ministry of Education, Govt. Of India, New Delhi, 1992.
- M.H.R.D. Towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New Delhi, 1990
- M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. Of India, New Delhi, 1993.
- World Year Book of Education. Youth, Education and Work, Kogan Page, London, 1995.
- Husain, Noushad. (2017). Contemporary India and Education. N. Delhi :Shipra Publications.
- Verma, Meenu & Choudhary, Manoj Kumar. (2016). Contemporary India and Education. Delhi: Educational Publishing House.
- Arora, Neelam &Kadli, Jayadev, H. et-al. (2018). Issues and Challenges in Human Rights in Contemporary India, Vol-1. Jaipur: Mark Publishers.
- Sharma, Amita & Mohan, Nisha. (2016). Emerging Social Political Realities of contemporary Indian Society. N. Delhi :K.S.K. Publishers & Distributors

Dissertation-II (EDU/3/CC9)

Credits: 02   **Marks: 50**

Course Objectives:

Students will be able to:
   CO1. Choose a research topic related to Education
   CO2. Write synopsis including review of related literature
   CO3. Present the synopsis based on research topic

Instructions:
1. The students have to present work in progress to the concerned faculty member stage by stage.
2. Students will be familiarized in organizing dissertation work by following standard way of style of writing.
3. The student has to collect the information/ literature as a part of review.

Activities:
- Preparation of Research Tool

- Data Collection

Discipline Specific Course
Educational Measurement and Evaluation-I (EDU/3/DSC13)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:**The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

COURSE OBJECTIVES
Students will be able to:

CO1. Acquaint with the basic concepts and practises adopted in educational measurement and evaluation.
CO2. Explain trends in measurement and evaluation like grading system, semester system, continuous and comprehensive evaluation, question banks.
CO3. Understand various tools of measurement and evaluation.
CO4. Explain the characteristics of a good measuring instrument: Reliability, validity, Norms and usability.

Course Contents
Unit-I: Educational Measurement and Evaluation
- Concept, Scope and Need
- Levels of Measurement
- Evaluation: Functions and basic principles of evaluation
- Inter relationship between Measurement and evaluation: Use of Economic Categories of Educational objectives

Unit-II: New Trends in Measurement and Evaluation
- Grading system: Relative merits and demerits of marking and grading
- Semester system
- Continuous and Comprehensive evaluation
- Question banks
- Use of computer in evaluation

Unit-III: Tools of Measurement and Evaluation
- Essay type tests, objective tests

- Questionnaire and Schedule
- Inventories
- Performance tests

Unit IV: Characteristics of a good measuring instrument
- Concepts of True and Error Scores
- Reliability
- Validity
- Norms
- Usability

Selected Readings:

- Aggarwal, Y.P.(1998), Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.
- Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.
- Anastasi, A (1982), Psychological Testing, New York MacMillan, Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi Prentice Hall.
- Garrett, H.E.(1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
- Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York Mac Millan.
- Guilford, J.P.(1980), Fundamental Statistics in Psychology and Education, New York Mc Graw Hill.
- Mehrens, W.A. and Lehmann, I.J. (1984), Measurement andEvaluation in Education and Psychology, New York Holt, Rinehart and Winston.
- Singh, Raghuraj. (2006). Measurement and Evaluation in Education. Delhi :Shree pub.
- Smith, D.(2018). Measurement and Evaluation in Secondary School. New Delhi: Commonwealth Publishers.
- Pant, G.D. (2017). Measurement, Evaluation and Assessment in Education. N.Delhi : Global publications
- Reddy, V. Govinda. (2016). Measurement, Assessment and Evaluation in Education. Manglam Publishers and Distributors.
- Sanchez, Miguel. (2016). E-Learning : Evaluation, Assessment and Application. NY: Willford Press.
- Arutsamy, S. & Kaviyarasu V. (2016). Curriculum and Educational Evaluation. N. Delhi: APH Publishing corporation.

Educational and Vocational Guidance-I(EDU/3/DSC14)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

COURSE OBJECTIVES

Students will be able to:

CO1. Understand concept, development, principles and areas of guidance.
CO2. Explain guidance services in schools.
CO3. Understand meaning, purposes, characteristics of job analysis, placement service and Follow up service.
CO4. Become familiar with the data collection techniques of information, and known standardised techniques.

Course Contents

Unit-I: Guidance – Concept, Importance and Bases

- Development of Guidance
- Principles of Guidance

 Areas of Guidance

- Educational Guidance
- Vocational Guidance
- Personal Guidance

Unit-II: Guidance Services in Schools

- Need and Principles of organizing guidance functions in schools
- Mechanism of organizing guidance functions in school
- Guidance services in Higher Education

Unit-III

- Job Analysis – Meaning, Types and Purposes of Job Analysis
- Placement service – Meaning, functions and principles
- Follow up Service – Meaning, purposes and characteristics

Unit –IV

- Study of the individual, data collection Techniques of Information. Standardized and Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation, Interview and Cumulative Records.

Selected Readings:

- Bernard, Harold W &Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.
- Jones, J.A:(1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.
- Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
- Granz, F.M:Foundation and Principles of Guidance, Boston, Allyn and Bacon.
- Pandey, K.P.(2000), Educational and Vocational Guidance in India - Vishwa Vidyalaya Prakashan Chowk, Varanasi.
- McGowan, J.P.chmidt:(1962) Counselling: Readings in Theory and Practice, New York Holt, Rinehard and Winston.
- Tolbert, E.L(1967): Introduction of Counselling, New York, McGraw Hill.
- Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
- Taxler, A.E(1964): Techniques of Guidance, New York, Mc Graw Hill
- Robinson: Principles and Procedures in Student Counseling, New York, Harper &Roe.
- Ramaswamy, B. (2017). Fundamentals of Guidance and Counselling. New Delhi: Kanishka Publishers
- Charles, Kiruba & Jyothsna, M.G. (2017). Guidance and counselling. N. Delhi: Neelkamal Publications Pvt. Ltd
- Chandra, Ramesh. (2011). Career Information & Guidance and counselling. N. Delhi: Isha Books
- Charls, Kriuba. (2017). Guidance and Couselling. N. Delhi: Neelkamal Publications Pvt. Ltd

Inclusive Education (EDU/3/DSC15)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:**The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The students will be able to:

CO1.Examine critically the concept, nature and characteristics of students with various special needs

CO2.Understand the national and international initiatives towards the education of students with diverse needs

CO3.Develop critical understanding of the policies and legislations related to inclusive education.

CO4.Develop an understanding of the challenges faced by students with diverse Needs and identify the various aspects of teacher preparation and research priorities in Inclusive Education.

Course Contents

UNIT I: Introduction to Inclusive Education

- Definition, concept and importance of inclusive education.

- Psychological and sociological approaches to inclusive education.

- Historical perspectives on education of children with diverse needs.

- Concept of special education, integrated education and inclusive education.

- Inclusive schools as effective schools.

UNIT II:National& International Initiatives to Respond to Diversity

International initiatives:

- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).

- The World Declaration on Education for all and its Framework for Action to meet Basic - Learning needs, 1990(Article 3 Clause 5). The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990). The Asian and Pacific decade of Disabled Persons, 1993-2002. International Year of the disabled persons (IYDP, 1981) and International perspectives Dakar framework of action (2000) and Millennium development goals (2000).

National Initiatives:
- National institutes for various disabilities.
- District primary education programme (DPEP).
- Sarva Shiksha Abhiyan.
- Initiatives for the Gifted and Talented children.
- National Curriculum Framework, 2005 NCERT
- Girls Education initiatives; MahilaSamakshya, Kasturba Gandhi Balika Vidyalaya.

UNIT III: Current Laws and Policy Perspectives Supporting Inclusive Education
- The Mental Health Act 1987.
- Rehabilitation Council of India Act, 1992.
- National Policy on Education (NPE).
- The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).
- The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.
- Right to education act 2009 and afterwards.

UNIT IV: Children with Diverse Needs
- Concept and meaning of diverse needs, Definition, concept and challenges children with sensory impairments (hearing, visual and physically challenged).
- Intellectually challenged (gifted, talented and mentally challenged).
- Developmental disabilities (Autism, Cerebral palsy, Learning Disabilities).
- Social and emotional problems, Scholastic Backwardness, Under achievement, Slow learners, Children with health problems, Socially disadvantaged children and Gender Equality.
- Environmental /Ecological difficulties and children belonging to other marginal group.

Suggested Readings:
- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National* Publishing house 23 Daryaganj, New Delhi 110002.

- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls,* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
- Panda, K.C. (1997) – Education of Exceptional Children, New Delhi; Vikas Publishing House
- Pandey, R.S. and Advani I. (1995) –Perspectives in Disability and Rehabilitation, New Delhi; Vikas Publishing House
- Puri, Mohit. (2016). Major Trends in Inclusive Education   New   Delhi: Kanishka Publishers
- Pathak, Ramesh Prasad. (2018). Foundations of Inclusive Education, Vol-1. New Delhi: Kanishka Publishers
- Pathak, Ramesh Prasad. (2018). Foundations of Inclusive Education, Vol-2. New Delhi: Kanishka Publishers
- Knowles, Gianna. (2018). Supporting Inclusive Practice and Ensuring Opportunity in Equal for all. London: Routledge and Kegan Paul.
- Kumar, Jitender. (2018). Creating an Inclusive School. Nirmal Book Agency.
- Kumari, Poonam. (2019). Inclusive Growth Education and Gender Equity. New Delhi : Shandilya Publications.
- Tiwari, Manoj Kumar. (2017). Dynamics & Inclusive classroom. N. Delhi: Orient Blackswan Pvt Ltd.

Discipline Specific Course
Management and Administration of Education-I (EDU/3/DSC16)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

Note for the paper setter: The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

COURSE OBJECTIVES

Students will be able to:

CO1. Understand meaning, nature and scope of educational administration and relationship among management, administration, supervision and planning.

CO2. Explain the specific trends in educational administration such as decision-making, organisational compliance, organisational development and PERT

CO3. Acquaint with the meaning, nature and approaches to educational planning.

CO4. Learn about planning and organising supervisory programmes in educational Institutions.

Course Contents

Unit-I

- Meaning, Nature and Scope of Educational Administration, Relationship among Management, Administration, Supervision and Planning.

Unit-II:

- Specific Trends in Educational Administration:
- Decision Making
- Organizational Compliance
- Organizational Development
- PERT

Unit-III:

- Meaning and Nature of Educational Planning
- Approaches to Educational Planning
- Perspective Planning
- Institutional Planning

Unit-IV:

- Meaning and Nature of Educational Supervision, Supervision as:
- Service Activity
- Process
- Function

Selected Readings:

- Harbison, I.F. (1967), Educational Planning and Human Resource Development, Paris: UNESCO.
- Harding, H, (1987), Management Appreciation, London; Pitman Publishing.
- Hatehy, H.J. (1968), Educational Planning Programming, Budgeting-A Systems Approach, New Jesery: Prentice Hall.
- Kingrough, R.B. and Nunnery, M.Y. (1983), Educational Administration-An Introduction, N.Y.: Macmillan.
- Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhrun& Deep.
- Shukla, P.D. (1983), Administration of Education in India, New Delhi: Vikas.
- Sinha, P.S.N.(ed) (2002), Management and Administration in Govt. New Delhi: Commonwealth Publishers.
- Aralsamy S. (2019). Educational Management
- Powers, Kristina & Schloss, Patrick J. (2017). Organization and administration in Higher Education. London: Routledge and Kegan Paul.
- Chandra, S.S. &Chakarborty, A.K. School Administration Organization & Management. Meerut: R.Lall book depot
- Krishanaiah, Ravula. (2020). School organization and management

Adult and continuing Education-I(EDU/3/DSC17)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:**The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

COURSE OBJECTIVES

Students will be able to:

CO1.Understand the basic concept of adult education.
CO2.Understand the working of different agencies in continuing adult education programme.
CO3 Explain the role of mass media in adult education.
CO4Learn about the success stories of literacy campaigns in different countries and different problems of adult education.

Course Contents
Unit-I:

- Concept, need, importance, objectives and scope of adult education.
- Formal, informal and non-formal education
- Traditional Literacy and functional literacy

Unit-II:

- National Policy on Education and Adult Education, National Literacy Mission, Jan ShikshanNilayams.
- Adult learning-Characteristics of Adult Learners, Motivating Adults for learning

Unit-III:

- The Role of Mass Media (Radio, TV, Films and Newspapers) in Adult Education and problems with regard to coverage.

Unit-IV:

- Success Stories of Literacy of Literary Campaigns of following countries:-
  Cuba (Cuban Mass Literacy Campaign)
  Brazil (Brazilian Literacy Movement)
  Tanzania (Tanzania Mass Literacy Campaign) and
  Vietnam (Mass Literacy Campaign in Socialist Republic of Vietnam
- Problems of Adult Education

Selected Readings:

- Bhatia, S.C. & Srivastava: Literacy, Literacy Materials and their preparation: A General perspective, New Delhi Directorate of Adult Education, 1978.
- Bhola, H.S. Campaigning for Literacy-Eight National Experiences of the twentieth Century with a memorandum to Decision Makers, UNESCO, Paris, 1984.
- Cropley, A.J. Life Long Education: A Psychological Analysis Analysis New York 1977.
- Dutta, S.C. Adult Education in the Third World New Delhi, and Criterion Publications, 1987.
- Dutta, S.C. History of Adult Education in India, New Delhi, Indian Adult Education Association, 1986.
- Draper, James A. "Adult Education, A Focus for the Social Sciences, New Delhi: Indian Adult Education Association, 1989.
- Indian Adult Education Association: Handbook for Adult Education Instructors, New Delhi, 1980.
- Husan, T.: International Encyclopedia Education, New York, Pergamon Press, 1985.
- Jarvis, Petet (Ed): Twentieth Century Thinkers in Adult Education, London: Croom Belm, 1987.
- Kundu, C.L.: Adult Education Research: Future Direction, Kurukshetra University, 1987.

- Mathur, R.S. & Prem Chand: Adult Education Programme Analysis of Strength and Deficiency, New Delhi, Indian Adult Education Association 1981.
- Ministry of Human Resource Development; National Literacy Mission, Govt. of India, New Delhi, 1988.
- Mohsin, S.R., J.L. Sachdeva & Asha Sehgal (Ed.) Adult Education Programme, New Delhi: Indian-Adult Education Association, New Delhi, 1983.
- Nimbalkar, M.R.:Adult Education and its Evaluation System Delhi, Mittal Publications, 1987.
- Rogers, Alan: Teaching Adults, England Open University, Press, 1986.
- Shab, S.Y. (Ed.): A "Source Book on Adult Education, New Delhi, Directorate of Adult Education.
- Sharan B. Merriam, Phyllis M. Cunningham (Ed.): Handbook of Adult and Continuing Education, Jossey Bass Publishers, Sanb Francisco, London, 1989.
- Yadav, R.S.: Adult Education-Concept, Theory and Practice, Associated Publishers, Ambala Cantt.

Environmental Education (EDU/3/DSC18)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

Note for the paper setter: The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

COURSE OBJECTIVES

Student will be able to-

CO1.Explain the concept, goals and objectives of environmental education for sustainable development.
CO2.Explain various global environmental issues.
CO3.Define major ecosystems and their conservation.
CO4.Explain components of environment and healthy environment and various kinds of pollution.

Course Contents

Unit-I
Environmental Education
- Concept, definition, principles

- Need and importance
- Goals and objectives of environmental education for sustainable development.
- Various methods (survey, project and field Trip)
- Role of school and teacher- various activities and associated skills

Unit-II
Global Environmental Issues
- Depletion of ozone layer.
- Global Warming (Green House Effect)
- The major Eco-systems and their conservation- terrestrial and aquatic Eco- system
- Environment Pollution
- Soil Pollution
- Water Pollution
- Air Pollution
- Noise Pollution

Unit-III
Other Environmental Issues
- Forests and their conservation.
- Wildlife and its conservation.
- Conservation of energy resources.
- Alternate source of energy.
- Waste Mmanagement.
- Population and environment- Human population growth and its problems
- Indoor Eenvironment.

Unit-IV
Environment and Sustainable Development
- Eco magazine
- Exhibition and plantation
- Eco-Club – meaning, objectives, structure, and activities
- Environmental management - Function and characteristics of Environmental Management
- Disaster Management and its importance
- Natural and Issues and Policies in India and Abroad
- International Efforts for Environmental Protection

Suggested Readings
- Gupta V. K. (1998). *Environmental Education*, Jallandhar: New Academic Publishing House
- Kormondy, E. (1991). *Concept of Ecology*, New Delhi: Prentice Hall of India
- Palmer, J. &Philps, N. (1994). *The Handbook of Environmental Education,* New York: Rout Ledge

- Purdom, P. W. &Aredson S. (1980). *Environmental Science*, Columbus: Charlies E. Merril Publishing Co.
- Sharma P. D. (1993*). Environmental Biology*, Meerut: Rastogi & Co.
- Sharma, R. C. & Tan, M. C. (eds) (1990). *Source Books of Environmental Education for Secondary School Teachers*. Bangkok: UNESCO
- Kumar, Bharti. (2012). A Textbook of Environmental Education. N.Delhi :Wisdom Press
- Tomar, Archana. (2011). Environmental Education. N.Delhi: Kalpaz Publications
- Sharma, R.A. & Chaturvedi, Shikha. (2017). Environmental Education. Meerut: R.Lall book depot
- Rao, V.K. & Reddy, R.S. (2017). Environmental Education. New Delhi: Commonwealth Publishers.
- Ravi, Samuel S. (2019). Environmental Education. N. Delhi :Atlantic Publishers and Distributors Pvt Ltd.

Skill Enhancement Course
Life Skills Education (EDU/3/SEC1)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

Note for the paper setter: The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:
The students will be able to:

      CO1. Understand the concept of life skills and its evolution.
      CO2. Understand meaning, types and different models of decision making.
      CO3.Understand definition and steps in problem solving.
      CO4.Understand coping skills and subsequently will be able to design activities to develop coping skills and know about the different types of strategies to develop skills of managing emotions.

Unit 1: INTRODUCTION AND EVOLUTION OF THE CONCEPT OF LIFE SKILLS

- Definition and Importance of Life Skills

- Genesis of the Concept

- UN Inter-Agency Meeting

- Hamburg Declaration

- Quality Education and Life Skills: Dakar Framework

- Life Skills Education in the Indian Context

Unit 2: THINKING SKILLS
- Thinking
    - Nature, Elements of Thought
    - Types of Thinking
- Creative and Critical Thinking
- Problem Solving
    - Definition, Steps in Problem Solving
    - Factors Influencing Problem Solving
- Decision Making
    - Definition, Process, Need
    - Consequences, Models of Decision Making
    - Goal Setting

Unit 3: COPING SKILLS
- Coping with Emotions
    - Definition, Characteristics, Types of emotions
    - Causes and effects of different emotions
    - Strategies of coping with emotions
    - Strategies to develop skills of managing emotions: Classroom discussion; Brainstorming; Role-plays, Audio and visual activities e.g Arts, Music, Theatre, Dance; Case Studies, Storytelling, Debates
- Coping with Stress
    - Definition, Stressors
    - Sources of Stress
    - The General Adaptive Syndrome Model of Stress
    - Coping Strategies

Unit 4: Project work
- Under Life Skills Project the students are expected to design activities to develop the following ten life skills. 1. Self-Awareness 2. Empathy 3. Problem Solving 4. Decision Making 5. Effective Communication 6. Interpersonal Relationships / Friendships 7. Creative Thinking 8. Critical Thinking 9. Coping with Emotions and 10. Coping with Stress.
- The Thinking skills and coping skills will be demonstrated through Role-plays, Arts, Music, Theatre, Dance, Storytelling, Debates etc. on diverse issues in the form of workshops.

Suggested Readings:

- Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris.

- Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Page 8 of 62

- UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris.

- UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.

- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.

- Nair. A. Radha krishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

- Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.

- Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.

- Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.

- Kumar .J. Keval, (2008).Mass Communication in India, JAICO Publication India Pvt. Ltd

- Morgan and King, (1993). Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd, New Delhi.

- Rao P.L. (2008). Enriching Human Capital through Training and Development, Excel Books, Delhi.

- Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality

- UNESCO and Indian National Commission for Co-operation with UNESCO (2001). Life Skills in Non-formal Education: A Review

- YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi

- Tull, M., Post-Traumatic Stress (PTSD), How to Monitor Your Emotions and Increase Emotional Awareness http://ptsd.about. com/ Accessed30/01/2010.

- · A Life Skills Program for Learners in Senior Phase. (2002). University of Pretoria. Chapter in Thesis. Retrieved from: http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf

- Life Skills Based Education. (2011). Wikipedia. Retrieved from: http://en.wikipedia.org/wiki/Life_skills-based_educaion ·

- Life Skills Based Education CCE. (2009). CBSE. Retrieved from: http://www.cbse.nic.in/cce/life_skills_cce.pdf ·

Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia. Retrieved from: http://www.nied.edu

Pedagogy of Teaching and Learning(EDU/9/OEC1)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:**The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives
The student will be able to:
- CO1.Know the concept, functions & principles of teaching and learning. know about the Maxims, variables, levels, phases of teaching .
- CO2. Understand concept and importance of micro teaching, simulated teaching, flanders Interaction analysis, effective classroom communication and programmed learning.
- CO3.Understand psychological aspects of teaching and learning and different learning Theories
- CO4 Know the new trends, issues and challenges in education.

Course Contents
Unit-I
Teaching and Learning
- Concept of Teaching and Learning, functions and principles of teaching and Learning,
- Maxims of teaching, variables of teaching, levels of teaching, phases of teaching
- Teaching: Team teaching, cooperative learning. Peer teaching, panel discussions, role playing, brain storming.

Unit-II
Professional skill development of teachers:
- Concept and importance of Micro Teaching
- Simulated Teaching
- Flanders's Infraction analysis
- Effective classroom communication
- Development of Programme learning maternal

Unit-III
Psychological aspects of Teaching and learning

- Learning –meaning, Factors affecting learning
- Theories of learning, Thorndike's Trial and Error, Skinner's Operant Conditioning theory and Gestalt insight theory of Learning
- Cognitive development: Meaning, factors affecting cognitive development
- Piaget, Kohlberg and Vygotsky: Constructs and critical perspectives

Unit-IV
- New trends and issues in education
- Challenges of school education
- Inclusive Education, SSA(2000), RMSA
- NCF(2005), NCFTE(2009)

Suggested Readings

- Jenkins, J. (1998). Distance Education, The Internet and the Learning Culture, A paper presented in International Conference on Collaborative Networked Learning, New Delhi: IGNOU.
- Kasturiranjan, K. (1995). Valedictory address in the seminar on Technologies for Education Networking, New Delhi: IGNOU.
- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- Mehra Vandana (2004) Educational Technology, New Delhi : S S Publishers.
- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
- Piaget, J. (1997). Development and Learning. In M. Gauvain& M. Cole (Eds.), Readings on the development of the children. New York: W.H. Freeman & Company.
- Saraswathi, T.S. (1999). Adult child continuity in India: Is adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed.), Culture, Socialization and Human Development: Theory, Research and Applications in India. New Delhi: sage.
- Sharma, N. (2003). Understanding adolescence. NBT India.
- /*Aggarwal, J.C. Essential of Educational Psychology, Delhi: Doaba Book House.
- Chauhan, S.S. Advanced Educational Psychology.
- See more at: http://uou.ac.in/node/5065#sthash.xGbtV1oQ.dpuf
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast January 12, 1948. Government of India (GoI)
- http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm
- http://www.mkgandhi.org/speeches/speechMain.htm
- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.

- Jangira, N.K 2012. NCERT mother of Inclusive education address on golden Jubilee of NCERT at RIE, Ajmer on 01 Sept.2012.
- http://unesdoc.unesco.org/images/0023/002322/232205e.pdf
- Panda, Pratap Kumar. (2016). Theories of Learning. N. Delhi: APH PUBLISHING CORPORATIONS
- Jain, Purabi. (2012). Educational Psychology. N. Delhi: Wisdom Press.
- Cline, Tony & Gulliford, Anthea. (2015). Educational Psyclology : Topics in applied Psychology. Routledge
- Pestalozzi, Heinrich.(2018). Psychology and Education. N. Delhi: Sarup & Sons
- Kumar, Sandeep. (2018). Psychosocial perspectives in education. N. Delhi: Kanishka Publishers Distributors.
- Panchal, Sushil. (2015). Educational Learning and Teaching Technology. UK:Koros Press
- Brojunayak Rabindranath. (2017). Technological Bases of Education. New Delhi: SSDN Publishers and Distributors

MA Education 4th Semester

Curriculum Development and Comparative Education-II (EDU/4/CC12)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:**The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

COURSE OBJECTIVES
Students will be able to:

CO1. Describe educational administration and teacher education programmes of
U.K. U.S.A, India and Russia.
CO2. Describe the concept of curriculum and approaches in curriculum planning
CO3. Explain the different models of curriculum development and different categories
and types of curriculum
CO4. Understand the concept, need and importance of curriculum evaluation and
make difference between formative and summative evaluation

Course Contents:
UNIT-I
- Educational Administration in U.K., U.S.A. and India

- Teacher Education Programmes in U.K., U.S.A., Russia & India.

UNIT-II
- Concept of Curriculum, difference between syllabus and curriculum concept of Emerging, Hidden and Irrelevant Curriculum
- Considerations for Curriculum Planning: Philosophical, Psychological, Sociological & Discipline Oriented.

UNIT-III
- Different Models of Curriculum Development: Administrative Model, Grassroot Model, Demonstration Model and system Analysis Model.
- Concept of Curriculum Development, Different categories & Types of Curriculum.

UNIT-IV
- Concept, Need and importance of Curriculum Evaluation.
- Concept of Formative & Summative Evaluation, Interpretation of evaluation results According to marks, rating and Grades.

Selected Readings:
- Bexday, G.Z.L.(1964) Comparative Methods in Education. New Delhi Oxford and IBH Publishing Co.
- Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace & Company
- Denis Lawten.(1986) School Curriculum Planning, London Hodder and Stoughton.
- Hans, Nicholas (1961). Comparative Education. London Routledge and Kegan Paul.
- Harold Alberty.(1957) Reorganizing the High School Curriculum. New York MacMillan Company.
- Harold, B.Alberty&Elsic, J. Alberty (1963). The Curriculum. New York, The MacMillan Company.
- Hugh Sockelt.(1976) Designing the Curriculum Design.(London), McGraw Hill
- Ivor, K.Davies.(1976) Objectives in Curriculum Design, London, McGraw Hill.
- John, D.McNeil(1977). Curriculum Boston. Little Brown and Company
- Rishi, Sakshi Vermani. (2016). Knowledge and Curriculum. Meerut: R.Lall Books Depot.
- Maisnam, Premlata. (2015). Curriculum and Curriculum Transaction. Meerut: R.Lall Books Depot.
- Kaur, Manpreet, (2016). Discipline and Curriculum. New Delhi: Kanishka Publishers
- Bhatt, B.D. & Sharma, S.R. (2017). Principles of Curriculum construction. New Delhi: Kanishka Publishers

- Sharma, Y.K. (2017). Comparative Education : A Comparative Study of Educational Systems. New Delhi: Kanishka Publishers.
- Singh, Meenaxi. (2016). Comparative Education in different countries. N. Delhi :GlobalPublications

Contemporary Issues in Indian Education-II (EDU/4/CC13)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:**The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

COURSE OBJECTIVES

Students will be able to:

CO1. Know about the different commissions commissioned in post-independence era.

CO2. Develop critical understanding of diverse issues in education in India.

CO3. Get knowledge of the contemporary issues in Indian education in a global Perspective

CO4. Develop understanding of constitutional provisions for education, national curriculum framework for school education 2000 & 2005

Course Contents:

UNIT-I: History of Education in India: Post Independence era:

- University Education Commission (1948-49)
- Secondary Education Commission, (1952-53)
- Indian Education Commission (1964-66)
- National Policy of Education, 1986
- Ramamurti Committee
- Revised National Policy, 1992

UNIT-II: Diverse Issues in Education:

- Education and Employment
- Computer Education in Schools
- Education of the SCs, STs, OBCs and Girls in Various age groups.
- Issues relating to quality in education and excellence
- Educational Programmes for disabled children.

UNIT-III: Contemporary Issues in Indian Education in Global Perspective:

- Issues pertaining to Distance Education and open learning system

- Issues relating to medium of instruction three language formula
- Issues in respect of emotional integration and International Understanding in the context of Globalization.

UNIT-IV:
- Education and Democracy
- Constitutional Provisions for Education
- Learning Without burden –Yashpal Committee 1993
- National Curriculum Framework for School Education 2000 & National Curriculum Framework 2005
- Educational Reforms in India in 21st Century.

Selected Readings:

- Nurullah. S., Naik J.P. and Oad L.K.(Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
- M.H.R.D. Report of the University Education Commission(1948) , Ministry of Education, Govt. Of India, New Delhi,1949.
- M.H.R.D. Report of the Secondary Education Commission(1952-53) , Ministry of Education, Govt. Of India, New Delhi,1953
- M.H.R.D. Report of the Education Commission - Education and National Development (1964- 66), Ministry of Education, Govt. Of India, New Delhi 1966.
- M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi,1985.
- M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi, 1986.
- M.H.R.D. Programme of Action(1992), Ministry of Education, Govt. Of India, New Delhi, 1992.
- M.H.R.D. Towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New   Delhi, 1990
- M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. Of India, New Delhi, 1993.
- World Year Book of Education. Youth, Education and Work, Kogan Page, London, 1995.
- Hota, Ashok Kumar. (2019). History of Indian Education. N. Delhi.: Karan Paperbacks
- Pani, Prabhat Kumar. (2015). Higher Education in India : Issues, concerns and Suggestions. New Delhi: SSDN Publishers and Distributors
- Sharma, Madhulika. (2016). Distance Education. New Delhi: Kanishka Publishers
- Singh, U.K. & Nayak, A.K. (2017). Recent Trends in Education, Vol-1. New Delhi: Commonwealth Publishers.

Dissertation-III(EDU/4/CC14)

Credits: 04   **Marks: 100**

Course Objectives:

Students will be able to:
- CO1.Cconduct systematically and scientifically research work
- CO2.Pprepare their research report or dissertation work effectively following all the procedures andnormsofwritingresearchworks.
- CO3.Presentthereportoftheirresearchwork
- CO4. Justifytheirresearchwork

Instructions:

1. The dissertation must be planned in such a way it blend with theory and course taught.

2. The dissertation should form part of a specific problem leading to a desirable solution following a systematic and scientific way.

4. The student has to follow the guidelines for submitting thee dissertation as per the University rules.

Activities:
- Report Writing
- Viva voce

Seminars(EDU/4/CC15)

Credits: 02   **Marks: 50**

Note: The student has to present two seminars (individually) and same has to be submitted in the department

Discipline Specific Course
Educational Measurement and Evaluation-II (EDU/4/DSC19)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

COURSE OBJECTIVES
Students will be able to:

CO1. Develop skills and competencies in constructing and standardizing an achievement test
CO2. Acquaint with the basic concepts and practises adopted in educational measurement and evaluation.
CO3. Know about the concept, assumptions, computation and uses of analysis of variance
CO4. Know about different types of correlation, its concept, computation and significance.

Course Contents

Unit-I: Test Standardization
- Norm referenced and criterion referenced tests.
- Standard scores, T-scores and C-scores
- Construction and Standardization of an achievement test
- Interpretation of test scores and methods of feedback to students

Unit-II: Concept and Measurement of the following
- Achievement test
- Aptitude tests, Intelligence tests
- Attitude and Value scales
- Interest Inventories

Unit-III: Analysis of Variance
- Analysis of Variance (up to two ways)
- Concept, assumption, computation & Uses

Unit-IV: Correlation: Concept, Computation and significance of the following:
- Biserial correlation
- Point-Biserial Correlation
- Tetrachoric correlation
- Phi-coefficient
- Partial Correlation

- Multiple Correlation

Selected Readings:

- Adams, G.K.(1965), Measurement and Evaluation in Psychology,Education and Guidance, New York Holt, Rinehart & Winston.
- Aggarwal, Y.P.(1998), Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.
- Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.
- Anastasi, A (1982), Psychological Testing, New York Macmillan,
- Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi Prentice Hall.
- Garrett, H.E.(1973), Statistics in Education and Psychology,Bombay Vakils, Feffer and Simons.
- Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York Mac Millan.
- Guilford, J.P.(1980), Fundamental Statistics in Psychology and Education,New York Mc Graw Hill.
- Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt, Rinehart and Winston.
- Thorndike, R.L. and Hagen, E.(1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.
- Singh, Raghuraj. (2006). Measurement and Evaluation in Education. Delhi :Shree pub.
- Smith, D.(2018). Measurement and Evaluation in Secondary School. New Delhi: Commonwealth Publishers.
- Pant, G.D. (2017). Measurement, Evaluation and Assessment in Education. N.Delhi : Global publications
- Reddy, V. Govinda. (2016). Measurement, Assessment and Evaluation in Education. Manglam Publishers and Distributors.
- Sanchez, Miguel. (2016). E-Learning : Evaluation, Assessment and Application. NY: Willford Press.
- Arutsamy, S. & Kaviyarasu V. (2016). Curriculum and Educational Evaluation. N. Delhi: APH Publishing corporation.

Educational and Vocational Guidance-II(EDU/4/DSC20)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

Note for the paper setter: The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

COURSE OBJECTIVES
Students will be able to:

CO1.Understand the meaning, need, objectives, scope, tools & techniques of group guidance.
CO2. Understand the meaning, objectives, need and functions of social guidance
CO3. Understand the meaning, objectives, characteristics, field , procedures and techniques of counselling.
CO4. Explain directive counselling, nondirective counselling, eclectic counselling.

Course Contents:

Unit-I: Group Guidance
- Meaning and need of Group guidance
- Objectives and principles of Group guidance.
- Kinds of group guidance
- Scope and problems of group guidance
- Tools and Techniques of group guidance

Unit-II: Social Guidance
- Meaning, Objectives and need of social guidance
- Functions of social guidance
- Guidance of Exceptional children (Physically Handicapped, Gifted Children with behavioural problems)

Unit-III: Concept of Counselling
- Meaning and definition of counselling
- Characteristics of counselling
- Field of counselling
- Procedure of counselling
- Techniques of counselling

Unit-IV: Theories of counselling

- Directive counselling – Concept, procedure, advantages, limitations.
- Non-directive counselling – Concept, procedure, advantages, limitations
- Eclectic counselling – Concept, procedure, advantages, limitations.

Selected Readings:

- Bernard, Harold W &Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.
- Jones, J.A:(1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.
- Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
- Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.
- Pandey, K.P.(2000), Educational and Vocational Guidance in India-Vishwa Vidyalaya Prakashan Chowk, Varanasi.
- McGowan, J.P.chmidt:(1962) Counselling: Readings in Theory and Practice, New York Holt, Rinehard and Winston.
- Tolbert, E.L(1967): Introduction of Counselling, New York: McGraw Hill.
- Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harper.
- Taxler, A.E(1964): Techniques of Guidance, New York, Mc Graw Hill,
- Robinson: Principles and Procedures in Student Counselling, New York, Harper &Roe.
- Robinson: Principles and Procedures in Student Counselling, New York, Harper &Roe.
- Ramaswamy, B. (2017). Fundamentals of Guidance and Counselling. New Delhi: Kanishka Publishers
- Charles, Kiruba & Jyothsna, M.G. (2017). Guidance and counselling. N. Delhi: Neelkamal Publications Pvt. Ltd
- Chandra, Ramesh. (2011). Career Information & Guidance and counselling. N. Delhi: Isha Books
- Charls, Kriuba. (2017). Guidance and Counselling. N. Delhi: Neelkamal Publications Pvt. Ltd

Distance Education (EDU/4/DSC21)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:**The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives

The student will be able to:

       CO1.Understand the concept, nature, characteristics and scope of distance education

       CO2.Develop a perspective of distance education in India. Its need in the India context.

       CO3.Understand the need and characteristics of distance education, expalin the professional training and student counseling through distance learning

       CO4. Understand the concept, format and preparation of lelf Learning material

.

Course Content:

Unit-I

- Concept of Distance Education
- Related terms with Distance Education
- Non- formal Education
- Correspondence Education
- Open Education
- Scope of Distance Education

Unit-II

- History, future of Distance Education in India and mass media in Distance Education
- History of Distance Education
- Present status of Distance Education
- Need and importance of Distance education
- Future of Distance education in India
- Role of Print and Non-Print media in Distance education
- Role of Audio- Visual Computer based media in Distance Education
- Learning through media

Unit- III

- Types of Distance learners and their problems
- Characteristics of distance learners
- Professional training to teacher educator linked with Distance Education
- Students counselling services in Distance education continuous assessment in Distance Education

Unit- IV

- Self Learning Materials
- Salient features of self learning materials
- Preparation of Self Learning Materials (SLM)
- Self Instructional Material (SIM) format
- Distance education as investment for Learners

Suggested Readings:

- Anand S.P.: University Without Walls, Vikas Publications, New Delhi.
- Borah S. (Ed): Distance Education, Amar Publications, Delhi.
- Chib S.S.: Teaching by Correspondence in India, Light and Life, New Delhi.
- Keegan D.: Foundations of Distance Education, second edition, Routledge.London.
- Khan, I.: Distance Education – Some Readings, Amar Publications, Delhi.
- Mukhopadhyay M (Ed): Yearbook of Education Technology, 1988.
- Mohanty J. Education al Broadcasting: Radio and Television in Education, Sterling Publishers, New Delhi.
- Mukhpadyay M. (Ed): Educational Technology- Challenging Issues, Sterling Publishers-New Delhi.
- Sahoo, P.K.: Higher Education at Distance, Sanchar Publications, Delhi.
- Sharma, Madhulika. (2016). Distance Education. New Delhi: Kanishka Publishers
- Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
- Verma, R. (2005): Distance Education - In Technological Age. New Delhi: Anmol Publications (Pvt) Ltd.
- Verma, R. (2007): Education-Open and Distance Education - In Global Society. New Delhi: Anmol Publications,
- Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
- Sharma, Madhulika. (2016). Distance Education. New Delhi: Kanishka Publishers

Discipline Specific Course

Management and Administration of Education-II (EDU/4/DSC22)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

Note for the paper setter: The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

COURSE OBJECTIVES

Students will be able to:

- CO1. Acquaint with the development of modern concept of educational administration. Understand Human relations approach to administration
- CO2. Understand meaning, nature, measurement and styles of leadership.
- CO3. Know about different types of planning.
- CO4. Learn about planning and organising as supervisory programmes in educational institutions.acquaint with the concept of modern supervision and its functions

Course Contents
Unit-I
- Development of Modern concept of Educational Administration from 1990 to present day.
- Taylorism
- Administration as a process
- Human relations approach to Administration
- Meeting the psychological needs of Employees

Unit-II
- Meaning and Nature of Leadership
- Theories of Leadership
- Styles of Leadership
- Measurements of Leadership

Unit-III
- meaning and nature educational planning
- Perspective Planning
- Institutional Planning
- Performance Appraisal

Unit-IV
- Modern Supervision and Functions of Supervision
- Planning, Organizing and Implementing Supervisory Programmes

Selected Readings:

- Harbison, I.F. (1967), Educational Planning and Human Resource Development, Paris: UNESCO.
- Harding, H, (1987), Management Appreciation, London; Pitman Publishing.
- Hatehy, H.J. (1968), Educational Planning Programming, Budgeting-A Systems Approach, New Jersey: Prentice Hall.
- Kingrough, R.B. and Nunnery, M.Y. (1983), Educational Administration-An Introduction, N.Y.: MacMilan.
- Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhrun& Deep.
- Shukla, P.D. (1983), Administration of Education in India, New Delhi: Vikas.
- Sinha, P.S.N.(ed) (2002), Management and Administration in Govt. New Delhi: Commonwealth Publishers.

- Spears, H. (1955), Improving the Supervision of Instruction, N.Y.: Prentice Hall.
- Wiles Kimbal (1955), supervision for Better School, N.Y.: Prentice Hall.
- Sidhy, I.S. (2012). Education Administration and Management
- Sharma, R.A. (2019). Educational Administration and Management. Meerut: Anu books

Adult and continuing Education-II (EDU/4/DSC23)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

COURSE OBJECTIVES
Students will be able to;

    CO1. Explain Student different approaches to provide literacy. Understand about the problem of drop out and relapse into illiteracy in the Indian context
    CO2. Explain methods of teaching literacy and adult literacy
    CO3. Know about different agencies of adult education.
    CO4. Understand research priorities, evaluation and procedure in adult education, know about different types of evaluation

Course Contents:

Unit-I
- Different approaches to provide Literacy-Mass approach, selective approach and campaign approach.
- Post-Literacy activities for neo-literates literature for neo-literates
- Problem of Drop out and problem of relapse into illiteracy in the Indian context.

Unit-II
- Methods of Teaching Literacy-Traditional Method, Zero Method; Alphabetic, Integrated Literacy Method, Naya Savera Method and Ansari Method.
- Methods of Adult Education-Lecture, Discussion and Demonstration
- Training of Adult Education Functionaries

Unit-III
- Agencies of Adult Education-Centre Government, State Government; SharmikVidyapeeths, State Resource Centres, Universities, Voluntary organizations.

Unit-IV

- Research Priorities in Adult Education, Evaluation, Procedure in Adult Education, Types of Evaluation, Formative and Summative Evaluation.

Selected Readings:

- Bhola, H.S. Campaigning for Literacy-Eight National Experiences of the twentieth Century with a memorandum to Decision Makers, UNESCO, Paris, 1984.
- Cropley, A.J. Life Long Education: A Psychological Analysis New York 1977.
- Dutta, S.C. Adult Education in the Third World New Delhi, and Criterion Publications, 1987.
- Dutta S.C. Social Education and Social Values in Adult Education in India, Bombay: Nachiketa Publications, 1973.
- Dutta, S.C. History of Adult Education in India, New Delhi, Indian Adult Education Association, 1986.
- Draper, James A. "Adult Education, A Focus for the Social Sciences, New Delhi: Indian Adult Education Association, 1989.
- Indian Adult Education Association: Handbook for Adult Education Instructors, New Delhi, 1980.
- Husan, T.: International Encyclopedia Education, New York, Pergamon Press, 1985.
- Jarvis, Petet (Ed): Twentieth Century Thinkers in Adult Education, London: Croom Belm, 1987.
- Kundu, C.L.: Adult Education: Principles, Practice and Precepts, New Delhi: Sterling Publishers, 1984
- Kundu, C.L.: Adult Education Research: Future Direction, Kurukshetra University, 1987.
- Mathur, R.S. & Prem Chand: Adult Education Programme Analysis of Strength and Deficiency, New Delhi, Indian Adult Education Association 1981.
- Ministry of Human Resource Development; National Literacy Mission, Govt. of India, New Delhi, 1988.
- Ministry of Human Resource Development: National Policy of Education, Govt. of India, New Delhi, 1986.
- Mohsin, S.R., J.L. Sachdeva & Asha Sehgal (Ed.) Adult Education Programme, New Delhi: Indian-Adult Education Association, New Delhi, 1983.
- Nimbalkar, M.R.Adult Education and its Evaluation System Delhi, Mittal Publications, 1987.
- Rogres, Alan: Teaching Adults, England Open University, Press, 1986.
- Shab, S.Y. (Ed.): A Source Book on Adult Education, New Delhi, Directorate of Adult Education.
- Sharan B. Merriam, Phyllis M. Cuningham (Ed.): Handbook of Adult and Continuing Education, Jossey Bass Publishers, Sanb Francisco, London, 1989.

- Mratinkovic, Aleksandar&atl. (2017). Adult and Continuing Education. NY:3G E-Learning LLC

Population Education (EDU/4/DSC24)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives
The students will be able to:

CO1. Explain the concept and scope and the role of various agencies in population education.

CO2. Discriminate between population education through formal and non-formal modes in India. Explain Relationship between growth of population and development

CO3. Explain determinants of population distribution patterns, explain the impact of population growth on health of population and suggest measures to maintain health in the face growing population

CO4. Correlate population growth with issues of quality of life and environment Explain Global and national policies and State Strategies for population education through various organizations.

Course Content:
Unit I
- Population Education: Concept, Objectives and Scope with reference to India.
- Population situation in major world regions.
- Population situation in India.
- Organizations and agencies for Population Education in India: UGC, NCERT, UNFPA, GOI, NGOs.

Unit-II
- 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 Xth and XIth plan
  - Population Education in Adult literacy programmes
  - Population Education at various levels of educations
  - Population Education through voluntary efforts.
- 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
- Determinants of Population distribution patterns.
- Population dynamics
- Population growth and impact on health of population
o Implications of mortality and fertility: Health services and population profiles
o Adolescence Education: Responsible Parenthood
o Primary Health Care: Safe motherhood and integrated child development
o Women empowerment and legal provisions
o Building Life skills

Unit IV
- Population growth and related problems Linkages between population, development, environment and Quality of life:
    o Migration
    o Urbanisation
    o Pollution
- Teaching methods for population education
- Dimensions of population policy: Global and National policies (UNDP, UNESCO, UNICEF,
- FPAI)
- Hurdles in implementation of population policies:
    o Administrative
    o Diversity in India
    o Attitude of people

Suggested Readings:

- Raina, B.L.(1988): Population Policy. Delhi: B.R. Publishing Corporation.
- Reddy, M.V.L. (1984): Population Education: Misconceptions and Clarifications. New Delhi: Ashish
- Publishing House.
- Reining, P. & Thinker I (ed.) (1975): Population: Dynamics Ethics & Policy. Washington D.C.: American Association for the Advancement of Science.
- Shandilya, T.K. (ed.) (1985): Population Problem and Development. New Delhi: Deep and Deep Publications.
- UGC (2004): UGC scheme on Population Education Xth Plan Guidelines, Non Formal Education Bureau, UGC, 35 Ferozeshah Road Feb; 2004.
- United Nations Report (2003): Population Education and Development. New York: The Concise Report.
- Rao, V.K. (2004). Population Education. New Delhi: APH Publishing Corporation
- Gupta, P.K. (2012). Population Education. Meerut: R.Lall Book Depot.

- Nanda, S.K. (2008). Population Education. Delhi: Doaba House

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

Skill Enhancement Course
Women Empowerment and Education (EDU/4/SEC2)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:**The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course objectives
Students Will be able to:

CO1. Understand concept, nature, scope and importance of women education, explain Various approaches to women education.
CO2. Understand the relationship between women and socialization
CO3. Understand the role of women in national development and decision making and know about current debates and issues on women and development
CO4. Know about provisions and policy for empowerment of women, learn about different women organizations and role of N.G.O.'s for economic empowerment ofwomen.

Course Contents
Unit – Introduction to Women's Education
- Concept of Women Education, Definition, Need and Importance of Women Education
- Nature and Scope of Women Education, Women Education as an Academic Discipline
- Approaches to Women's Education; Education for achieving quality of life, equality of opportunities and equity, Commission for Women Education.
- Basic Concept of Sex and Gender, Gender Attributes and Gender Roles, Equality and Discrimination, Gender Relations and Gender Identity
- The changing Status of Women in Modern India

Unit – II-Women and Society
- Women in Indian Society – A Historical Perspective, Early, Colonial and Modern Periods
- Institution--Family, Marriage, Rural and Urban, Issues in Family and Marriage
- Social Construction of Gender- Process, Social System - Culture and Religion, Barriers to Women Advancement
- Women and Socialization: Stages of Socialization- Childhood, Adolescent, Adult and Old Age, Agencies of Socialization

Unit – III Women Resource and National Development
- Women in developing countries with special reference to India; Women in National Development; Women in Decision Making.
- Literacy and educational development of women
- Current Debates and Issues on Women and Development including the Impact of Globalization and Structural Adjustment Policies (SAP)
- Impact of Development on Gender, Socio-economic Determinants of Women' Development
- Law as an instrumental for Social Change; Constitution of India and Gender Equality- Constitutional provisions with special reference to women

Unit – IV Education for Empowerment of Women
- Measures for providing Women/ Girls education towards sustainable development
- Problems of girls' education – poverty, prejudice and population explosion, minimum levels of learning scientific literacy
- Women Empowerment, Concept and Meaning, Different Aspects of Empowerment, Importance of Empowerment, Process and Expression of Empowerment
- Indian Constitutional provisions for women empowerment, Women Empowerment Policy 2001
- Women Organizations in India, National and International, Funding Agencies: UNESCO, UNDP
- Role of N.G.O.s for Economic Empowerment of Women

SUGGESTED READINGS
- Maithreyi, Krishnaraj (1991), Contributions to Women's Studies (Bombay SNDT).
- Maria Mies (1980), Indian Women and Patriarchy Concept Publishing Company, New Delhi.
- Neera Desai and Vibhuti Patel (1985), Indian Women Change & Challenge in the International decade 1975-85, Popular PrakashanPvt. Ltd., Bombay.
- Agarwal, Bina (1988), Patriarchy and the Modernizing State: An Introduction in Agarwal Bina (ed), Structures of Patriarchy, Kali for Women, New Delhi.
- Banks (1981), Olive Faces of Feminism: A Study of Feminism as a Social Movement, St. Martin's Press, New York.
- Bhasin and Khan (1986) Some Questions on Feminism, Kali for Women, New Delhi.

- Ruth, Sheila (1990) Issues in Feminism: An Introduction to Women's Studies, Mayfield Publishing Company, California.
- Maithreyi, Krishnaraj (1986) Women's Studies in India, Popular Prakashan, Bombay.
- Cahanana, Karuna (Ed.) Socialisation Education and Women: Explorations in Gender Identity, Orient Longman Ltd., New Delhi.
- Watkns Ted. R. and Callicut, James Women Mental Health: Policy and Practice today, New Delhi. Saga Publications, 1990.
- Joshi, Bharti & Sharma, Jyoti. (2014). Assessment of Educational and economic factors on women empowerment. Delhi: Alfa publications
- Bhatt, B.D. & Sharma, S.R. (2017). Women's Education and Social Development. New Delhi: Kanishka Publishers
- Tandon, R.K.(2018). Women Nature, Education Teaching and Rights. Delhi: Commonwealth Publishers.

Open Elective Course
Value and Peace Education (EDU/9/OEC2)

Credits: 4 (Lectures: 60)   **Marks: 100**
Duration of exam: 3 Hrs.   **Theory: 70; IA: 30**

> **Note for the paper setter:**The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objective
The students will be able to:

CO1.Understand the meaning, scope,objectives, need and importance of value and peace education.

CO2. Explain different types of sources of values and peace education.

CO3.Know about the role of different types of social agencies and teachers in value and peace education

CO4.Acquaint with various intervention strategies of value and peace education.

Course Contents
UNIT I- UNDERSTANDING VALUES AND PEACE

- Values: Meaning, Scope of Value Education, Objectives of Value Education, Classification, Value education-its purpose and significance in the present world.

- Peace: Concept of peace and peace education, Aims and objectives of peace Education, Status of peace education in the curriculum, and importance of peace education.

UNIT II – SOURCES OF VALUES AND PEACE

- Sources of value education- Literature, Autobiography and biography of Great People, Religious literature-Vedas, Bhagavad-Gita etc.

- Dr. A P J Kalam's ten points for enlightened citizenship.
- Role of teachers in value and peace education.

UNIT III- SOCIAL AGENCIES IN VALUE AND PEACE EDUCATION
- Value Crisis and factors of value crises
- Role of Family, Religion, Educational Institutions, Mass Media (print and Electronic), Social Media in value and peace education

UNIT IV- STRATEGIES OF VALUE AND PEACE EDUCATION IN INSTITUTIONS
- Strategies to Value education - Direct- Curricular, Indirect Co-Curricular, personal examples
- Activities - Storytelling, Dramatization etc.
- Integrating Peace Education -Subject context, Teaching Methods, Co-curricular activities, class-room management
- Education for Culture of Peace **-** Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level.
- Highlights of various philosophies of peace, of Gandhi, Vivekananda, Dalai Lama, initiatives at National and International levels.
- Becoming peace teacher – acquisition of relevant knowledge, attitudes, values and skills.

Suggested Readings:

- Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
- Arora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co.
- Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; University Book House (P) Ltd.
- Bandiest, D.D, (1999): Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi
- Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
- Chakrabarti, Mohit (2014). Value Education: Changing Perspectives. New Delhi: Kanishka Publishers and Distributors
- Das, M.S. & Gupta, V.K (1995) : Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi.
- Goel, Aruna and Gupta, N.L. (2000). Human Values in Education. New Delhi: Concept Publishing Company.
- Human Rights and Indian Values (Vol. 1&2), New Delhi; National Council for Teacher Education (1999) Self learning Module, NCTE
- Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
- Kumar, M. (Ed). (1994). Non-violence, contempory issues and challenges. New Delhi: Gandhi peace foundation.

- Kumar, Vinay (2013). Promotion of Ethics and Human Values: Perspectives, Challenges and Opportunities. Patiala: Twenty First Century Publications.
- Mohanty, Jagannath (2005). Teaching of Moral Values: Development, New Trends and Innovations. New Delhi: Deep and Deep Publications.
- M.G.Chitakra (2003): Education and Human Values, A.P.H.Publishing Corporation, New Delhi.
- Morrison, M. L. (2003). Peace education. Australia: McFarland
- NCERT(1992), Education in Values, New Delhi.
- Pandya, Rameshwari&Mathu, Anuradha (2004). Imbibing Value Education: Various perspectives. New Delhi: Kalpaz Publications
- Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological corporation.
- Rajput, J.S. (2006). Human Values and Education. New Delhi: Pragun Publications.
- Ram Chandra (2003). Morals and Value Education. Jaipur: Book Enclave.
- Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.
- Salomon, G., &Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
- Sandhu, P. K. (2010) Value Education (Punjabi). Patiala: Publication Bureau of Punjabi University.
- Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
- Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
- Singh Y. K., Ruchika Nath, (2005). Value Education, Delhi: APH Publishing Co.
- Sachidananda, M.K (1991): Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi.
- Subramanian, K. (1990). Value Education. Madurai: Ravana Publication
- Venkataiah, N. (1998). Value Education. New Delhi: APH Publishing Corporation.
- UNESCO Publication. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
- Y. K., &Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
- Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation
- Sharma, Naina. (2011). Value Education and Social Transformation. New Delhi: Rawat Publication.
- Singh, S.K. & Mathur, H.P. (2011).   Creating Value Through Innovation. New Delhi: Shree Publishers & Distributors.
- Reddy, V. Govinda. (2017). Gender Perspectives in Peace Education. Delhi: Mangalam Publications.