

# **FACULTY OF EDUCATION**

## **SYLLABUS**

### **FOR**

### **M.A. EDUCATION (CBCEGS)**

**(Semester: I–II)**

**(FOR NEW ADMISSION)**

**&**

### **M.A. (HONS.) EDUCATION (CBCEGS)**

**(Semester: III–IV)**

**(For those Students who admitted in Session 2014-15)**

**EXAMINATIONS: 2015–16**



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# **GURU NANAK DEV UNIVERSITY**

## **AMRITSAR**

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## M.A. EDUCATION (CBCEGS)

**M.A. EDUCATION (CBCEGS)  
SEMESTER-I****(FOR NEW ADMISSION)****Scheme of Courses****(PART I) FOUNDATION PAPERS****(Compulsory for all)**

<b>COURSE CODE</b>	<b>*C/E</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
EDL-401	<b>C</b>	Philosophical and Sociological Foundations of Education - I	<b>4</b>
EDL-402	<b>C</b>	Educational Psychology-I	<b>4</b>
EDL-403	<b>C</b>	Educational Research & Statistics-I	<b>4</b>

**(PART II) OPTIONAL PAPERS****(Any two of the following)**

<b>COURSE CODE</b>	<b>*C/E</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
EDL-404	<b>E</b>	Educational Measurement & Evaluation-I	<b>4</b>
EDL-405	<b>E</b>	Guidance & Counselling -I	<b>4</b>
EDL-406	<b>E</b>	Educational Technology -I	<b>4</b>
EDL-407	<b>E</b>	Special Education-I	<b>4</b>
EDL-408	<b>E</b>	Population Education and Environmental Education-I	<b>4</b>
EDL-409	<b>E</b>	Value Education & Human Rights Education-I	<b>4</b>
EDL-410	<b>E</b>	Educational Administration & Management-I	<b>4</b>
EDL-411	<b>E</b>	Lifelong Education-I	<b>4</b>
EDP-412	<b>C</b>	Practicals	<b>2</b>

**Aggregate of Semester - I****Credits = 22****\*C Means Compulsory and E Means Elective.**

## M.A. EDUCATION (CBCEGS)

M.A. EDUCATION (CBCEGS)  
SEMESTER-II

(FOR NEW ADMISSION)

## Scheme of Courses

**(PART I) FOUNDATION PAPERS**

(Compulsory for all)

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-413	C	Philosophical and Sociological Foundations of Education – II	4
EDL-414	C	Educational Psychology-II	4
EDL-415	C	Educational Research & Statistics-II	4

**(PART II) OPTIONAL PAPERS**

(Any two of the following)

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-416	E	Educational Measurement & Evaluation-II	4
EDL-417	E	Guidance & Counselling –II	4
EDL-418	E	Educational Technology –II	4
EDL-419	E	Special Education-II	4
EDL-420	E	Population Education and Environmental Education- II	4
EDL-421	E	Value Education & Human Rights Education-II	4
EDL-422	E	Educational Administration & Management-II	4
EDL-423	E	Lifelong Education-II	4
EDP-424	C	Practicals	2

**(PART III) INTERDISCIPLINARY PAPER****4 Credits**

The students will have to opt any interdisciplinary paper from other departments

**\*C Means Compulsory and E Means Elective.****Aggregate of semester – II****Credits = 26****TOTAL CREDITS = Semester-I + Semester-II= 22 +26 =48**

**M.A. (HONS.) EDUCATION (CBCEGS)  
SEMESTER-III**

**(For those students who admitted in Session 2014-15)**

**Scheme of Courses**

**(PART I) FOUNDATION PAPERS**

**(Compulsory for all)**

<b>COURSE CODE</b>	<b>*C/E</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
EDL-425	<b>C</b>	Teacher Education	<b>4</b>
EDL-426	<b>C</b>	Pedagogy of Teaching	<b>4</b>
EDL-427	<b>C</b>	Dissertation Proposal and School Based Experience	<b>4</b>

**(PART II) OPTIONAL PAPERS**

**(Any two of the following)**

<b>COURSE CODE</b>	<b>*C/E</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
EDL-428	<b>E</b>	Educational Measurement & Evaluation-III	<b>4</b>
EDL-429	<b>E</b>	Guidance & Counselling -III	<b>4</b>
EDL-430	<b>E</b>	Educational Technology -III	<b>4</b>
EDL-431	<b>E</b>	Special Education-III	<b>4</b>
EDL-432	<b>E</b>	Population Education and Environmental Education- III	<b>4</b>
EDL-433	<b>E</b>	Value Education & Human Rights Education-III	<b>4</b>
EDL-434	<b>E</b>	Educational Administration & Management-III	<b>4</b>
EDL-435	<b>E</b>	Lifelong Education-III	<b>4</b>
EDP-436	<b>C</b>	Practicals	<b>2</b>

**(PART III) INTERDISCIPLINARY PAPER**

**4 Credits**

The students will have to opt any interdisciplinary paper from other departments

**\*C Means Compulsory and E Means Elective.**

**Aggregate of semester - III**

**Credits = 26**

**TOTAL CREDITS = Semester-I + Semester-II + Semester-III=22+26+26=74**

## M.A. EDUCATION (CBCEGS)

**M.A. (HONS.) EDUCATION (CBCEGS)  
SEMESTER-IV**

**(For those students who admitted in Session 2014-15)**

**Scheme of Courses**

**(PART I) FOUNDATION PAPERS**

**(Compulsory for all)**

<b>COURSE CODE</b>	<b>*C/E</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
EDL-437	C	History and Contemporary Issues of Indian Education	4
EDL-438	C	Curriculum Development	4
EDL-439	C	Dissertation	4

**(PART II) OPTIONAL PAPERS**

**(Any two of the following)**

<b>COURSE CODE</b>	<b>*C/E</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
EDL-440	E	Educational Measurement & Evaluation-IV	4
EDL-441	E	Guidance & Counselling -IV	4
EDL-442	E	Educational Technology -IV	4
EDL-443	E	Special Education-IV	4
EDL-444	E	Population Education and Environmental Education-IV	4
EDL-445	E	Value Education & Human Rights Education-IV	4
EDL-446	E	Educational Administration & Management-IV	4
EDL-447	E	Lifelong Education-IV	4
EDP-448	C	Practicals	2

**\*C Means Compulsory and E Means Elective.**

**Aggregate of semester – IV**

**Credits = 22**

**M.A. Education  
(Under Credit Base System)**

	<b>Credits</b>
<b>SEMESTER-I</b>	<b>22</b>
<b>SEMESTER-II</b>	<b>26</b>
<b>SEMESTER-III</b>	<b>26</b>
<b>SEMESTER-IV</b>	<b>22</b>
<b>TOTAL</b>	<b>96</b>

**EDL-401 PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION****Credits: 4****COURSE OBJECTIVES****The students will be able to**

- **Understand and explain the nature and functions of educational philosophy.**
- **Comprehend the impact of Indian Schools of Philosophy on the educational processes.**
- **Understand and explain the intimate relationship between education and sociology.**

**UNIT-I**

- a) Philosophy of Education – Its Nature and Functions [Speculative, Normative, Critical and Analytical]
- b) Branches of Educational Philosophy – Metaphysics, Epistemology, Axiology and Logic. Relationship with education.

**UNIT-II**

- a) Educational visions of Aurobindo, Tagore, Gandhi and J. Krishnamurti.
- b) Brief discussion of Indian Schools of Philosophy: Buddhism and Jainism.

**UNIT-III**

- a) Concept of Educational Sociology and Sociology of Education. Scope and Functions of Sociology of Education. Relationship of Education & Sociology.
- b) Determinants of social change with respect to India

**REFERENCES:**

1. Agrawal, S. (2007). Philosophical Foundations of Education. Delhi: Authors Press.
2. Banerjee, A.C. & Sharma, S.R. (1999): Sociological and Philosophical issues in Education. Jaipur: Book Enclave.
3. Brubacher, John S. (ed) (1962): Modern Philosophy of Education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
4. Hiriyanna, M. (1995): The Essentials of Indian Philosophy. Delhi: Motilal Banarasidas Publishers.
5. Kneller, G.F. (1963): Foundations of Education. London and New York: John Wiley and Sons, Inc.

6. Mohanty, Jagannath. (2005). Teaching of Sociology New Trends and Innovations. New Delhi: Deep and Deep Publication Pvt. Ltd.
7. Pandey, R.S. (1997): East West Thoughts on Education. Allahabad: Horizon Publishers.
8. Park, J. (1961): The Philosophy of Education. New York: Macmillan Company.
9. Phenix, P.H. (1960): Philosophy of Education. New York: Holt, Rinehart and Winston.
10. R. P. Pathak(2009). Philosophical and Sociological Foundations Of Education. Kanishka Publishers.
11. Sharma, A.P. (1997): An Approach to Philosophy of Education. Delhi: Indian Publications.
12. Sodhi, T.S. & Suri, A. (2003): Philosophical and Sociological Foundation of Education. Patiala: Bawa Publications.
13. Weber, C.O. (1960) Basic Philosophies of Education. New York: Holt, Rinehart and Winston.
14. Weerasinghe S.G.M. (1993): The Sankhya Philosophy: A Critical Evaluation of its origins and Development. Delhi: Sri Satguru Publications - A Division of Indian Books Centre.

**EDL-402 EDUCATIONAL PSYCHOLOGY-I****Credits: 4****COURSE OBJECTIVES****The students will be able to:**

- Explain the nature, scope and methods of educational psychology.
- Describe the process of growth and development.
- Explain the concept and theories of learning.

**A) THEORY****UNIT-I**

- a) Nature, Scope and Aims of Educational Psychology. Relationship between Education and Psychology.
- b) Methods of Educational Psychology-Observation, Experimental, Developmental: Longitudinal and Cross sectional.
- c) Growth and Development: Concept, Differences, Principles of development; factors affecting human development. Characteristics of adolescents.

**UNIT-II**

- a) Individual differences: Concept and its Determinant. Role of heredity and environment.
- b) Learning: Concept and factors affecting learning, Gagne's Hierarchy of learning.
- c) Learning and Motivation, Transfer of learning: Concept and Implications for education.

**UNIT-III**

- a) Learning Theories: SR theories by Pavlov, Thorndike, Skinner, and Hull's Reinforcement Theory.
- b) Cognitive Theories: Learning by Insight by Kohler, Tolman's Theory.

**B) PRACTICAL**

- a) Learning Curve
- b) Transfer of Learning (with mirror drawing apparatus).

**REFERENCES:**

1. Bigge, M.L. & Hunt, M.P. (1968): Psychological Foundations of Education (2nd Edition). N.Y.: Harper & Row.
2. Bienter, R.F. Mifflin. (1978): Psychology Applied to Teaching. Boston: Houghton.
3. Bigge, M.C. & Row. (1971): Learning Theories for Teachers (2nd Edition). N.Y.: Harper Collins.
4. Chauhan, S.S. (2002): Advanced Educational Psychology. New Delhi: Vikas Publishing House.
5. Dececco, J.P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
6. Gagne, P.M. (1965): Conditions of Learning. N.Y.: Prentice Hall.
7. Good, T.L. & Brodhy, J.E. (1977): Educational Psychology and Realistic Approach. N.Y.: Holt.
8. Garret, H.E. (2005). Statistics in psychology and education. New Delhi:Paragon International Publishers.
9. Hilgard, E.R. & Bower, S.H. (1975): Theories of Learning. Cliffs: Prentice Hall.
10. Mathur, S.S. (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
11. Vargas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
12. Baron, R.A. (2007): Psychology, India: Porling Kindersley & Pearson Education.
13. Danion, W. (1983): Social and Personality Development Infancy Through Adolescence, New York: Norton.
14. Singh, Dalip (2000): Emotional Intelligence at Work, New Delhi: Sage.
15. Dash. M. (1994): Educational Psychology, New Delhi: Deep & Deep Publications.
16. Engler Barbara (1991): Personality Theories: An Introduction, 3rd Ed. Boston: Houghton Mifflin Company.
17. Good, Thomas, L. & Brodhy, Jore E., (1977): Educational Psychology and Realistic Approach, N.Y. Holt.
18. Gagne Peter, M. (1965): Conditions of Learning, N.Y. Hall.
19. Hurlock, EB (2004): Developmental Psychology: A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
20. Kundu, C.L. & Tutoo., D.N. (1989): Educational Psychology, New Delhi: Sterling Publishers Pvt. Ltd.
21. Mangal, S.K. (2006) : Advanced Education Psychology, New Delhi:: Prentice Hall of India
22. Mazur, J.E. (1994): Learning and Behaviour. (3rd ed.). Englewood Cliffs. New Jersey; Prentice Hall
23. Lazrus Richard, S. (1963): Personality and Adjustment, Englewood Cliffs: Prentice Hall.
24. Vergas J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
25. Wnag. M.C. & Walber, H.J. (eds) (1985): Adopting instruction to Individual Differences. Berkeley Cl. Mg. Catchan.
26. Woolfolk, Anita, E. (1987): Educational Psychology (3rd Ed.) Englewood Cliffs. Printice Hall.
27. Hall,C.S. & Lindsey(1976) : Theories of Personality, John Wiley and Sons.
28. Zohar Danah & Marshal Ian (2001): Spiritual Intelligence: the ultimate intelligence, New York; Bloomsbury Publishing.
29. SantrockJohn (2011). *Educational Psychology*. (4<sup>th</sup> edition). Tata McGraw Hill.
30. Woolfolk, A. (2011). *Educational Psychology*. (9<sup>th</sup> edition). Pearson Publications Inc and Dorling Kindersley Publishing Inc.

**EDL – 403 EDUCATIONAL RESEARCH AND STATISTICS-I****Credits: 4****COURSE OBJECTIVES**

The students will be able to:

- Explain the meaning, nature and types of educational research.
- Formulate research problem.
- Explain the meaning of statistics and measures of central tendency and variability.

**UNIT-I**

- a) Research in Education: Meaning, significance and characteristics of research as a scientific method.
- b) Types and areas of research.
- c) Formulation of Research Problem:
  - Criteria and sources for identifying the problem
  - Delineating and operationalising the variables.
  - Review of previous research.

**UNIT-II**

- a) Hypothesis: Definition, types, importance, and criteria of a good hypothesis.
- b) Statistics: Meaning and importance, descriptive and inferential statistics.
- c) Organization and tabulation of data, frequency distributions.

**UNIT-III**

- a) Graphical Representation of Data: Histogram. Frequency Polygon, Ogive, Pie diagram, Simple and Multiple Bar diagram.
- b) Measures of Central Tendency: Mean, Median, Mode.
- c) Measures of Variability: Range, Quartile deviation, Average deviation, Standard deviation.

**REFERENCES:**

1. Aggarwal, Y.P. (1989): Statistical Methods. New Delhi: Sterling.
2. Best, J.W. (1981): Research in Education. New Delhi: Prentice Hall.
3. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
4. Dalen, Van D.B. (1962): Understanding Educational Research. New York: McGraw Hill.
5. Ferguson, G.E. (1981): Statistical Analysis in Psychology and Education. New York: McGraw Hill.

6. Garret, H.E. (1978): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.
7. Gay, L.R. (1992): Educational Research Competencies for Analysis and Applications. Macmillan.
8. Good, C.V. (1966): Essentials of Educational Research: Methodology and Design. New York: Appleton-Century Crafts.
9. Guilford, J.P. (1989): Fundamental Statistics - In Psychology and Education (6<sup>th</sup> Edition). New York: McGraw Hill.
10. Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
11. Kamber, D. (2000): Action learning and Action Research. London: Kogan Page Ltd.
12. Kaul, L. (2000): Methodology of Educational Research, New Delhi: Vikas Publishing House Pvt. Ltd.
13. Siegel, S. & Castellan, N.J. (1988): Nonparametric Statistics for the Behavioural Sciences. McGraw Hill.
14. Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
15. Whitney, F.L. (1962): Elements of Research. Englewood Cliffs: Prentice Hall

**EDL – 404 EDUCATIONAL MEASUREMENT AND EVALUATION-I****Credits: 4****COURSE OBJECTIVES**

The students will be able to:

- Explain the concepts and techniques of measurement and evaluation.
- Develop skills in the construction and standardization of tests.
- Explain the applications of advanced statistical techniques.

**UNIT-I**

- a) Measurement and Evaluation- Meaning, importance and functions. Levels of measurement.
- b) Types of Achievement Tests- Essay and Objective.

**UNIT-II**

- a) Norm-referenced and Criterion referenced Tests, Standardized and Teacher made test;
- b) Construction and standardization of Achievement test.

**UNIT-III**

- a) Meaning of statistical inferences and reliability of statistics (Mean only).
- b) Significance of difference between means, t ratio and CR.

**REFERENCES:**

1. Anastasi, A. (1988): Psychological Testing (6th Ed.). New York: The Macmillan Co.
2. Ebel, L.R. and Fristris, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Edwards, A.L. (1957): Techniques of Attitudes Scale Construction. New York.
4. Freeman, F.S. (1965): Theory and Practice of Psychological Testing. New York: Rinehart and Winston.
5. Gakhar, S.C. (2009): Statistics - In Education and Psychology.
6. Garret, H.E. (1973): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.
7. Guilford, S.P. and Fruchter, B. (1973): Fundamental Statistics - In Psychology and Education (5th Edition). New York: McGraw Hill and Co.
8. J. Swarupa Rani(2004). Educational Measurement and Evaluation. New Delhi: Discovery Publishing House.
9. J.P.Lal, Yadav Seema.(2008). Educational Measurement and Evaluation. Anmol Publications Pvt. Ltd.
10. Thorndike, R.L. and Hagen, E. (1977): Measurement and Evaluation - In Psychology and Education. New York: John Wiley and Sons, Inc.

**EDL – 405 GUIDANCE AND COUNSELLING-I****Credits: 4****COURSE OBJECTIVES**

The students will be able to:

- Explain concept, principles, aims, need and development of guidance.
- Describe nature of guidance programs at various levels i.e. primary, 10 and 10+2 stage and various types of guidance services.
- Elaborate counselling process and counsellor's role and function.
- Describe various types and approaches of counselling.

**A) THEORY****UNIT-I**

- a) Guidance: concept and principles, aims and need, scope of guidance, development of guidance.
- b) Guidance Programme for: i) Primary class students ii) Tenth class students iii) 10+2 class students.
- c) Guidance Services: (a) Information (b) Assessment (c) Vocational (d) Placement (e) Follow-up

**UNIT-II**

- a) **Counselling:** Meaning, nature and purpose of counselling, Origin and development of counselling
- b) Counsellor and Counselee
  - i. **Counsellor:** Characteristics, Role and Functions.
  - ii. **Counselee:** Development Characteristics of Counselee, Common Counselee Concerns and Common Problems.

**UNIT-III**

- a) Types of counselling: crisis, facilitative, preventive and developmental.
- b) Approaches of counselling: directive, non directive and eclectic.

**B) PRACTICAL (Sessional)**

Visit to guidance and counselling cell/bureau in an employment exchange.

**REFERENCES:**

1. Ghose, J. (1995): Vocational Guidance. New Delhi: USS Publications.
2. Jones, A.J. (1970): Principles of Guidance. New York: McGraw Hill Book Company.
3. Mohan, S. (1999): Career Development - In India (Ed.). Delhi: Vikas Publishing House, Pvt. Ltd.
4. Kinra (2008). Guidance and Counselling. Delhi: Dorley Kindersley Pvt. Ltd.
5. Shertzer, B. & Stone, S.C. (1981): Fundamentals of Guidance. U.S.A.: Houghton, Mifflin Co.
6. Taxler, A.E. (1964): Techniques of Guidance. New York: McGraw Hill.
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8. Arbucle, D.S. (1965): Counselling: Philosophy, Theory and Practice, Boston, Allyn and Bacon.
9. Bantole, M.D. (1984): Guidance and Counselling, Bombay, Sheth and Sheth Publications.
10. Blocher, D.H. (1987): The Professional Counsellor, N.Y. Macmillan.
11. Dryden, Windy and Filethaman Colin (1994): Developing Counsellor Training, London, Sage.
12. Gelso, C.J. and Fretz, B.R. (1995): Counselling Psychology Prisin Book, Bangalore.
13. George, R.I. and Critiani T.S. (1990): Counselling Theory and Practice, New Jercy, Prentice Hall.
14. Jayanti Ghose (1995): Vocational Guidance, New Delhi, U.S.S. Publication.
15. Lewis, M.D., Mayer, R.L. and Louis, J.A. (1986): An Introduction to Counselling, Profession, Illinois, F.E. Peacock Publishers.
16. Shashi Prabha Sharma (2005). Career Guidance and Counselling: Principles and Techniques. Kanishka Publishers
17. Pietrofa, J.J.Hoffman, A and Splete, H.H. (1984): Counselling: An Introduction, E. Houghton, Mifflin Company.
18. Petterson, G.H. (1962): Counselling and Guidance in Schools, Mecgraw Hill Book Company, London.
19. Shertzer, B. and Stone S.C. (1974): Fundamentals of Counselling, Boston, Houghton Mifflin Co.
20. Sherlzer, B., and Stone S.G. (1980): Fundamentals of Guidance. Boston, Houghton Mifflin Co.
21. Tolbert, E.L. (1978): An Introduction to Guidance, Little Brown and Company. Toronto.

**EDL – 406 EDUCATIONAL TECHNOLOGY-I****Credits: 4****COURSE OBJECTIVES****The students will be able to:**

- Explain the concept, historical development, need, scope and types of educational technology.
- Explain the concept of teaching and learning.
- Know about the recent innovations in educational technology.

**UNIT-I**

- a) **Educational Technology:** Concept, objectives, need and historical development.
- b) Scope and types of educational technology.

**UNIT-II**

- a) Teaching and Learning Process – Its Nature and Relationship.
- b) Information and Communication Technology Concept, Characteristics, Modes and use of ICT in Teaching- Learning Process.
- c) **Computer Operating System:** Concept, Types, Features and Functions.

**UNIT-III**

- a) **Action Research:** Concept, Objectives and Steps.
- b) **Team Teaching:** Concept and Importance.

**REFERENCES:**

1. Ahuja, M. (2000): Implementing Mastery Learning Strategies: Tasks of a Teacher, University News, Vol.38, No. 22, May 29, 2000.
2. Ahuja, M. (2007): Mastery Learning: A Practical Approach. Meerut: Vivek Publishers.
3. Anderson, L.W. (1996): Individualized Instruction. In Plomp. T., Jeerd & Ely, Donald P.(Eds.). International Encyclopedia of Educational Technology. U.K.: Cambridge.
4. Bhushan, A. & Ahuja, M. (2003): Educational Technology; Theory & Practice (2<sup>nd</sup> Edition) Patiala: Bawa Publications.
5. Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Book Stall.
6. Block, J.N. (1971): Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.
7. Bloom, (1956): Ed. Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.
8. Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin (Ed.). The International Encyclopaedia of Teaching & Teacher Education, Oxford: Pergamon Press.
9. Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.
10. Erikson, B. (1969): A Systems Approach to Education, Educational Technology, Vol. IX.No.6.
11. Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.
12. Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.
13. Mehra, V. (2004): Educational Technology. New Delhi: SSP.
14. Mohanty, (1992).: Educational Technology. New Delhi: Deep and Deep Publications.
15. Russell, M. (1993): Instructional Media (4th Ed.). Canada: Macmillan Publishing Company.
16. R. P. Pathak(2012). Educational Technology. New Delhi: Dorley Kindersley (India) Pvt. Ltd.
17. S. K. Mangal, Uma Mangal(2009). Essentials Of Educational Technology. New Delhi: PHI learning Pvt. Ltd.

**EDL - 407 SPECIAL EDUCATION-I****Credits: 4****COURSE OBJECTIVES****The students will be able to:**

- Explain nature and causes of exceptionality.
- Suggest the alternative or remedial educational provisions for special children.
- Understand concept of mental retardation and provisions for them.
- Understand the process of practical assessment of special children.

**A) THEORY****UNIT-I**

- a) **Special Education:** Concept, Need, Historical Perspective and Relevance of Special Education
- b) **Children with Special Needs:** Concept, Classification According to Various Criteria: Intelligence, Sense Organs, Locomotion, Speech and Other Aspects.

**UNIT-II**

- a) **Learning Disability:** Concept and Meaning, Types, Characteristics, Identification and Remedial Measures
- b) **Mental Retardation:** Concept, Characteristics, Causes, Identification and Educational Provisions.

**UNIT-III**

- a) **Gifted and Creative:** Concept, Difference, Characteristics, Identification.
- b) Educational Provisions for the Gifted, Nurturing Creativity.

**B) PRACTICAL (Sessional)**

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

**REFERENCES**

1. Advani, L. & Chadha, A. (2003): You & Your Special Child, New Delhi: UBS Publishers & Distributor.
2. Berdine, W. H., Black Hurst, A.E. (eds.) (1980): An Introduction to Special Education, Boston: Little, Brown and company.
3. Encyclopedia of Special Education (1987): Vol.1, 2, 3 Ed's Cecil r. Reynolds & Lester Mann New York John Haley & Sons.
4. Frank, M.H. & Steven, R.F. (1984): Education of Exceptional learners. Massachusetts: Allyn & Bacon. Inc.
5. Hallahan, D.P. & Kauffman, J.M. (1991): Exceptional Children – Introduction to Special Education. Massachusetts: Allyn & Bacon.
6. Hans, I. J. (2000): Children in Need of Special Care .Human Horizons Series, Souvenir Press (E & A Ltd).
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8. Panda, K.C. (1997): Education of Exceptional Children New Delhi: Vikas Publishing House.
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**EDL-408 POPULATION EDUCATION AND ENVIRONMENTAL EDUCATION-I****Credit: 4****COURSE OBJECTIVES****The students will be able to:**

- Explain the concept and scope of population education.
- Understand the role of various agencies in population education.
- Discriminate between population education through formal and non-formal modes in India
- Describe concept, importance, scope and aim of environmental education.
- Explain principles and foundations of environmental education.

**A) THEORY****UNIT-I**

- a) **Population Education:** Concept, Objectives and Scope with reference to India.
- b) Organizations and Agencies for Population Education in India: UGC, NCERT, UNFPA, GOI, NGOs.

**UNIT-II**

- a) Status of Population Education in India through Formal and Non-formal education sectors: - Population Education in Vocational Education (NCERT);
  - UGC guidelines for Population Education – In X and XI plan
  - Population Education in Adult literacy programmes
  - Population Education at various levels of educations
  - Population Education through voluntary efforts.
- b) Concept, importance and scope of environmental education.

**UNIT-III**

- a) Aims and Objectives of Environmental Education, Principles and Foundations of Environmental Education.
- b) Concept of Environment and Ecosystem, Biotic and Abiotic Components of the Environment, Natural System: Earth and Biosphere, Natural Resources.

**PRACTICAL (Sessional)**

Survey of Adult literacy programme.

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2. [www.apscert.org/population.htm](http://www.apscert.org/population.htm)
3. [www.knowledgecommission.gov.in/recommendations](http://www.knowledgecommission.gov.in/recommendations)
4. <http://dget.nic.in/cpe/intro/handbook.pdf>
5. [www.un.org/esa/population/publications/concese2003](http://www.un.org/esa/population/publications/concese2003)
6. [www.n/m.nic.in/pep.htm](http://www.n/m.nic.in/pep.htm)

**EDL - 409 VALUE EDUCATION AND HUMAN RIGHTS EDUCATION – I****Credits: 4****COURSE OBJECTIVES****The students will be able to:**

- Explain the need and importance of Value-Education and Human Rights Education.
- Describe the various approaches to Value development.
- Elaborate the significance of constitutional provisions for Human Rights and the Millennium Development Goals.

**UNIT-I**

- a) Need and importance of value education.
- b) Hierarchies in Values.

**UNIT-II**

- a) Approaches to value development-
- b) Meaning and concept of Human Right, Historical background of Human Rights.

**UNIT-III**

- a) Universal declaration of Human Rights and Indian Constitution.
- b) Millennium Development Goals and Human Rights.

**REFERENCES**

1. Borgohain, B. (1999): Human Rights Social Justice & Political Challenge. New Delhi: Kanishka Publishers.
2. Dhand, H. (2000): Teaching Human Rights: A Handbook, Bhopal Asian Institute of Human Rights.
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**EDL- 410 EDUCATIONAL ADMINISTRATION AND MANAGEMENT-I****Credits: 4****COURSE OBJECTIVES****The students will be able to:**

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

**UNIT-I**

- a) Concepts, nature, principles and scope of educational administration and management.
- b) Educational administration, approaches and emerging trends.

**UNIT-II**

- a) The administrative structure for management of Education - In India.
- b) Centre – State relationship for educational administration: Constitutional provisions.

**UNIT-III**

- a) Local bodies in education.
- b) National level bodies:
  - UGC
  - NCERT
  - NUEPA
  - AICTE
  - MHRD
  - CABE

**REFERENCES:**

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22. Thakur, D. & Thakur, D.N. (1996): Educational Planning and Administration. New Delhi: Deep and Deep Publications.
23. Thomas, I.S. (1980): Educational Governance and Administration. America: Prentice Hall.
24. Trivedi, P.R. & Sudershan, K.N. (1996): Management Education. New Delhi: Discovery Publishing House.

**EDL – 411 LIFE LONG EDUCATION-I****Credits: 4****COURSE OBJECTIVES****The students will be able to:**

- Explain Philosophical and Sociological Basis of Lifelong Education.
- Understand the Concept and Nature of Lifelong Education.
- Discuss the Impact of Concept of Lifelong Education on Formal Education.
- Describe Meaning, Importance, Rationale and need of Distance Education.
- Explain Theories of Distance Education.

**A) THEORY****UNIT-I**

- a) Philosophical basis of concept of lifelong education – humanism and existentialism.
- b) Sociological basis of concept of lifelong education: Need and importance in the contemporary world.

**UNIT-II**

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

**UNIT-III**

- a. Distance Education: Meaning, Importance, Need of distance education in India.
- b. Theories of Distance Education:
  - (i) Theory of Independent study (Charles A. Wedemeyer)
  - (ii) Theory of Learner Autonomy (Michael G. Moore)
  - (iii) Theory of Industrialised Form of Distance Teaching and Learning (Olto Peter)
  - (iv) Theory of Guided Didactic Conversation (Borje Holmberg)
  - (v) Theory of Significance of Two way Postal communication (John A Baath)
  - (vi) Theory of Human element in an industrialized form of Learning and Teaching (David Sewari)

**B) PRACTICAL (Sessional)**

Presentation on Philosophy of Life Long Learning.

**REFERENCES:**

1. A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare, Directorate of Adult Education, New Delhi, 1978.
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**EDP – 412 PRACTICALS**

**Credits: 2**

**The Board of Control will decide the list of Practicals.**

**EDL- 413 PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF  
EDUCATION-II**

**Credits: 4**

**COURSE OBJECTIVES**

**The students will be able to:**

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

**COURSE CONTENT**

**UNIT-I**

Brief discussion of Indian Schools of Philosophy: Sankhya and Vedanta.

Impact of Indian Philosophical Schools on the goals of life and aims of Education.

**UNIT-II**

Western Schools of Philosophy with Special reference to their concept of Reality, Knowledge, values and their educational implications for the Aims, Contents and Methods of Education.

Idealism, Realism, Naturalism, Pragmatism, Existentialism

**UNIT-III**

Equality of Educational Opportunity with Special reference to socially and economically disadvantaged sections of Society.

Social stratification and education.

**REFERENCES:**

1. Mathur, S.S. (1998): A Sociological Approach to Indian Education. Agra: Vinod Pustak Mandir, Agra.
2. Agrawal, S. (2007). Philosophical Foundations of Education. Delhi: Authors Press.
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M.A. EDUCATION (SEMESTER-II) (CBCEGS)  
**EDL – 414 EDUCATIONAL PSYCHOLOGY – II**

**Credits: 4**

**COURSE OBJECTIVES**

**The students will be able to:**

- Explain the concept and theories of intelligence.
- Describe the meaning, determinants and theories of personality
- Explain characteristics of exceptional children and process of adjustment.

**A) THEORY**

**UNIT-I**

**Intelligence:** Concept, Nature and Theories (Spearman, Thurstone, Guilford, Gardner and Sternberg.)  
Measurement of Intelligence.

**UNIT-II**

**Personality:** Meaning, Determinants of personality, Type and Trait Theories  
Nature and Process of Adjustment

**UNIT-III**

- a) Psychology and Education of Children with special needs: Mentally Challenged, Learning Disabled.
- b) Giftedness and Creativity: Concept, differences, nurturing creative talent.

**B) PRACTICAL**

- a) Intelligence Test: Verbal, Non Verbal performance test.
- b) Personality Test.
- c) Adjustment Test.

**REFERENCES**

1. Bigge, M.L. & Hunt, M.P. (1968): *Psychological Foundations of Education* (2nd Edition). N.Y.: Harper & Row.
2. Bienter, R.F. Mifflin. (1978): *Psychology Applied to Teaching*. Boston: Houghton.
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12. Mathur, S.S. (1986): *Educational Psychology, Revised and Enlarged Text Edition*. Agra: Vinod Pustak Mandir.
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15. Laarus, R.S. (1963): *Personality and Adjustment*. Cliffs: Prentice Hall
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19. Woolfolk, A.E. (1987): *Educational Psychology* (3rd edition). Englewood Cliffs: Prentice Hall.
20. Woolfolk, A.E. (1993): *Readings and Cases in Educational Psychology*. Boston: Alyn and Bacon.

**EDL - 415 EDUCATIONAL RESEARCH AND STATISTICS-II****Credits: 4****COURSE OBJECTIVES****The students will be able to:**

- Explain various research tools, techniques and methods.
- Apply correlation and tests of significance in education.

**COURSE CONTENT:****UNIT-I**

- a) **Collection of Data:** Concept of Population and Sample. Methods of Sampling; Probability, Non-Probability, Characteristics of a Good Sample.
- b) **Tools and Techniques:** Characteristics of a Good Research Tool. Questionnaires, Interview, Observations, Psychological Tests, Rating Scales.

**UNIT-II**

- a) Quantitative and Qualitative Methods of Research.
- b) **Measures of Relationship:** Meaning, Uses and Computation of Product Moment Correlation, Rank Difference Correlation.

**UNIT-III**

- a) **Normal Probability Curve:** Significance, Characteristics and Five Applications. Tests of Significance.
- b) **Significance of Statistics (Mean only):** Meaning, Standard Error of Mean, Levels of Significance, Significance of difference between Means, Type I and Type II Error, Degrees of Freedom. Analysis of Variance (one way only)

**REFERENCES**

1. Aggarwal, Y.P. (1989): Statistical Methods. New Delhi: Sterling.
2. Best, J.W. (1981): Research in Education. New Delhi: Prentice Hall.
3. Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
4. Ferguson, G.E. (1981): Statistical Analysis in Psychology and Education. New York: McGraw Hill.
5. Garret, H.E. (1978): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.
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12. Kamber, D. (2000): Action learning and Action Research. London: Kogan Page Ltd.

**EDL - 416 EDUCATIONAL MEASUREMENT AND EVALUATION-II****Credits: 4****COURSE OBJECTIVES****The students will be able to:**

- Explain the concepts and techniques of measurement and evaluation.
- Develop skills in the construction and standardization of tests.
- Explain the applications of advanced statistical techniques.

**UNIT-I**

- a) Characteristics of a Good Measuring Tool.
- b) **Reliability and Validity:** Types and Factors Affecting Reliability.

**UNIT-II**

- a) Grading System and Continuous Internal Assessment
- b) Question Banks and Uses of Computer in Education

**UNIT-III**

- a) Non-Parametric tests: Concept, Differences with Parametric tests, Analysis of variance (one way and two way): Assumptions and computation
- b) Chi-square test of independence: Hypotheses of Equality and Normality

**REFERENCES**

1. J.P.Lal, Yadav Seema.(2008). Educational Measurement and Evaluation. Anmol Publications Pvt. Ltd.
2. Ebel, L.R. and Fristris, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Edwards, A.L. (1957): Techniques of Attitudes Scale Construction. New York.
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6. Fruchter, B. (1954): Introduction to Factor Analysis.
7. Garret, H.E. (1973): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.
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9. Thorndike, R.L. and Hagen, E. (1977): Measurement and Evaluation - In Psychology and Education. New York: John Wiley and Sons, Inc.

**EDL-417 GUIDANCE AND COUNSELLING-II****Credits: 4****COURSE OBJECTIVES****The students will be able to:**

- Describe various testing and non testing techniques of guidance and counselling.
- Analyze theories of career development and their implications.
- Explain relevance of helping relationship and role of counsellor as helper
- Elaborate counselling process and interview.

**A) THEORY****UNIT-I**

- a) **Testing Techniques of Student Appraisal:** Intelligence, Personality, Aptitude and Interest.
- b) **Non-Testing Techniques of Student Appraisal:** Interview, Observation, Case study, Anecdotal Record and Cumulative Record.

**UNIT-II**

- a) Concept and Theories (Roe, Super, Krumboltz) of Career Development and Dynamic Factors Influencing Career Development.
- b) **Helping Relationship:** Meaning, Nature and Importance. Counselling as Helping Relationship.

**UNIT-III**

- a) Counselling Process and Process of Referral.
- b) **Counselling Techniques and Practices:** Structure the Counselling-Relationship, Degree of Lead by Counsellors, Non-Verbal Behaviour, Transference and Counter-Transference, Process of Referral.

**B) PRACTICAL (Sessional)****Administration and Interpretation:**

- a) Aptitude Test
- b) Interest Test

**REFERENCES**

1. Ghose, J. (1995): Vocational Guidance. New Delhi: USS Publications.
2. Jones, A.J. (1970): Principles of Guidance. New York: McGraw Hill Book Company.
3. Mohan, S. (1999): Career Development - In India (Ed.). Delhi: Vikas Publishing House, Pvt. Ltd.
4. Kinra (2008). Guidance and Counselling. Delhi: Dorley Kindersley Pvt. Ltd.
5. Shertzer, B. & Stone, S.C. (1981): Fundamentals of Guidance. U.S.A.: Houghton, Mifflin Co.
6. Taxler, A.E. (1964): Techniques of Guidance. New York: McGraw Hill.
7. Tolbert, E.L. (1978): An Introduction to Guidance. Toronto: Little Brown and Company.
8. Arbucle, D.S. (1965): Counselling: Philosophy, Theory and Practice, Boston, Allyn and Bacon.
9. Bantole, M.D. (1984): Guidance and Counselling, Bombay, Sheth and Sheth Publications.
10. Blocher, D.H. (1987): The Professional Counsellor, N.Y. Macmillan.
11. Burnard, P. (2005): Counselling Skills Training, New Delhi: Viva Book Private Limited.
12. Dryden, Windy and Filethaman Colin (1994): Developing Counsellor Training, London, Sage.
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M.A. EDUCATION (SEMESTER-II) (CBCEGS)  
**EDL-418 EDUCATIONAL TECHNOLOGY-II**

**Credits: 4**

**COURSE OBJECTIVES**

**The students will be able to:**

- Explain the meaning of aims, goals and objectives.
- Describe Bloom's taxonomy of educational objectives.
- Formulate behavioural objectives/instructional objectives for different domains.
- Explain the concept and phases of teaching.
- Explain the levels of teaching.

**A) THEORY**

**UNIT-I**

- a) **Formulating Objectives:** Concept of Aims, Goals and Objectives.
- b) Bloom's taxonomy of educational objectives and hierarchy of objectives in the cognitive, affective and psychomotor domains.

**UNIT-II**

- a) Levels of Teaching.
- b) Phases of teaching and intellectual activity involved in each phase.

**UNIT-III**

- a) Concept and Importance of Evaluation. Diagnostic, Formative and Summative Evaluation.
- b) Norm-Referenced and Criterion Referenced Tests.

**B) PRACTICAL (Sessional)**

- a) Formulation of Instructional Objectives of any topic of Student's Choice.
- b) Development of an achievement test.

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**EDL-419 SPECIAL EDUCATION-II****Credits: 4****COURSE OBJECTIVES****The students will be able to:**

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

**A) THEORY****UNIT-I**

- a) **Visual Impairment:** Concept, Characteristics, Causes and Assessment areas, Educational provisions; Role of Technology - in enhancing functioning.
- b) **Hearing impairment:** Concept, Characteristics, Causes and assessment, Educational provisions, Lip reading, sign language, finger spelling total communication

**UNIT-II****Autism:**

- a) Concept, Characteristics, differences with other overlapping disabilities
- b) Identification and educational provisions

**UNIT-III****Cerebral Palsy and Other Locomotional Impairments:**

- a) Concept, Types, and Characteristics and Causes
- b) **Educational Provision and Other Needs:** Polio, Brittle Bone Problem and Muscular Dystrophy: Concept, Characteristics, Educational Implications

**B) PRACTICAL (Sessional)**

Report of observation during visit to school, centre with children affected by any condition.

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**EDL-420 POPULATION EDUCATION AND ENVIRONMENTAL EDUCATION-II****Credits: 4****COURSE OBJECTIVES****The students will be able to:**

- State determinants of population distribution patterns
- Explain the impact of population growth on health of population
- Suggest measures to maintain health in the face growing population.
- Discriminate between different types of environmental pollution.
- Explain the importance of responsible environmental behaviour and its role in conservation of environment.

**A) THEORY****UNIT-I**

- a) Determinants of Population distribution patterns.
- b) Population growth and impact on health of population
  - Implications of morality and facility: Health services and population profiles
  - Adolescence Education: Responsible Parenthood
  - Primary Health Care: Safe motherhood and integrated child development

**UNIT-II**

- a) **Environmental Pollution:** Air, water, soil and noise pollution.
- b) Extinction of flora and fauna, deforestation and soil erosion.

**UNIT-III**

- a) Importance of responsible environment behaviour among teachers and students.
- b) Importance of environmental awareness, environmental attitudes, environmental sensitivity and environment action strategies for teachers and students.

**B) PRACTICAL (Sessional)**

Survey of environmental awareness of students.

**REFERENCES**

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**EDL-421 VALUE EDUCATION AND HUMAN RIGHT EDUCATION-II****Credits: 4****COURSE OBJECTIVES****The students will be able to:**

- Explain the various ways in which values can be classified.
- Elaborate various transactional strategies for Value Education.
- Discuss the role of international and national bodies in promotion of human rights education.
- Discuss the role of Education - Institutions and nongovernmental organization in promotion of human rights.

**UNIT-I****Hierarchy and Classification of Values**

- a) Different types of values and their basis.
- b) Traditional Indian Values and modern scientific values

**UNIT-II****Transactional Strategies for Value Education**

- a) Rationale building model
- b) Consideration model
- c) Value classification model
- d) Social action model
- e) Just community intervention model

**UNIT-III**

- a) Need and importance of human rights Education - in the existing social scenario
- b) Role of international, national bodies and state bodies in promotion of human rights education; Role of educational institutions (at school, college and higher education level) in dissemination of human rights.

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**EDL-422 EDUCATIONAL ADMINISTRATION AND MANAGEMENT-II****Credits: 4****COURSE OBJECTIVES****The students will be able to:**

- Highlight need, importance and scope of educational planning.
- Describe various approaches to planning.
- Explain different stages of educational planning.
- Discuss the problems in implementing plans.
- Explain meaning and functions of supervision in education.
- Describe concepts and implications of organizational climate, job satisfaction, motivation and conflict management for teachers and administrators.

**UNIT-I**

- a) **Educational Planning:** Need, importance, stages and scope.
- b) Approaches to planning; Institutional planning.

**UNIT-II**

- a) Planning and implementing supervisory programs, problems. Problems in implementing plans – sociological, political and economic.
- b) **Educational and supervision:** Meaning, functions and types.

**UNIT-III**

- a) Concept of Organizational climate, Motivation, Job satisfaction.
- b) Conflict management for teachers and administrators.

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**EDL-423 LIFE LONG EDUCATION-II****Credits: 4****COURSE OBJECTIVE****The students will be able to:**

- Explain the concept, aims and need of adult and continuing education.
- Explain the impact of Life Long Education approach on global policies.
- Describe the development of Open and Distance Education in India.
- Highlight the impact of information technology on distance education.

**A) THEORY****UNIT-I**

- a) **Adult and Continuing Education:** Concept, Aims, Need and Importance in Developing a Learning Society.
- b) Recent Impact of Life Long Education Approach on Global Policies

**UNIT-II**

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

**UNIT-III**

- a) Modalities of Distance Education- Correspondence courses, Open Schools and Universities, Education Broadcast: TV and Radio, CAI.
- b) Impact of information technology revolution on distance education- Internet and its uses, emergence of on-line education.

**B) PRACTICAL (Sessional)**

Survey on awareness of global policies for Life Long Education/ technological revolution in distance education.

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**EDP-424 PRACTICALS**

**Credits: 2**

**The Board of Control will decide the list of Practicals.**

**EDL-425 TEACHER EDUCATION**

**Credits: 4**

**COURSE OBJECTIVE**

**The students will be able to:**

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities
- Be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation

**UNIT-I**

- a) **Teacher Education:** Concept, Nature, Scope, Aims and Objectives at Different Levels: Elementary, Secondary and Higher Education.
- b) Historical Development of Teacher Education in India with emphasis on Indian Educational Commission, NPE-1986 and POA-1992.
- c) Agencies of Teacher Education- NCTE, NCERT, SCERT, DIET.

**UNIT-II**

- a) **Pre-Service Teacher Education:** Vision and Structure wrt NCF-2005, NCFTE-2009.
- b) **Modes of Pre-service Teacher Education:** Face to Face, Distance and Eclectic.
- c) Components and Models of Pre-service Teacher Education.

**UNIT-III**

- a) **Professional Development:** Concept, need and areas.
- b) **In-Service Teacher Education:** Purpose, Structure,(district, state, Regional level agencies and institutions), Models (Reflective and Cascade Model)
- c) **Modes of In-service Teacher Education:** Orientation, Refresher, Workshop, Seminar and Conference- their meaning and objectives.

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**EDL–426 PEDAGOGY OF TEACHING**

**Credits: 4**

**COURSE OBJECTIVE**

**The students will be able to:**

- Understand the concept of pedagogy and teaching and learning.
- Apply the maxims of successful teaching and different methods of teaching
- Understand the need and importance of devices of teaching.
- Apply the concept of continuous and comprehensive evaluation.
- Formulate objectives for teaching different subjects
- Utilize different audio-visual aids in teaching-learning process.

**UNIT–I**

- a) **Pedagogy:** Concept & Importance, Teaching and Learning: Concept and Relationship, Principles of Teaching: Psychological and General, Maxims of Teaching
- b) **Behavioural Objectives:** Meaning and Importance. Writing behavioural objectives for different subjects (Languages, Social Studies, Science, Mathematics, Economics etc.)

**UNIT–II**

- a) **Methods of Teaching:** Meaning, Importance, Procedure/Steps, Advantages and Limitations of Lecture cum Demonstration Method, Project Method, Problem Solving Method, Heuristic Method, Discussion Method and Inductive-Deductive Method .
- b) **Teaching Aids:** Meaning, Importance, Types and Functions.
  - a) **Audio Aids:** Radio, tape-recorder
  - b) **Visual Aids:** Projected aids, Over-head projector, slide projector
  - c) **Non-Projected Aids:** Maps, Charts, Flash cards, Display boards, Models, Posters, Diagrams.
  - c) **Audio-Visual Aids:** Films, Television, Video projection and Satellite instruction

**UNIT–III**

- a) Meaning, Importance and Criteria of an Effective Lesson Plan, Steps.
- b) Approaches in Lesson Planning- Herbertian, Blooms and RCEM Approaches. Difference between different Approaches
- c) **Evaluation:** Concept, Importance, Continuous and Comprehensive Evaluation.

**Practical (Sessional):**

**(A) Orientation of different teaching skills and composite model lesson**

- i. Skill of Introducing a lesson
- ii. Skill of Questioning,
- iii. Skill of illustrating with examples,
- iv. Skill of Stimulus variation,
- v. Skill of Reinforcement,
- vi. Skill of Explanation
- vii. Skill of Using blackboard

**(B) Preparation of composite lessons**

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**EDL–427 DISSERTATION PROPOSAL AND SCHOOL BASED EXPERIENCE**

**Credits: 4**

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

- a) Dissertation proposal will consist of 2 credits.
- b) School based experience will consist of 2 credits

**School Based Experience:-**

School Based Experience of 2 weeks is compulsory for all the students in Semester–III. Each student shall participate in teaching practice by delivering 20 lessons in school subjects. All lessons are to be supervised by teacher educator. Comments will be entered in the notebooks and feedback will be given to the students. Students are required to observe atleast 10 lessons delivered by peer group/ school teachers during teaching practice and record to be maintained in notebook. During teaching practice, each student should be involved in various school activities.

**\* If a student fails to complete the school based experience of 2 weeks in Semester–III, he/she will have to complete by the end of Semester–IV.**

**EDL–428 EDUCATIONAL MEASUREMENT AND EVALUATION–III**

**Credits: 4**

**COURSE OBJECTIVES**

**The students will be able to:**

- Understand the concept and techniques of measurement and evaluation.
- Attain knowledge of the applications of advanced statistical techniques.

**UNIT–I**

- a) Formative and Summative Evaluation.
- b) Diagnostic Testing and Remedial teaching.
- c) Marking and Reporting System.

**UNIT–II**

- a) Educational Norms- Age Norms, Grade Norms, Stanine Norms
- b) Percentiles, Standard Scores, T-scores

**UNIT–III**

- a) **Correlations:** Assumptions, Uses and Computation of Product Moment Correlation.
- b) Biserial and Point Biserial Correlation.
- c) Uses and Computation of Tetrachoric and Phi-Coefficient of Correlation.

**REFERENCES:**

1. Anastasi, A. (1988): Psychological Testing (6th Ed.). New York: The Macmillan Co.
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**EDL-429 GUIDANCE AND COUNSELLING-III**

**Credits: 4**

**COURSE OBJECTIVES:**

**The students will be able to:**

- Explain the relationship of guidance with curriculum, administration, discipline and home.
- Explain the concept of mental health and hygiene.
- Describe the theories of counselling.
- Explain the modern trends and implications of counselling and role of parents and teachers.

**UNIT-I**

- a) **Guidance Relationship:** Guidance and Curriculum, Guidance and Administration, Guidance and Discipline, Guidance and Home.
- b) Role of Teacher, Head of School, Psychologist, Parents, Physical Education Teacher as Guidance Personnel.

**UNIT-II**

- a) Mental Health and Hygiene – Meaning, Importance and Factors Affecting Mental Health.
- b) Guidance for Preserving Mental Health and Hygiene – Role of Teacher.

**UNIT-III**

- a) **Theories of Counselling:**
  - i) Rational emotive behaviour theory.
  - ii) Indian Therapeutics approach.
- b) **Counselling Implications of:** Knowledge Explosion, Population Explosion and Nuclear family.

**PRACTICAL (Sessional)**

- Mental Health Test.
- Survey of guidance services provided in schools.

**REFERENCES:**

1. Ghose, J. (1995): Vocational Guidance. New Delhi: USS Publications.
2. Jones, A.J. (1970): Principles of Guidance. New York: McGraw Hill Book Company.
3. Mohan, S. (1999): Career Development - In India (Ed.). Delhi: Vikas Publishing House, Pvt. Ltd.
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**EDL-430 EDUCATIONAL TECHNOLOGY-III**

**Credits: 4**

**COURSE OBJECTIVES**

**The students will be able to:**

- Describe the concept and process of communication, barriers to communication, models and types of communication.
- Explain the application of computers and internet in teaching, research and extension activities.
- Explain the importance of e-learning and e-resources.
- Explain the meaning, elements of models of teaching

**UNIT-I**

- a) **Communication:** Concept and Process of Communication, Barriers to Communication.
- b) Models of Communication, Types of Communication.

**UNIT-II**

- a) **Instructional Media:** Concept, Characteristics and use in Classroom Instruction.
- b) Use of Media, such as OHP, TV and Computers

**UNIT-III**

- a) **Models of Teaching:** Meaning and Elements
- b) **Types of Models of Teaching:** Basic Model, Concept Attainment Model, Advance Organiser Model.

**PRACTICAL**

- a) Prepare 2 transparencies.
- b) Prepare a lesson plan on any model prescribed in the syllabus.

**REFERENCES:**

1. Anderson, L.W. (1996): Individualized Instruction. In Plomp. T., Jeerd & Ely, Donald P. (Eds.). International Encyclopedia of Educational Technology. U.K.: Cambridge.
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**EDL-431 SPECIAL EDUCATION-III**

**Credits: 4**

**COURSE OBJECTIVE**

**The students will be able to:**

- a) Explain nature and causes of exceptionality.
- b) Explain problems of exceptional children in regular school.
- c) Explain the therapeutic or remedial or alternative educational provisions for special children.
- d) Conduct a case study.
- e) Explain social issues related with disability.

**UNIT-I**

**DELINQUENCY:**

- a) Concept, Characteristics, Causes and prevention.
- b) Types, Educational provisions, Therapeutic measures and counselling.

**UNIT-II**

**SPEECH IMPAIRMENT:**

- a) Concept, Types, Causes, Characteristics
- b) Speech therapy
- c) Counselling, peer-counselling

**UNIT-III**

- a) **Advocacy:** Concept, partners, process
- b) Social Alternatives, marriage and sexuality w.r.t all disabling conditions

**PRACTICAL**

Case study of a child with any disability in prescribed format.

**REFERENCES:**

1. Advani, L. & Chadha, A. (2003): You & Your Special Child, New Delhi: UBS Publishers Distributor.
2. Berdine, W. H., Black Hurst, A.E. (eds.) (1980): An Introduction to Special Education, Boston: Little, Brown and company.
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**EDL–432 POPULATION EDUCATION AND ENVIRONMENTAL EDUCATION–III**

**Credits: 4**

**COURSE OBJECTIVES**

**The students will be able to:**

- Correlate population growth with issues of quality of life and environment
- Describe teaching methods of Population education
- Analyse relationship between population and development by describing related issues of HRD, sustainable development, food situation, work opportunities technology revolution and economic development.
- Exhibit the relationship between man and environment.
- Understand the role of educational institutions in disaster management
- Explain the features of curriculum for environmental education at school, college, and university level.

**UNIT–I**

- a) Population growth and related problems Linkages between population, development, environment and quality of life
- b) Teaching methods for population education

**UNIT–II**

- a) Relationship between growth of population and Development
- b) Relationship between man and environment

**UNIT–III**

- a) Manmade and natural disasters. Role of educational institutions in disaster management
- b) Features of curriculum for environmental education at primary, secondary school, colleges and University levels.

**PRACTICAL**

- a) Presentations on population related issues.
- b) Organization of any activity related to environmental awareness.

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(For those students who admitted in Session 2014–15)

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6. [www.n/m.nic.in/pep.htm](http://www.n/m.nic.in/pep.htm)

**EDL–433 VALUE EDUCATION AND HUMAN RIGHTS EDUCATION–III**

**Credits: 4**

**COURSE OBJECTIVES**

**The students will be able to:**

- Understand the nature of values in Indian and Western schools of Philosophy.
- Become aware of the Philosophical and psychological theories on values.
- Understand the need for Value Education.
- Become aware of the various categories of Human Rights.
- Become aware of the sources of human right.

**UNIT–I**

- a) Philosophical and psychological theories on values and value assumption, Social consciousness and moral values.
- b) National values as enshrined in the Indian constitution.

**UNIT–II**

- a) History of peace values and emergence of education for peace in the contemporary world.
- b) Indian thinkers (Gandhi and Aurbindo) and value education.

**UNIT–III**

- a) **Philosophical foundations of Human Rights:** Sources of Human Rights. Civil, Political, Economic, Social and Cultural Rights and Corresponding Obligations.
- b) Modern Human Rights Theories.

**REFERENCES:**

1. Fraenkel, J.R. (1977): How to Teach about Values: An Analytic Approach. New Jersey & E. Cliffs: Prentice Hall, Inc.
2. Rokeach, M. (1967): Values Survey. Sunnyvale & California: Halgren Tests.
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**EDL–434 EDUCATIONAL ADMINISTRATION AND MANAGEMENT–III**

**Credits: 4**

**COURSE OBJECTIVES**

**The students will be able to:**

- Explain the concept and theories of leadership.
- Explain different styles of leadership.
- Describe the leadership traits and skills of educational administrators.
- Explain therefore Teaching and Training for leadership.
- Explain the financial policy for education.
- Explain importance of budget preparation for education.
- Explain the concept and theories of organizational change.
- Explain the importance of organizational change and modernization of educational management.

**UNIT–I**

- a) **Leadership:** Concept and theories, styles.
- b) **Leadership Traits and Skills:** Implications for educational administrators, Teaching and training for leadership.

**UNIT–II**

- a) **Financing in Education:** Policy at Central, State and Private levels.
- b) Budget preparation for education.

**UNIT–III**

- a) **Organizational Change:** Concept and theories
- b) Implication of organizational change to modernization of educational management.

**REFERENCES:**

1. Bush, T. & Bell, L. (2003): The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.
2. Bhatia, S.K. (2008): Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.
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23. Thomas, I.S. (1980): Educational Governance and Administration. America: Prentice Hall.

**EDL-435 LIFE LONG EDUCATION-III**

**Credits: 4**

**COURSE OBJECTIVES**

**The students will be able to:**

- Explain the concept of Andragogy
- Enlist Principles of adult learning
- Explain policy for adult and continuing education programme.
- Explain role of universities in Life Long Education.
- Self learning module in Distance Education.
- Student Support Services in distance education
- Relationship between Distance Education teacher and learner.

**UNIT-I**

- a) **Andragogy:** Meaning and concept, implication for adult learning, Principles of adult learning.
- b) 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**

- a) **Administration and Management of Adult and Continuing Education Programmes:** Bodies and Functionaries Govt of Indian and UGC Guidelines
- b) Importance learning modules; Planning and Preparation of self instructional material (SIM)- Steps of Writing SIM, Editing, Reviewing and Distribution.

**UNIT-III**

- a) **Importance and Organization of Student Support Services in Distance Education:** Study Centres, mentors/counsellors, counselling session, Personal Contact Programmes (PCP's), mobile libraries.
- b) Relationship between distance education teacher and learner.

**PRACTICAL**

Development of a self instructional lesson.

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**EDP-436 PRACTICAL**

**Credits: 2**

**The Board of Control will decide the list of Practicals.**

**EDL-437 HISTORY AND CONTEMPORARY ISSUES OF INDIAN EDUCATION**

**Credits: 4**

**COURSE OBJECTIVES**

**The students will be able to:**

- Understand the general development and progress of education prior to independence and after independence.
- Assess and evaluate various efforts of the government put into effect from time to time.
- Gain insight into the status of various levels of education in India

**UNIT-I**

- a) **Progress of Education in British Period:** Macaulay's Minutes, Woods Despatch, Sargent Commission.
- b) **Progress of Education After Independence:** University Education Commission (1948), Secondary Education Commission (1952-53)

**UNIT-II**

- a) Constitutional Provision for Education
- b) Indian Education Commission (1964-66)
- c) Salient Features of NPE- 1986 and Revised Policy-1992

**UNIT-III**

- a) Universalisation of Elementary Education – SSA and RTE
- b) Universalisation of Secondary Education – RMSA
- c) Status of Higher Education in India with special emphasis on RUSA

**REFERENCES:-**

1. Dupuis, A.M. (1972). *Philosophy of Education in Historical Perspective*. New Delhi: Thomson Press.
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4. Mukerji S. N. (1960). *Education in India To-day & Tomorrow*. Baroda: Acharya Book.
5. Narvane, V.S. (1978). *Modern Indian Thought*. , New York: Orient Longmans Ltd.
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12. Sodhi, T.S. (2005). *Development of Education System in India*. Patiala: Bawa Publications.
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16. [http://en.wikipedia.org/wiki/Right\\_of\\_Children\\_to\\_Free\\_and\\_Compulsory\\_Education\\_Act](http://en.wikipedia.org/wiki/Right_of_Children_to_Free_and_Compulsory_Education_Act)
17. <http://righttoeducation.in/>
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19. [http://en.wikipedia.org/wiki/Sarva\\_Shiksha\\_Abhiyan](http://en.wikipedia.org/wiki/Sarva_Shiksha_Abhiyan)
20. [http://www.karmayog.org/education/education\\_5295.htm](http://www.karmayog.org/education/education_5295.htm)
21. <http://www.educationforallindia.com/page112.html>

**EDL-438 CURRICULUM DEVELOPMENT**

**Credits: 4**

**COURSE OBJECTIVES**

**The students will be able to:**

- Understand the meaning of curriculum
- Identify the components of curriculum
- Describe the various principles of curriculum development
- Explain various determinants of curriculum
- Develop a broad perspective on curriculum development
- Study types and approaches of curriculum development.
- Study various models and steps in curriculum development

**UNIT-I**

- a) Meaning and Concept of Curriculum, Objectives and Components of Curriculum.
- b) **Bases and Determinants of Curriculum:**
  - i) Philosophical    ii) Psychological    iii) Sociological    iv) Ideological.
- c) Current Issues and Trends in Curriculum Organization and Development; NCF-2005.

**UNIT-II**

- a) **Types:** Subject centred or Traditional Curriculum ,Activity Centred Curriculum, Experience Centred Curriculum , Undifferentiated Curriculum, Basic Education Curriculum
- b) **Approaches:**
  - **Humanistic Curriculum:** Characteristics, Purpose, Role of the Teacher, Psychological basis of Humanistic Curriculum.
  - **Social Reconstructionist Curriculum:** Characteristics, Purpose, Role of the Teacher in Reconstructionist Curriculum.

**UNIT-III**

- a) **Models:** Hilda Taba 1962 model, Need assessment model, Vocational/Training model (With special reference to analysis of needs, selection of objectives, selection and organisation of content/learning experiences and evaluation).
- b) Steps in Curriculum Development:
  - Assessment of need with respect to individual and environment Designing a curriculum
  - Situational Analysis
  - Selection of content and method
  - Designing a collaborative curriculum
  - Validation and Implementation
  - Evaluation

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1. Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave
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**EDL-439 DISSERTATION SUBMISSION**

**Credits: 4**

The evaluation of dissertation will be done by a board comprising the faculty members and Chairperson and 4 credits for dissertation will be given after dissertation submission.

**EDL-440 EDUCATIONAL MEASUREMENT AND EVALUATION-IV**

**Credits: 4**

**COURSE OBJECTIVES:**

**The students will be able to:**

- Explain the concepts and techniques of measurement and evaluation.
- Apply advanced statistical techniques.

**UNIT-I**

- a) Types of scales Nominal, Ordinal, Interval and Ratio scales.
- b) Measurement of Attitude and Personality

**UNIT-II**

- a) Partial and Multiple Correlations
- b) Regression Equation- Meaning and Computation (one and two factors only)

**UNIT-III**

- a) Elementary Factor Analysis Extraction of factors (centroid method) up to two factors only
- b) Interpretation of factors

**REFERENCES:**

1. Anastasi, A. (1988): Psychological Testing (6th Ed.). New York: The Macmillan Co.
2. Ebel, L.R. and Fristris, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.
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6. Fruchter, B. (1954): Introduction to Factor Analysis.
7. Garret, H.E. (1973): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.
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9. Thorndike, R.L. and Hagen, E. (1977): Measurement and Evaluation - In Psychology and Education. New York: John Wiley and Sons, Inc.

**EDL-441 GUIDANCE AND COUNSELLING-IV**

**Credits: 4**

**COURSE OBJECTIVES:**

**The students will be able to:**

- Enlist problems, issues and recent trends in guidance
- Evaluate guidance programme and its status in India.
- Explain the theories of counselling.
- Explain the various programs of evaluating counselling

**UNIT-I**

- a) Problems of organizing guidance and counselling services in India, Recent trends in Guidance.
- b) Status of guidance and counselling in India – present scenario.

**UNIT-II**

- a) Evaluation of guidance programmes, characteristic of effective guidance programme, necessity for programme evaluation.
- b) Theories of counselling: Reality theory, Behaviour theory.

**UNIT-III**

- a) Evaluation of counselling programme; need, objectives, criterion of evaluating and problems in evaluation, Issues in Guidance and counselling.
- b) Approaches to evaluation of counselling programme; Meaning, contribution and limitations.

**PRACTICAL**

A case study report of one school student.

**REFERENCES:**

1. Ghose, J. (1995): Vocational Guidance. New Delhi: USS Publications.
2. Jones, A.J. (1970): Principles of Guidance. New York: McGraw Hill Book Company.
3. Mohan, S. (1999): Career Development - In India (Ed.). Delhi: Vikas Publishing House, Pvt. Ltd.
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6. Gibson, R. L. & Plitchell, M. H. (2005): Introduction to Counselling and Guidance (6<sup>th</sup> Edition) New Delhi, Pearson Education Pvt. Ltd.

**EDL-442 EDUCATIONAL TECHNOLOGY-IV**

**Credits: 4**

**COURSE OBJECTIVES**

**The students will be able to:**

- Explain the meaning of Programmed Instructions.
- Describe the concept, principles and types of programmed learning.
- Explain process stimulated teaching and Flanders's system for modification of teacher behaviour.
- Explore different emerging technologies of ICT in education.
- Explain recent trends in educational technology.

**UNIT-I**

- a) Programmed Learning: Concept and principles, Styles (Linear, Branching, Mathematics).
- b) Flanders's Interaction Analysis System , Simulated Teaching

**UNIT-II**

- a) On Line Learning and Networking
- b) Social and ethical Issues.( Cyber Informatics , Plagiarism)

**UNIT-III**

- a) New horizons in educational technology: e-learning, e-resources (e-books, e-journals, e-blogs).
- b) Virtual classrooms

**PRACTICAL**

- a) Development of a linear programme.
- b) Coding and decoding of classroom interaction through Flander's system

**REFERENCES:**

1. Anderson, L.W. (1996): Individualized Instruction. In Plomp. T., Jeerd & Ely, Donald P (Eds.).International Encyclopedia of Educational Technology. U.K.: Cambridge.
2. Ahuja, M. (2000): Implementing Mastery Learning Strategies: Tasks of a Teacher, University News, Vol.38, No. 22, May 29, 2000.
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4. Bhushan, A. & Ahuja, M. (2003): Educational Technology; Theory & Practice (2nd Edition). Patiala: Bawa Publications.

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7. Bloom, (1956): (Ed.) Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.
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11. Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.
12. Mehra, V. (2004): Educational Technology. New Delhi: SSP.
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**EDL-443 SPECIAL EDUCATION-IV**

**Credits: 4**

**COURSE OBJECTIVES:**

**The students will be able to:**

- Explain legislation and policies in India.
- Explain concept of rehabilitation in Indian Setting.
- Role of Technology to ameliorate effects of any condition.
- Understand the concept of Inclusion.

**UNIT-I**

**Legislation & Policies:**

- a) RCI Act
- b) PWD Act
- c) National Trust Act
- d) National Policy for the disabled

**UNIT-II**

**Habilitation & Rehabilitation:**

- a) Concept, Role of awareness & acceptance, Vocational placements, Role of media
- b) Community Based Rehabilitation.

**UNIT-III**

- a) Role of parents and parent's associations, Role of technology to ameliorate effects of any condition
- b) **Inclusion:** Concept, Process, Strategies, Barriers , Normalization, Mainstreaming, Integration

**PRACTICAL**

**Community Survey to Study:**

- a) Prevalence of Disability
- b) Awareness in Society
- c) Facilities Available.

**REFERENCES:**

1. Advani, L. & Chadha, A. (2003): You & Your Special Child, New Delhi: UBS Publishers & Distributor.
2. Berdine, W. H., Black Hurst, A.E. (eds.) (1980): An Introduction to Special Education, Boston: Little, Brown and company.
3. Encyclopedia of Special Education (1987): Vol.1, 2, 3 Ed's Cecil r. Reynolds & Lester Mann New York John Haley & Sons.
4. Frank, M.H. & Steven, R.F. (1984): Education of Exceptional learners.
5. Massachusetts: Allyn & Bacon. Inc.
6. Hallahan, D.P. & Kauffman, J.M. (1991): Exceptional Children – Introduction to Special
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11. Panda, K.C. (1997): Education of Exceptional Children New Delhi: Vikas Publishing House.
12. Yseldyke, J.E. & Algozzine, B. (1998): Special Education New Delhi: Kanishka Publishers Distributor.

**EDL-444 POPULATION EDUCATION AND ENVIRONMENTAL EDUCATION-IV**

**Credits: 4**

**COURSE OBJECTIVES**

**The students will be able to:**

- Explain Global and national policies on population
- State Strategies for population education through various organization
- Explain different kinds of hurdles in implementation of population policies
- Explain various methods and media for teaching environmental education.
- Describe global environmental problems and strategies for waste management.

**UNIT-I**

- a) **Dimensions of Population Policy:** Global and National policies (UNDP, UNESCO, UNICEF, FPAI)
- b) **Hurdles in Implementation of Population Policies:**
  - Administrative
  - Diversity in India
  - Attitude of people

**UNIT-II**

- a) Methods of teaching environmental education, discussion, seminar, workshops, dialogue, problem solving, field survey, projects, exhibition and experiential learning.
- b) Role of media for imparting environmental education.

**UNIT-III**

- a) **Global Environmental Problems:** Global warming, ozone depletion, e-waste and population explosion.
- b) Waste management – e-waste, nuclear & radioactive waste, solid & liquid waste.

**PRACTICAL**

Survey of attitude of students and teachers towards global environmental problems.

**REFERENCES:**

1. Chapman, J.L. and Reiss, M.J. (1999): Ecology: Principles and Applications. U.K.: Cambridge University Press.
2. Dani, H.M. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University.

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4. Nanda, V.K. (1997): Environmental Education. New Delhi: Armal Publications.
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9. Saxena, A.B. (1996): Education for the Environmental Concerns. New Delhi: Radha Publications.
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15. United Nations Report (2003): Population Education and Development. New York: The Concise Report.

**WEB REFERENCE SITES:**

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2. [www.apscert.org/population.htm](http://www.apscert.org/population.htm)
3. [www.knowledgecommission.gov.in/recommendations](http://www.knowledgecommission.gov.in/recommendations)
4. <http://dget.nic.in/cpe/intro/handbook.pdf>
5. [www.un.org/esa/population/publications/concese2003](http://www.un.org/esa/population/publications/concese2003)
6. [www.n/m.nic.in/pep.htm](http://www.n/m.nic.in/pep.htm)

**EDL-445 VALUE EDUCATION AND HUMAN RIGHTS EDUCATION-IV**

**Credits: 4**

**COURSE OBJECTIVES:**

**The students will be able to:**

- Understand nature of values in various schools of Philosophy.
- Become aware of the recommendations of various commissions and practices in schools for value education.
- Understand the need for Value Education - In higher education.
- Become aware of the various categories of Human Rights.
- Understand role of education and teacher preparation for Human Rights.

**UNIT-I**

**Values in Various Schools of Philosophy:**

- a) Values in Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism and Jainism)
- b) Values in Western Schools of Philosophy (Idealism, Realism, Pragmatism and Existentialism)

**UNIT-II**

- a) Value education at school level (recommendation of education commission and practices in school), Value Education - In Higher Education and Research.
- b) Human Rights of vulnerable persons and groups: Women's Rights, Rights of the child, Rights of persons belonging to Minorities, Migrant Workers Rights, indigenous peoples rights.

**UNIT-III**

- a) Right to Education and its implications.
- b) Education about Human Rights, Teacher preparation.

**REFERENCES:**

1. Fraenkel, J.R. (1977): How to Teach about Values: An Analytic Approach. New Jersey & E. Cliffs: Prentice Hall, Inc.
2. Rokeach, M. (1967): Values Survey. Sunnyvale & California: Halgren Tests.
3. Rokeach, M. (1973): The Nature of Human Values. New York : The Free Press.
4. Rokeach, M. (1988): Beliefs, Attitudes and Values. San Francisco: Jossey Bass.
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7. Tarrow, N.B. (1987): Human Rights and Education Vol-3. Progamon Press.
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12. Dhand, H. (2000): Teaching Human Rights: A Handbook, Bhopal Asian Institute of Human Rights.
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15. <http://www.slideshare.net/SubaidahAbdullah/concept-and-theory-of-human-right-group-12-10157670>
16. Nanda, R.T.(1997) : Contemporary Approaches to Value Education in India, New Delhi: Regency Publications
17. Singh, Y.K.(2010): Value Education, New Delhi : APH Publishers.
18. Shukla,R.P.(2004): Value Education And Human Rights, New Delhi: Sarup and Sons

**EDL-446 EDUCATIONAL ADMINISTRATION AND MANAGEMENT-IV**

**Credits: 4**

**COURSE OBJECTIVES:**

**The students will be able to:**

- Explain implications of Liberalization, Globalization and Privatiation on educational management.
- Discuss implications of Intellectual Property Rights and RTI for educational institutions and educationists.
- State policy guidelines for setting up private Education - Institutions.
- Explain administrative processes in educational settings.
- Describe the impact of information technology on educational administration and management.
- Enlist strategies for effective online management of education systems.

**UNIT-I**

- a) Concept of Liberalization, Globalization and Privatization and their implications for Educational Management.
- b) Setting up private Educational Institutions in India: Policy Guidelines.

**UNIT-II**

- a) Understanding and implications for educational institutions and educationists of:
  - Intellectual Property rights
  - Right to Information
- b) Administrative processes in educational settings:
  - Management by objectives
  - Organizational development and compliance
  - Decision making
  - Communication

**UNIT-III**

- a) **E-Governance:** Meaning Nature and Scope in Education.
- b) **Technology and Management:** Impact of Information Technology on Educational Administration and Management: Transparency, Admissions, Declaration of Results Examinations, Online Submission etc.

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1. Bush, T. & Bell, L. (2003): *The Principles and Practice of Educational Management*. London: Paul Chapman Publishing, New Delhi: Sage Publication.
  2. Bhatia, S.K. (2008): *Managing Organizational Behaviour*. New Delhi: Deep and Deep Publications.
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  6. Jolliffe, A., Ritter J. & Stevens D. (2003): *The Online Learning Handbook*. London: Kogan Page.
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**EDL-447 LIFE LONG EDUCATION-IV**

**Credits: 4**

**COURSE OBJECTIVES:**

**The students will be able to:**

- Explain principles of curriculum construction for adults.
- Describe methods of teaching adults.
- Trace the institutionalization of lifelong Education - In India education systems through, Adult and Continuing education programmes and community colleges.
- Explain Innovations in Distance Education.
- Explain Evaluation methods in Distance Education.
- Understand Research in Distance Education.

**UNIT-I**

- a) Principles of curriculum development for adults, teaching methods for adult learners.
- b) Life Long Education for community development:

**UNIT-II**

- a) **On-line Learning:** Meaning, Importance and Limitations
- b) Innovations in Distance Education

**UNIT-III**

- a) Importance, Monitoring and Evaluation of Assignments, Class Tests, Response Sheets and Term and Examination in Distance Education.
- b) Research in Distance Education

**Practical**

Develop course outline of a Continuing Education course.

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**EDP-448 PRACTICALS**

**Credits: 2**

**The Board of Control will decide the list of Practicals.**