FACULTY OF EDUCATION

SYLLABUS

FOR

M.A. EDUCATION (CBEGS)
(Semester: I–IV)

EXAMINATIONS: 2019–20

GURU NANAK DEV UNIVERSITY
AMRITSAR

M.A. EDUCATION (CBEGS) (SEMESTER SYSTEM)

SEMESTER I

(PART – I) FOUNDATION PAPERS
(Compulsory for all)

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-451	C	History Of Education	4
EDL-491	C	Sociological Concerns in Education	4
EDL-563	C	Education as a Field of Study	4
EDL-564	C	Introduction to Research and Statistics-I	4

(PART – II) OPTIONAL PAPERS
(Any one of the following)

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-455	E	Educational Measurement and Evaluation-I	4
EDL-456	E	Guidance & Counselling –I	4
EDL-457	E	Inclusive Education	4
EDL-458	E	Environmental Education- I	4
EDL-459	E	Peace Education-I	4
EDL-460	E	Educational Administration and Management-I	4
EDL-461	E	Lifelong Education-I	4
EDL-462	C	Practicals	2

Aggregate of Semester - I   **Credits = 22**

*C Means Compulsory and E Means Elective.

NOTE:- PSL-053 ID Course Human Rights & Constitutional Duties (Compulsory Paper). Students can opt. this paper in any semester except the 1st Semester. This ID Paper is one of the total ID Papers of this course.

M.A. EDUCATION (CBEGS) (SEMESTER SYSTEM)

SEMESTER–II
Scheme of Courses

(PART – I) FOUNDATION PAPERS
(Compulsory for all)

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-463	C	Learning and Development	4
EDL-464	C	Policies and Contemporary Issues of Indian Education	4
EDL-465	C	Educational Technology and ICT	4
EDL-466	C	Educational Research & Statistics-II	2
EDL-467	C	Thoughts and Practices in the Field of Education and Philosphy	4

(PART – II) OPTIONAL PAPERS
(Any one of the following)

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-468	E	Educational Measurement and Evaluation-II	4
EDL-469	E	Guidance and Counselling –II	4
EDL-470	E	Inclusive Education-II	4
EDL-471	E	Environmental Education- II	4
EDL-472	E	Peace Education-II	4
EDL-473	E	Educational Administration and Management-II	4
EDL-474	E	Lifelong Education-II	4
EDP- 474	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   **28 Credits**

Total Credits: Semester – I + Semester – II = 22 +28 = 50

M.A. EDUCATION (CBEGS) (SEMESTER SYSTEM)

SEMESTER – III

Scheme of Courses

(PART – I) FOUNDATION PAPERS
(Compulsory for all)

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-475	C	Issues and Concerns in Secondary Education	4
EDL-476	C	Gender School and Society	4
EDL-477	C	Creating an Inclusive School	4
EDL-478	C	Educational Technology and ICT	2
EDL-479	C	Dissertation Proposal	2

(PART – II) OPTIONAL PAPERS
(Any one of the following)

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-480	E	Educational Measurement and Evaluation-III	4
EDL-481	E	Guidance and Counselling –III	4
EDL-482	E	Inclusive Education-III	4
EDL-483	E	Environmental Education- III	4
EDL-484	E	Peace Education-III	4
EDL-485	E	Educational Administration and Management-III	4
EDL-486	E	Lifelong Education-III	4
EDL-487	C	Practicals	2

Note :- It is compulsory for all the students to submit dissertation proposal in Sem – II
(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 						**26 Credits**
Total Credits: Semester–I + Semester–II + Semester–III = 22+26+26 = 74

M.A. EDUCATION (CBEGS) (SEMESTER SYSTEM)

SEMESTER – IV

Scheme of Courses

(PART – I) FOUNDATION PAPERS
(Compulsory for all)

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-488	C	Andragogy Of Education	4
EDL-489	C	Life Skills and Yoga	2
EDL-490	C	Teacher Education	4
EDL-452	**C**	**Curriculum Development**	**4**
EDL-492	C	Dissertation	4

(PART – II) OPTIONAL PAPERS
(Any one of the following)

COURSE CODE	*C/E	COURSE TITLE	CREDITS
EDL-493	E	Educational Measurement & Evaluation-IV	4
EDL-494	E	Guidance & Counselling –IV	4
EDL-495	E	Inclusive Education-IV	4
EDL-496	E	Environmental Education- IV	4
EDL-497	E	Peace Education-IV	4
EDL-498	E	Educational Administration & Management-IV	4
EDL-499	E	Lifelong Education-IV	4
EDL-500	C	Practicals	2

Note :- It is compulsory for all the students to submit dissertation in Sem – IV
*C Means Compulsory and E Means Elective.
Aggregate of semester - IV   **24 Credits**

Total Credits: Semester–I+Semester–II + Semester–III + Semester IV = 22+26+26 +24 = 98

M.A. EDUCATION (CBCEGS) (SEMESTER–I)

(PART–I) FOUNDATION PAPERS
EDL–451: HISTORY OF EDUCATION

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
On completion of this course the students will be able to:
*   To understand the development of Education in Indian Historical perspective.
*   To understand the salient features of Indian Education, Ancient, Medieval and Modern period.
*   To acquaint with significant points of relevant documents and reports of above period.
*   To acquire an adequate knowledge of recommendations of various commissions and committees on Indian Education

SECTION–A

History of Education in India
a) Synoptic study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to
    *   Aims and Objectives
    *   Subject of study
    *   Methods of teaching including teacher – Pupil relationship.
    *   Evaluation
    *   Centre of Learning.
    *   Education of woman
b) Events relating education from 1757 to 1947
    *   Missionaries activities (Srirampur Trio)
    *   Charter Act of 1813
    *   Bengal Renaissance – Contribution of Rammohan Ray, H.L.V. Derozio. And Vidyasagar.
    *   Adams Report.
    *   Anglicist –Orientalist controversy – Macaulay's Minute & Bentinck's resolution.
    *   Wood dispatch (Recommendations only)

SECTION–B

Commissions of Education
a) Basic Education(concept & development)
b) Hunter Commission 1882-83 (Primary and Secondary Education)

M.A. EDUCATION (CBEGS) (SEMESTER–I)

SECTION–C
Constitutional provisions and educational movement
a) Constitutional provision for Education in India
b) National Education Movement (cause and effect)

SECTION–D
Commissions after Independence
a) Brief outline of the recommendations made by different Education Commission:
- University Education Commission (1948-49)(Aims of Higher education & Rural University)
- Secondary Education Commission (1952-53)(Aims, Structure & Curriculum of Secondary education)
- Indian Education Commission (1964-66)

b) National Policy on Education (1986).

SESSIONAL WORK

Visit to a college of education, Multi faculty degree college, skill oriented institution (I.T.I)/ Polytechnic (Trace the history of establishment and significance in terms of their learning outcomes)

REFERENCES:-
1. Aggarwal, J.C. (1973): Recent Educational Development - In the World. New Delhi: Arya Book Depot, Vol. 1.
2. Altekar, A.S. (1965): Education - In Ancient India. Nand Kishore.
3. Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.
4. Dave, R.J. & Stic M. (1973): Life Long Education and The School.
5. Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.
6. Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
7. Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.
8. Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.
9. Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.
10. Ministry of Education (1978): Report of the Education Commission 1964-66. New Delhi: Govt. of India.
11. Mohanty, J. (1987): Education - In India. New Delhi: Deep & Deep Publications.
12. Mukerji, S.N. (1965): Education - In India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).
13. NCF 2005, NCERT, New Delhi.
14. Taneja, V.R. (1983): Trust with Education. New Delhi: Sterling Publishers.

M.A. EDUCATION (CBEGS) (SEMESTER–I)

(PART–I) FOUNDATION PAPERS
EDL–491: SOCIOLOGICAL CONCERNS IN EDUCATION

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
On completion of this course the students will be able to:
- Understand the nature of education as a social sub- system.
- Analyze education from different sociological perspectives and theoretical framework.
- Understand educational institution as an agency of socialization.
- Reflect upon educational problems and issues related to the weaker sections of the society.
- Know how education is embedded in social structure and culture.

SECTION–A
Education and Sociology
a) Concept and nature of sociology of Education, Difference between Sociology of Education and Educational Sociology; Social organization; Social groups
b) Education as related to Social Equity and equality of educational opportunities (with special reference to SC, ST, Women and Rural Population).

SECTION–B
Education and Culture
(a) Concept of Culture, Sub-Culture and Multiculturalism. Relationship between culture and education; Cultural determinants of education.
(b) Cultural change, Cultural lag, cultural crisis, with special reference to Indian society.

SECTION–C
Education and political systems
a) Influence of education and political systems on each other.
b) Education as a social sub-system, social stratification and social mobility.

SECTION–D

Role of Education in socialization and acculturation
(a) Social Change: Meaning and Nature, Constraints and factors (Caste, Ethnicity, Language, Class, Religion and Regionalism) of social change in India.
(b) Process of socialization and acculturation of the child - critical appraisal of the role of school, parents, peer group and the community.

SESSIONAL WORK
- In depth analysis of industrial revolution, green revolution and digital revolution that affected humans

REFERENCES:-

1. Brambeck, C. S. (1966).*Social Foundation of Education - A Cross Cultural Approach*. New York: John Willey.
2. Banks, J. (2004). Approaches to multicultural curriculum reform. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives* .San Francisco, CA: Jossey-Bass.
3. Banks, J. (2004). Multicultural education: Characteristics and goals. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives* .San Francisco, CA: Jossey-Bass.
4. Brookover,W.B, and Erickson.E.L. (1973). *Sociology of Education Illinois*. The Dorsey Press.
5. Chandra, S.S.(1996). *Sociology of Education***.**Guwahati, Eastern Book House.
6. Chesler, M.A &Cave, W.M. (1981). *Sociology of Education.*New York: Macmillan Publishing co,Inc.
7. Coffey, A. (2001).*Education and Social Change*.Buckingham: Open University Press.
8. Hallinan,M.T.(Eds). (1987). *Social Organisation of Schools*. New York: Plenum Press.
9. Hallinan,M.T.(Eds). (2000). *Handbook of the Sociology of Education*. USA: Springer.
10. Hunt,M.P. (1973). *Foundation of Education Social and Cultural Perspectives*. New York: Halt,Rinehart and Winston..
11. Havighurst, Robert et al. (1995). *Society and Education*. Baston: Allyen and Bacon.
12. Inkeles, Alex. (1987). *What is Sociology?* New Delhi: Prentice Hall of India.
13. Maunheim, K. (1962). *An Introduction to Sociology of Education.* London: Routledged and Kegan Paul.
14. Mathur, S.S. (1985). *A Sociological Approach to Indian Education*. Agra: Vinod PustakMandir.
15. Mossish, loor. (1972). *Sociology of Education: An Introduction*. London:George Allen and Unwin.
16. Meighan, R.A. (1986). *Sociology of Education*. London: Cassell Education Ltd.

M.A. EDUCATION (CBEGS) (SEMESTER–I)

PART–I) FOUNDATION PAPERS
EDL–563: EDUCATION AS A FIELD OF STUDY

Credits: 4

Mid Semester Examination: 20% weightage

End Semester Examination: 80% weightage

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES

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

- Have a general view of the field of education.

- Develop foundational perspectives on education.

- Orient themselves to the institutions, systems and structures of education.

- Understand the contemporary concerns of education policy and practice.

SECTION–A

Education as an Interdisciplinary Approach

a) Meaning and Nature of Education , Concept of Education as Discipline

b) Interdisciplinary and multi-disciplinary, Relationship with other disciplines such as Philosophy, Sociology, Economics, political science, Psychology, Biology, Genetics, and Anthropology.

SECTION–B

Education as practice

a) Education as Teaching, Instruction, Development , Indoctrination

b) Scope of Education as a practice and as a field of study, Types of Education: Formal, Informal and Non-formal Education.

M.A. EDUCATION (CBEGS) (SEMESTER–I)

SECTION–C

Aims and paradigms of education

a) Aims of Education: Factors determining aims of education, Individual and Social aims of education.

b) Paradigms of Educational Practice: Behaviourism, Constructivism, Critical Pedagogy.

SECTION–D

Contemporary concerns of Educational   Practice:

a) Education for All: International Initiatives and their implications for universalization of elementary education in India, Right to Education Act 2009,

b) Expansion of Secondary and Higher Education in India: Issues of equity and quality.

SESSIONAL WORK

Reading and Understanding Educational Texts:

1. John Dewey:Democracy
2. Rousseau- Emile

REFERENCES:-

1. Aggarwal, J.C. (2005). Recent Developments and Trends in Education. Delhi: Shipra Publications.
2. Barlett, S., & Burton, D. (2012). Introduction to education studies (3rd edition). Sage.
3. Benn, M. (2011). Schools wars: The battle for Britain's education. London: Verso.
4. Curtis, W., Ward, S., Sharp, J., and Hankin, L. (2013). Education Studies: An issue based approach (3rd ed.). Sage.
5. Dewey, J. (1916/1966). Democracy and Education: An Introduction to the Philosophy of Education, New York: Free Press.
6. Dharmpal (1983). The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century. Delhi: Biblia Impex.

7. Drèze, J., and A.K. Sen (1995). Basic Education as a Political Issue, Journal of Educational Planning and Administration, 9 (1) (January): 1-26.

8. Dreze, J. & Sen, A. (2013). An Uncertain Glory: India and Its Contradictions. New Delhi, India: Penguin, Allen Lane.

9. Ghosh, S. (2009). Education in Emerging Indian Society: The Challenges and Issues. New Delhi: PHI Learning Private Limited.

10. Government of India (1950). Constitution of India. New Delhi.

11. Government of India (1985). The Challenge of Education. New Delhi, Ministry of Human Resource Development (Mimeo). 10

12. Government of India (1986). National Policy on Education 1986. New Delhi: Ministry of Human Resource Development.

13. Government of India (1992). National Policy on Education 1986 (Revised). New Delhi: Ministry of Human Resource Development.

14. Government of India (2001). National Human Development Report 2001. New Delhi: Planning Commission.

15. Naik, J.P. (1965). Educational Planning in India. New Delhi: Allied Publishers.

16. Prakash, Ved and Biswal, K. (2012). Perspectives on Educational Development: Revisiting Education Commission and After. New Delhi: NUEPA.

17. Ramachandran, V. and Ramkumar, V. (2011). Education in India. New Delhi: National Book Trust.

M.A. EDUCATION (CBEGS) (SEMESTER–I)

(PART–I) FOUNDATION PAPERS
EDL–564: INTRODUCTION TO RESEARCH AND STATISTICS–I

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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.

SECTION–A

Research in Education
a) Research in Education: Meaning, significance and characteristics of research as a scientific method, Types and areas of research.
b) Ethics and plagiarism in educational research ; Steps of educational research (Planning the research study; sources of research problem; review of the literature; purpose and resources, conducting the literature search using database and internet tools)

SECTION–B

Methods of Sampling for Data Collection
a) Variables and Hypothesis: Definition, types, importance and criteria of a good hypothesis.
b) Sampling: Concept of population and its types, sample, sampling unit, sampling frame, determining sample size, sampling error, Sampling techniques: Random sampling techniques: Simple random sampling, systematic sampling, stratified random sampling, cluster sampling and multi- stage sampling. Non- Random sampling techniques: Convenience sampling, purposive sampling, quota sampling, snowball sampling

SECTION–C
Collection and Organization of Data
a) Collection of data, tools and techniques of collecting data -observation, interview, questionnaire, scale, inventory, checklist, content analysis.
b) Organization and tabulation of data, frequency distributions, Graphical Representation of Data, Measures of Central Tendency(mean, median, mode) , Measures of Variability

SECTION–D

Statistical Techniques in Education Research
(a) Normal distribution: Concept of NPC, its characteristics. Applications of NPC: To determine the percentage of cases in a normal distribution within given limits and To determine the limits in any normal distribution which include a given percentage of cases
(b) Report writing: Steps of writing a report, research language to be used, APA reference style to be practiced, formatting (alignment, font size, font style, line spacing, paragraph spacing, margins)

SESSIONAL WORK
- Visit to different schools, colleges to study the situations to identify the research problem
- Study of a situation to show the practical utility of central tendency, variability and NPC to understand the situation

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 (6th 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

M.A. EDUCATION (CBEGS) (SEMESTER–I)

(PART–II) OPTIONAL PAPERS
EDL–455: EDUCATIONAL MEASUREMENT AND EVALUATION–I

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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.

SECTION–A
Measurement and Evaluation
a) Measurement and Evaluation- Concept, Need and relationship
b) Formative and Summative Evaluation
SECTION–B
Functions of measurement.
(a) Functions and problems of measurement.
(b) Difference between Psychological and Physical Measurement.
SECTION–C
Types and techniques of Evaluation
a) Levels of measurement: Nominal, Ordinal, Interval and Ratio.
b) Characteristics Of Good Test
SECTION–D
Measures of Variability
a) Measures of Variability: Range, Percentile, Quartile, Standard Deviation- Meaning and Computation
b) Correlation – Meaning and use, Spearman's Rank difference correlation

SESSIONAL WORK
Development of a Criterion referenced test to assess achievement on any one subject

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 andSimons.
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.

M.A. EDUCATION (CBEGS) (SEMESTER–I)

(PART–II) OPTIONAL PAPERS
EDL–456: GUIDANCE AND COUNSELLING–I

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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.

SECTION–A
Guidance programmes
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.

SECTION–B
Guidance Services
a) Information, Assessment, Vocational services
b) Placement and follow up services

SECTION–C
Counsellor and Counselee
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.

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

SESSIONAL WORK

Survey of schools to understand the status and nature of guidance and counselling services at secondary level

REFERENCES:-

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

M.A. EDUCATION (CBEGS) (SEMESTER–I)

PART–II) OPTIONAL PAPERS
EDL–457: INCLUSIVE EDUCATION

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
To enable the student teacher to:
- Understand inclusive education concept and nature.
- Develop awareness of learner towards inclusive education and its practices.
- Enable the student to organize inclusive classroom.

SECTION–A
Inclusive Education concept and Nature.
a) Concept and principles of Inclusion, Benefits of Inclusion.
b) Need of Inclusive education.

SECTION–B
Theories and policies of inclusive education
a) Theories of Inclusive Education.
b) Policies and legislations for Inclusive Education and Rehabilitation

SECTION–C
Government schemes and legislations
a) National legislations for Inclusive Education.
b) Government Scheme and Provisions.

SECTION–D
Competencies development for Inclusive Education
a) Attitude and positive behaviour for Inclusion.
b) Developing attitude and Competencies for Inclusion:
   (a) Attitude (b) Self- Efficacy (c) Skill (d) Ideologies

SESSIONAL WORK

Visit to pingalwara, blind school, Special school and question the concept of inclusiveness

REFERENCES:-
1. Ahuja. A.&Jangira, N.K. (2002).*Effective Teacher Training; Cooperative Learning BasedApproach.*New Delhi: National Publishing house.
2. Ainscow, M. & Booth. T (2003).*The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.
3. Chintamanikar,K.(1992).*Exceptional Children-Their Psychology and Education,*New Delhi: SterlingPublishers Pvt. Ltd.,
4. Dash M.(2005). *Education of Exceptional Children*. NewDelhi: Atlantic Publications and Distributors
5. Jangira N.K. and Mani, M.N.G. (1990).*Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.
6. Jha, M. M. (2002). *School without Walls: Inclusive Education for All,* Oxford: Heinemann Education.
7. Sharma P.L (2003).*Planning Inclusive Education in Small Schools,* R .I E. Mysore.
8. Sharma, P.L. (1990).*Teachers handbook on IED-Helping children with special needs*N.C.E.R .T. Publication
9. Wornock,M.(1978) *''Special Educational Needs''.*Report of the Committee of the Inquiry into the People, HMSO.

SEMESTER–I
(PART–II) OPTIONAL PAPERS
EDL–458: ENVIRONMENT EDUCATION–I

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
On completion of this course the students will be able to:
- To make student-teachers aware of the concept of environment and development.
- To enable future teachers to understand the conflicts and inequalities that result from the complex interaction of social and environmental factors.
- To encourage inquiry into the role that teachers can play in dealing with curricular areas that focus on environment.

SECTION–A
Concept of Environment
a) Meaning of the term Environment and its relation to human beings.
b) Critical examination of its historical and conceptual antecedents, Assessing the state of the environment;

SECTION–B
Environment as inter-disciplinary perspective
a) Study of environmental concerns including perspectives from both social and natural sciences.
b) The emergent inter-disciplinary perspective , Notion of Development as continued social, political and economic progress; Significance of 'well-being' of the global community

SECTION–C
Understanding Development in the context of Environment
- Addressing the real and complex issues of Development; Their relationship to the natural and social systems
- Issues of sustainable development; Need for and challenges to sustainable development; Study of alternative approaches to sustainable development

SECTION–D
Educational Issues and Challenges
a) Study of policy documents pertaining to environment; Policy Formulation and Analysis vis-à-vis development concerns, Role of teachers; Development of skills and abilities to deal with curricular areas related to environment in the classroom.
b) Significance and scope of environmental issues at the global, national & local levels in school curriculum

M.A. EDUCATION (CBEGS) (SEMESTER–I)

SESSIONAL WORK
Comparison of reports of children suffering from environment related diseases, pollution trends-today and 30 years ago(Followed by planning of awareness programs)

REFERENCES:-
1. Agarwal, A et. al. (ed.) (2001). Green Politics: Global Environment Negotiations. New Delhi: Centre for Science and Environment
2. Agarwal, A. &Narain S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment.
3. Agenda 21, UN Conference on Environment and Development (The Earth Summit)(1991). In Palmer, J. and Neel, P. (Ed.). The Handbook of Environmental Education, London: Routledge.
4. Alkazi, F., Jain, O. and Ramdas, K. (2001). Exploring our Environment– Discovering the Urban Reality. New Delhi: Orient Longman
5. CEE (1986). Joy of Learning, Handbook of Environmental Educational Activities. Ahmadabad: Centre for Environment Education
6. Centre for Environmental Education (1997). The Green Teacher: Ideas, Experience and Learning. In Educating for the Environment. Ahmadabad: CEE.
7. Driver R. Guesne, E. &Tiberghien, A. (1985). Children's Ideas in Science. U.K.: Open University Press
8. Harvey, B. &Hallet, J. (1977). Environment and Society–An Introduction and Analysis. London: Macmillan Press.
9. Kumar, D. K. Chubin, D. (2000). Science, Technology and Society: A source book on research and practice. London: Kluwer Academic Publication
10. Kumar, Krishna (1996). Learning from Conflict. New Delhi: Orient Longman.
11. NCERT (2006). Position paper on Habitat & Learning. New Delhi: National Council for Educational Research and Training.
12. Pedretti, E. (2003). Teaching Science, Technology, Society and Environment (STSE) Education. In *The Role of Moral Reasoning on Socio-scientific Issues and Discourse in Science Education*. Science and Technology Education. Vol. 19, 219-239.
13. Raghunathan, Meena&Pandy, Mamta(Eds) (1999). The Green Reader: An Introduction to Environmental Concerns & Issues. Ahmadabad: Centre for Environment Education
14. Scrase, T. J. (1993). Image, Ideology and Inequality. New Delhi: Sage Publication
15. UNEP (2013). Emerging issues in our global environment (year book).United Nations Environment Programme.
16. UNESCO – UNEP (1980). Environment Education: What, Why, How. . . Paris: International Education Series.
17. UNESCO-UNEP (1990). Basic Concepts in Environmental Education. In *Environment Education Newsletter*. Paris: UNESCO
18. VidyaBhawan Society (1995). Report of the Seminar on Environmental studies (23rd-25th November, 1995). Udaipur
19. Yencker, D., Fier, J. & Sykes, H. (2000). Environment Education and Society in the Asia–Pacific. London & New York: Routledge Publication

M.A. EDUCATION (CBEGS) (SEMESTER–I)

(PART–II) OPTIONAL PAPERS
EDL–459: PEACE EDUCATION–I

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
On completion of this course the students will be able to:
* To make future teachers aware of the scale and variety of conflicts affecting contemporary life;
* To encourage inquiry into the complex role that institutionalized education plays in the context of different types of conflicts;
* To enable students to develop personal initiative and resources for the pursuit and promotion of peace.

SECTION–A
Role of education in development and peace
a) Role of Education in Personal, Social, National, Global and Universal spheres; coherence and contradictions among these roles; Origin of Jealousy, Hostility, and Violence; Relations between humans and nature: the question of environment.
b) Self and Identity: the enabling functions of 'self' in the context of motivation, development and adjustment; Freud's theory of the structure of the psyche.

SECTION–B
Conflict and peace
a) Individual and collective self; duality and conflict: interpersonal, communal, national.
b) Understanding Conflict: The use of perspective, symbols, stereotypes, and rhetoric in analyzing communication and representation of contentious issues in television and other modern media; analysis of textbooks from the perspective of peace.

SECTION–C
Skill necessary for peace
a) Analysing life at school: culture of competition; corporal punishment and its consequences; role of family; gender roles and stereotypes.
b) Introspection, Mediation, Persuasion: Cultivating the perspective and skills necessary for peace;

SECTION–D
Preparation for Peace
a) Sources of stress and conflict: analysis and reflection of circumstances leading to stress and conflict.
b) Dialogue: The concept and its applications in life in the family, school, and among peers;

M.A. EDUCATION (CBEGS) (SEMESTER–I)

SESSIONAL WORK
Visit to Purana shalla (Where Akbar was coronated) and tracing the history how he encouraged peace education

REFERENCES:-

1. Adans, D. (Ed). (1997). UNESCO and a Culture of peace, promoting a global Movement

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

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

4. Diwaar, R.R., & Agarwal, M. (Ed) . (1984). Peace education. New Delhi: Gandhi peace foundation

5. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication

6. Khan, Wahiduddin (2003). Ideology of Peace, Goodword, New Delhi

7. Morrison, M.L. (2003) Peace Education. Australia: McFarland

8. Peace and Value Education .Dr. Kiruba Charles & V. Arul Selvi. (Neelkamal Publications Pvt Ltd , New Delhi ,First Edition ,2012

9. Pandey, Sanjay (2004).Peace Education. New Delhi: NCERT.

10. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates

(PART–II) OPTIONAL PAPERS
EDL–460: EDUCATIONAL ADMINISTRATION AND MANAGEMENT–I

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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.

SECTION–A
Educational Administration and Management
a) Concepts, nature, principles of educational administration and management.
b) Scope of educational administration and management.

SECTION–B
Approaches and Structure of management
a) Educational administration, approaches and emerging trends.
b) The administrative structure for management of Education Central, State and Local Level- In India.

SECTION–C
Centre- State Relationship for Administration
a) Centre – State relationship for educational administration: Constitutional provisions.
b) Local bodies in education- administrative system and functions

SECTION–D
Organization and Activities of National Bodies
National level bodies: Organization & activities of the following
- UGC, NCERT, NUEPA
- AICTE, MHRD, CABE

SESSIONAL WORK

Preparation of blueprint depicting the structure of education system in India- National level to Grass root level

M.A. EDUCATION (CBEGS) (SEMESTER–I)

REFERENCES:-

1. Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep& Deep Publications.
2. Bhatia, S.K. (2008): Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.
3. Bhatnagar, R.P. and Aggarwal, V. (1987): Educational Administration: Supervision Planning and Financing. Meerut: India Surya Publications.
4. Bush, T. & Bell, L. (2003): The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.
5. Chand, T. & Prakash, R. (1997): Advanced Educational Administration. New Delhi: Kanishka Publishers.
6. Chandrasekaran, P. (1994): Educational Planning and Management. New Delhi: Sterling Publishers.
7. Gakhar, S.C. (2005): Educational Administration and Management. NM Publication.
8. Greene, J.F. (1975): School Personnel Administration. Pennysylvania: Chilton Book Company.
9. Gupta, S.K. & Joshi, R. (2007): Organisational Behaviour. New Delhi: Kalyani Publishers.
10. Jolliffe, A., Ritter J. & Stevens D. (2003): The Online Learning Handbook. London: KoganPage.
11. Kaur, K. (1985): Education - In India (1981-1985) Policies, Planning and Implementation.Chandigarh: Arun and Rajive Pvt. Ltd.
12. Khan, N.S. & Khan, M.S. (1980): Educational Administration. New Delhi: Ashish Publishing House.
13. Lulla, B.P. & Murthy, S.K. (1976): Essential of Educational Administration. Chandigarh: Mohindra Capital Publishing.
14. Lynton, R.P. & Pareek, U. (2000): Training for Organizational Transformation Part I & II.New Delhi: Sage Publications.
15. Mukherji, S.N. (1970): Administration and Educational Planning and Finance. Baroda: Acharya Book Depot.
16. Philip, H.C. (1985): The World Crisis in Education. Oxford University Press.
17. Prasad, L.M. (2008): Organisational Behaviour. New Delhi: Sultan Chand & Sons.
18. Robbins, S.P, Judge, T.A. & Sanghi, S. (2007): Organisational Behaviour (12th Edition). New Delhi: Pearson Prentice Hall.
19. Rudestam, K.E. & Schoenholtz, R.J. (2002): Handbook of online Learning. New Delhi: Sage Publications.
20. Sayeed, O.B. (2001): Organisational Commitment and Conflict. New Delhi: Sage Publications.
21. Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.
22. Thakur, D. & Thakur, D.N. (1996): Educational Planning and Administration. New Delhi:Deep and Deep Publications.
23. Thomas, I.S. (1980): Educational Governance and Administration. America: Prentice Hall.

M.A. EDUCATION (CBEGS) (SEMESTER–I)

(PART–II) OPTIONAL PAPERS
EDL–461: LIFE LONG EDUCATION–I

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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.

SECTION–A
Philosophical and Sociological Basis of Life Long Education
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.

SECTION–B
Nature and Impact of Life Long Education
a) Nature and scope of lifelong education.
b) Impact of lifelong education on formal education; open learning, part time education, web based education.

SECTION–C
Need of Distance Education
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)

SECTION–D
Theories of Distance Education
(a) (i)Theory of Industrialised Form of Distance Teaching and Learning (Olto Peter)
    (ii) Theory of Guided Didectic Conversation (Borje Holmberg)
(b) (i)Theory of Significance of Two way Postal communication (John A Baath)
    (ii) Theory of Human element in an industrialized form of Learning and Teaching (David Sewari)

M.A. EDUCATION (CBEGS) (SEMESTER–I)

SESSIONAL WORK
Preparation of the blue print of lifelong learning activities for different cadre of people (white collared and blue collared).

REFERENCES:-

1.   A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare, Directorate of Adult Education, New Delhi, 1978.
2.   Alford, H.J. (1968): Continuing Education - In Action: Residential Centres for Lifelong Learning. New York: Wiley.
3.   Authentic Development: Role of Adult Education. New Delhi: IAEA. 1982.
4.   Bhatia, S.C. & Srivastava. (1978): Literacy, Literacy Materials and their Preparation: A General Perspective. New Delhi: Directorate or Adult Education.
5.   Boroia K. & Draper, J.A. (1973): Adult Education - In India: A Book of Reading. New Delhi: IAEA.
6.   Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.
7.   Coles, E.K.T. (1977): Adult Education - In Developing Countries. New York: Pergamon Press.
8.   Cropley, A.J. (1977): Life Long Education: A Psychological Analysis. New York: Pergamon Press.
9.   Daniel W. (Ed.) (1987): The Future of Literacy in Changing World. New York, Tpkya: Pergamon Press, Oxford.
10.   Dutta, S.C. (1986): History of Adult Education - In India. New Delhi: IAED. French, et. al. (Eds.) (1999): Interest Based Learning. UK: Kogan Page.
11.   Gorden, G. & Sharan, B. (1982): Adult Education: Foundation of Practice. New York: Harper and Row.
12.   Peter Jarvis (2010). Adult Education and Lifelong Learning: Theory and Practice (4th edition). New York: Routledge.
13.   Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978.
14.   Houle, C.O. (1964): Continuing Your Education. New York: Mc Graw Hill Co.
15.   Howe, M. J.A. (Ed.). (1978): Adult Learning Psychological Research and Applications. London: John Willey.
16.   Jarvis, P. (1990): International Dictionary of Adult and Continuing Education. London: Routledge.
17.   John, L. (1982): The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.
18.   Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.
19.   Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
20.   Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan.
21.   Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers,
22.   Learning to be: A Report of International Commission on Education Development: UNESCO, 1972, New Delhi: Sterling Publisher, 1975.
23.   Lovelt, T. (et.al.) (1983): Adult Education and Community Action. Great Britain: Croom Helm Ltd.

24. Maier & Warren. (2002): Integrating Technology - In Learning and Teaching. UK: KoganPage.
25. Mali, M.G. (1984): Adult Education - In India. New Delhi: Deep and Deep Publication.
26. Manjulika & Reddy. (1999): Unexplored Dimensions of Open Universities. Delhi: Vikas Publishing House Pvt. Ltd.
27. Mohanty, S.B. (1985): Non-Formal Education, Allahabad: Chugh Publications.
28. National Literacy Mission, Ministry of Human Resource Development, Govt. of India, New Delhi, Jan., 1983.
29. Patil, S.P. (1996): Problems of Adult Education Programme. Ambala Cantt: Associated Pubs.
30. Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs.
31. Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.
32. Reddy, G.L. (1997): Role Performance of Adult Education Teachers: Problems and Prospects. New Delhi: Discovery Pub.
33. Roy, N.R. (1967): Adult Education - In India and abroad. Delhi: Chand.
34. Rudestam & Schoonholtz-Read. (2002): Handbook of Online Learning. Delhi: Sage Publications.
35. Sharma, I.P. (1985): Adult Education - In India, A Policy Perspective. New Delhi: NationalBook Organisation.
36. Sodhi, T.S. (1987): Adult Education: A Multidisciplinary Approach. Ludhiana: Katson Publication House.
37. Verma, R. (2005): Distance Education - In Technological Age. New Delhi: Anmol Publications (Pvt) Ltd.
38. Verma, R. (2007): Education-Open and Distance Education - In Global Society. New Delhi: Anmol Publications.
39. Venkataiah, S. (Ed.) (2000): Lifelong and Continuing Education. New Delhi: Anmol Pub.
40. Wagiare, S.K. & Vanashree, W. (1986): Extension Education Elixir in Rural Development.New Delhi: Metropolitian Book Co.
41. Yadav, R.S. (1991): Adult Education Training and Productivity. Ambala Cantt: Indian Publications.

M.A. EDUCATION (CBEGS) (SEMESTER–I)

EDP–462 PRACTICALS

Credits: 2

Field Engagement   **Credit 1**
To understand the structure, functions and role in education system of the following:
- **DIETS**
- **SCERT**
- **NUEPA**
- **NCERT**
- **Any one RIE**

Reading and Reflecting Texts   **Credit 1**
Reading and Understading Educational Texts:
1. Paulo Freire: Pedagogy of the Oppressed
2. Ivan Illich: De-Schooling Society
3. J. Krishna Murthy: Freedom From Known
4. Sri Aurobindo Ghosh: The Integral Yoga

 Note:-
Display Boards will be allotted to groups. Themes will be decided semester wise and evaluation will be done in Semester–IV.

M.A. EDUCATION (CBCEGS) (SEMESTER–II)

(PART-I) FOUNDATION PAPERS
EDL–463 LEARNING AND DEVELOPMENT

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
On completion of this course, the students will be able to:
- Reflect on the process of learning from the point of view of different theoretical perspectives and the need to adapt appropriate approach
- Understand the learner in terms of diversities and its implications on learning
- Learn the factors affecting learner's environment and assessment
- Conceptualize the needs of the learners and the process of learning

SECTION–A
Understanding the Process of Learning
a) Learning – Meaning and Types of Cognition in Learning: Cognitive processes: sensation, perception, attention, memory, development of concepts, logical reasoning, critical thinking, and problem solving.
b) Various theoretical perspectives on human learning: Behavourist, (Skinner), Humanist (Roger),

SECTION–B
Theories of Cognition
a) Cognitivist (Gagne, Ausubel, Bruner, Piaget), Constructivist (Piaget, Vygotsky).
b) Critical appraisal of the views of Ausubel, Piaget, Bruner and Vygotsky with reference to multiple school contexts of India.

SECTION–C
Learner Engagement in the Process of Knowledge Construction
a) Forms of learner's engagement: modeling, observation, demonstration, exploration, discovering, analysing, contextualsation, collaboration, multiple interpretations, critical reflection (based on action, observation, selected reading, discussion etc.).
b) Restructuring classrooms to facilitate/maximise learning: Individualized/ self-learning; Group learning: cooperative learning, collaborative learning; learning strategies- theoretical explanation for their relative use

SECTION–D
Role of Motivation in Learning
a) Role of motivation in learning: Meaning of motivation, various approaches to motivation (humanistic approach; cognitive approach, attribution theory-Weiner); Self Actualization theory of Bandura
b) Achievement motivation; Strategies for motivating learner - Intrinsic and extrinsic motivation.

SESSIONAL WORK
- Reading Gardener's theory of Multiple intelligences: Implications for understanding differences in individual learners
- Analysis of a case of adolescent learner with giftedness and backwardness.
- Preparation of Portfolio and Reflective Journal.

Suggested Readings:-

1. Aggarwal, J.C. (2009). Child Development and the Process of Learning, Shipra Publication, Delhi.
2. Agochiya, Devendra (2010). Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents, Sage Publications Pvt. Limited, New Delhi
3. Aleinkov, A.G. (1999). Human Creativity. Encyclopedia of Creativity, Vol.ILndon: Academic Press.
4. Ambron, S.R. (1981). Child development, Holt, Rincehart and Winston, New York.
5. Anderson, J.R. (1983). The architecture of cognition. Cambridge, MA: Harvard University Press.
6. Anderson, J.R. (1983). The Architecture of Cognition. Cambridge, MA. Harvard University Press
7. Anita, Woolfolk (2004). Educational Psychology, Pearson Education, New Delhi.
8. Bichard, M.H. (19992). Scaffolding and Self-scaffolding: Central Aspects of Development. In L.T. Winegar, J. Valsiner (edn.) Children's Development withing Social Contexts: Research and Methodology. Erlbaum.
9. Bichkard, M.H. (2000). Motivation and Emotion: An Interactive Process Model. In R.D. Ellis, N. Newton (Edn). The Caldron of Consciousness. Pp. 161-178. J.Benjamins.
10. Bickhard, M.H. (1978). The Nature of Developmental Stages, Human Development 21, pp. 217-233.
11. Bickhard, M.H., Campbell, R.L. (1996) Topologies of Learning and Development. New Ideas in Psychology. 14(2), 111-156.
12. Bodner, G.M. (1986). Contructivism: A Theory of Knowledge. Journal of Chemical Education.
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15. Bruner, R.F. (1978). Psychology applied to teaching. Boston: Houghton Mifflin. 19
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17. Dandapani, S. (2001). Advanced educational psychology, (2nd edition), New Delhi, Anmol publications Pvt. Ltd.
18. Daniels, Harry (Ed.) (2007). Cambridge Companion to Vygotsky – Edition by Daniels and others, New Delhi Cambridge Unv. Press
19. Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall, Delhi.
20. Eason, M.E. (1972). Psychological foundation of education, N.Y. Holt, Rinehart and Winston, Inc.
21. Gardner, H. (1983). Frames of Mind: The theory of multiple intelligences. New York: Basic Books.
22. Gisanti, M.L. and Howard, E. Gruber (1999) (eds.). Creativity in the Moral Domain. Encyclopedia of Creativity, Vol. I London: Academic Press.
23. Grammage, P. (1990). Teacher and pupil: some socio-psychological principles and applications (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.

24. Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill.
25. Hergenhahn, B.R. & Mathew, H. Olson (2007). Theories of Learning: An Introduction (7th edition). Prentice Hall of India.
26. Labov, W. (1969). The logic of non-standard English. Reprinted in 1972: Language in Education: A source Book, London and Boston: Routledge and Kegan Paul/Open University Press.
27. Laura, E. Berk (2005). Child Development, Sixth Edition, Pearson Prentice Hall, New Delhi
28. Mangal, S.K. (2012). Advanced Educational Psychology, 2nd Edition PH1 Learning Pvt. Limited, New Delhi.
29. NCERT (2005). National Curriculum Framework for School Education, New Delhi.
30. Newell, A. & Simon, H.A. (1972). Human problem solving. Englewood Cliffs, NJ: Prentice Hall.
31. Papalia, D. E.; Olds, S.W. & Feldmen, R.D. (2004). Human Development, Ninth Edition, Tata McGraw Hill Publishing Company Limited, New Delhi
32. Passer, M.W. & Smith, R.E. (2007). Psychology: The Science of Mind and Behaviour, Third Edition, Tata McGraw Hill Publishing Company Limited, New Delhi
33. Piaget, J. (1999). Judgment and reasoning in the child. London: Routledge.
34. Pintrich, P.R. and Schunk, D.H. (1996). Motivation in education: theory, research and applications. Englewood Cliffs, N.J. Merill.
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42. Synder, C.R. & Shane, J. Lopez (2007). Positive psychology. SAGE Publications. U.K.
43. Venkatesan, S. (2004). Children with Developmental Disabilities-A Training Guide for Parents, Teachers and Caregivers, Sage Publications Pvt. Limited, New Delhi
44. Vygotsky, L. (1986). Thought and language (A. Kazulin, Trans). Cambridge, M.A.: MIT Press.
45. Whitebread, David (2012). Developmental Psychology & Early Childhood Education, Sage Publications Pvt. Limited, New Delhi.

M.A. EDUCATION (CBEGS) (SEMESTER–II)

(PART–I) FOUNDATION PAPERS
EDL–464: POLICIES AND CONTEMPORARY ISSUES OF INDIAN EDUCATION
Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
On completion of this course the students will be able to:
* Understand the need and importance of educational policy
* Understand and analyse some determinants of education for present educational system
* To familiarize with various educational policies
* To bring an awareness among the student about policy implementation and policy research
* To sensitize towards Indian Society's inequality and marginalization

SECTION–A
Formulation of Educational Policy
a) Need and importance of educational policy, objectives and determinants of educational policy
b) Type of Education Policy - national, state level, short-term, long-term

SECTION–B
Monitoring and Evaluation of Policy
a) National Policy of Education(1986), Programme Of Action(1992), Rama Murthy Report
b) Monitoring and Evaluation of Policy Implementation**:** Monitoring - issues involves evaluation strategies, Setting evaluation criteria.

SECTION–C
Policy Research and Evaluation studies
a) Policy Research**:** Concept ,Analysis of documents and Research Surveys
b) Evaluation studies: impact evaluation, process evaluation.

SECTION–D
Contemporary Indian Society/ Inequality and Marginalization:
a) Understanding and Addressing Diversity in Indian society: Nature, Challenges and Role of Education, Linguistic, Regional and Religious Diversity
b) Stratification of Indian Society with reference to Caste, Class, Gender Region (Rural –urban disparity), Role of Education in addressing the needs of Marginalized groups in Indian society: SC/ST/OBC, Women, Rural and remote region

M.A. EDUCATION (CBEGS) (SEMESTER–II)

SESSIONAL WORK
Reflection on the education policies with respect to school education, Higher education, inclusive education and ICT

REFERENCES:-

1. Blackmore, C., and Lauder, H. (2004): Researching Policy, in Somekh, B., and Lewkin, C. (2004) Ed. Research Method in the Social Sciences'. Pp. 97-104.

2. Freeman, A.M., III (1993): The Measurement of Environmental and Resource Values: Theory and Methods. Washington, D.C.

3. Mitchell, R.C., and R.T. Carson (1989): Using Surveys to Value Public Goods: The Contingent Valuation Method. Washiongton, D.C.

4. Nagel, S., and Neef, M (1979): Policy Analysis in Social Science Research, London: sage Publications. Pp 9-14.

5. Nisbet, J.D. (1988): Policy Oriented Research, in Keevs, J.P. (ed) 'eDUCATIONAL research Methodology and Measurement: An International Handbook'. Pergamon Press Plc. Pp139-145 Nordhaus, W.D. (1998): Economic and Policy Issues in Climate Change. Washington, D.C.

6. Trow, M. (1988): Policy Analysis, in Keevs, J.P. (ed) 'Educational Research Methodology and Measurement: An International Handbook.' Pergamon Press Plc. Pp 197-202

7. Wildavsky, A. (1979): 'The Art and Craft of Policy Analysis', London: Macmillian Press Ltd. Pp 3-21 Govt. of India, MHRD (1982) NPE and its POA (1986/1992)

M.A. EDUCATION (CBEGS) (SEMESTER–II)

(PART–I) FOUNDATION PAPERS
EDL–465: EDUCATIONAL TECHNOLOGY AND ICT

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
On completion of this course, the students will be able to:
- Understand the nature and scope of educational technology and various forms of technology
- Understand the systems approach to Education and communication theories and modes of communication
- Know the instructional design and modes of development of self-learning material
- Develop the ability for critical appraisal of the audio-visual media
- Develop basic skills in the production of different types of instructional material
- Know the recent innovations and future perspectives of Education Technology
- Understand the role of multimedia in education and its production process

SECTION–A
Educational Technology
a) Educational Technology: Meaning, Nature, Scope, Origin and Approaches.
b) Forms of Educational Technology: Teaching Technology, Instructional Technology, Behavioural Technology, Instructional Design Technology

SECTION–B
Models of Teaching
a) Models of Teaching: Meaning, characteristics, Types (Information Processing Model, Social Interaction Model, Personal Development Model, Behaviour Modification Model).
b) Concept Attainment Model, Advance Organiser Model

SECTION–C
Taxonomy and Programmed Instruction
a) Bloom's taxonomy of educational objectives and hierarchy of objectives in the cognitive, affective and psychomotor domains
b) Programmed Instruction : Concept and Types: Linear or Extrinsic Programming, Branching or Intrinsic Programming , Development of Programmed Instructional Material: Linear and Branching Model,

M.A. EDUCATION (CBEGS) (SEMESTER–II)

SECTION–D
Institutions of Educational Technology
a) Computer Assisted Instruction (drill and practice, tutorial, simulation and games), Computer Based Instruction
b) Major Institutions of Educational Technology in India and their role: CIET, AVRC, EMRC, MCRC, IGNOU, SIET, Consortium for Educational Communication (CEC)-UGC

SESSIONAL WORK
- Seminar presentation on approaches to educational technology.
- Development of frames on any of style of programmed learning.

REFERENCES:-

1. Aggarwal, R.N. and BipinAsthana (1983). Educational Measurement & Evaluation. Agra: VinodPustakMandir.
2. Apter, Michel, J. (1968). The New Technology of Education. London: MacMillan.
3. Bhatia, K.K. &Sidhu, H.S. (1994). Foundations of Teaching Learning Process, Ludhiana: Tandon Publication.
4. Bhushan, A. and Ahuja, M. (1992). Educational Technology. Patiala: Bawa Publishers.
5. Chauhan, S.S. (1978). A Textbook of Programmed Instruction. New Delhi: Sterling.
6. Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India
7. Association for Educational Technology, New Delhi.
8. Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling
9. Publishers Pvt. Ltd., New Delhi.
10. Parmaji, S. (1994): *Distance Education*, New Delhi: Sterling Publishers.
11. Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.
12. Sampathet. al. (1981): *Introduction to Educational Technology*, Sterling PublishersPvt. Ltd.

(PART–I) FOUNDATION PAPERS
EDL–466: EDUCATIONAL RESEARCH & STATISTICS–II

Credits: 2

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
On completion of this course the students will be able to:
- Identify a research problem.
- Formulate research questions
- Review the literature for research purpose.
- Represent data graphically.
- Understand the different research methodologies.
- Use different statistical techniques for analysis of data.

SECTION–A
Descriptive Research
(a) Survey studies, co-relational studies, developmental studies, comparative studies, causal comparative studies, classification by time: cross- sectional, and longitudinal studies
(b) Plagiarism Meaning: types, ways to avoid plagiarism, Various Citation Methods (Writing Style, Methods for citing various resources)

SECTION–B
Experimental Research:
(a) Nature of experimental research, Experimental Research Designs: Single group pre test, post tests design, pre test- post test control group design, post- test only control group design and factorial design. Quasi experimental design: non- equivalent comparison group design, time series design.
(b) Internal and external validity of results in experimental research

SECTION–C
Qualitative Research
a) **Qualitative Research:** Meaning, steps and characteristics- phenomenology, ethnomethodology, naturalistic inquiry
b) Historical Research- Meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source

SECTION–D
Inferential Statistics
(a) Parametric statistics- Significance of difference between two independent Means, S.Ds, Percentages and Correlation. Analysis of variance (ANOVA one way)
(b) Non Parametric Statistics- Analysis of frequencies using chi-square inEqual probability cases, Normal distribution cases ,Small cell, Contingency table (2X2)

M.A. EDUCATION (CBEGS) (SEMESTER–II)

SESSIONAL WORK
- Critical assessment of statistical technique used in a research report
- Analysis of data using a statistical package SPSS

REFERENCES:-
1.   Ary, Donald and Jacob (1976): Introduction of Statistics, Purpose and Procedures, New York, Holt Rinehart and Winston.
2.   Best, J.W. &Kahan J.V. (1995) : Research Education, Prentice Hall of India Pvt. Ltd., New Delhi.
3.   Edwards, A.L. (1960) : Experimental Design in Psychological Research, New York, Holts (revised ed.). .
4.   Gakhar, S.C. (2008) : Statistics in Education and Psychology . N.M Publications.
5.   Garret H.E. (1966): Statistics in Psychology and Educaiton. Vakls, Ferrer and SimsonPvt. Ltd. Mumbai.
6.   Guilford J.P. (1978): Fundamental Statistics in Psychology and Education. Mc Grew Hell, 6th Edition.
7.   Kaul Lokesh(1984) : Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi.
8.   Lindquist; E.F. (1960): Elementary Statistical Methods in Psychology and Education OxfordBook company, New Delhi.
9.   Pophan, W.J. (1988): Educational Evaluation, Prentice Hall, New Delhi.
10. Seigal Sidney (1965): Non-parametric Statistics Mc Grew Hill Books Company, New York
11. Tuckman, B.W.(1972) : Conducting Educational Research, Harcourt Brace,Javanovich.
12. Verman, M.(1965) : Introduction to Educational and Psychological Research,Lond. Asia.

M.A. EDUCATION (CBEGS) (SEMESTER–II)

(PART–I) FOUNDATION PAPERS
EDL–467: THOUGHTS AND PRACTICES IN THE FIELD OF EDUCATION AND PHILOSPHY

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
- To develop an appreciation for the role of philosophy in guiding the teaching learning process of education.
- To make students able to understand the relationship between Philosophy and Education.
- To make students able to understand Logical analysis, Interpretation and Synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
- To enable students to analyze education from different political perspectives and theoretical frameworks.
- To understand the basic Indian and Western concepts of education
- To develop a critical understanding of major modern educational philosophies

SECTION–A
Philosophy of Education
a) Philosophy of Education- Concept, Nature, Scope and Function
b) Relationship between Philosophy and Education

SECTION–B
Philosophical Perspectives of Education
a) Branches of Philosophy- metaphysics and education, epistemology and education, axiology and education.
b) Modern concepts of Philosophy- logical analysis, logical empiricism, positive relativism

SECTION–C
Education as Interdisciplinary Knowledge: Indian Perspective
a) Vision derived from the synthesis of different ancient Indian Philosophies and their educational implications : Sankhya , Vedanta , Buddhism , Jainism
b) Critical analysis of thoughts of great educators: Swami Vivekananda, Rabindranath Tagore, Gandhi, Sri Aurobindo.

SECTION–D
Education as Interdisciplinary Knowledge: Western Perspective
a) Vision derived from the different schools of thoughts and their educational implications : Idealism, naturalism , Pragmatism , Existentialism
b) Critical analysis of thoughts of great educators: Rousseau, Karl Marx, John Dewey.

M.A. EDUCATION (CBEGS) (SEMESTER–II)

SESSIONAL WORK
Presentation on the philosophy of
1. Pandit M.M. Malviya
2. Maulana Abul kalam azad
3. Dr. A.P.J. Abdul Kalam

REFERENCES:-

1. Agrawal, S. (2007). *Philosophical Foundations of Education*. Delhi: Authors Press.
2. Brubacher, J. S. (1962). *Eclectic Philosophy of Education*. Prentice Hall, New Jercy: Engelwood Cliffs.
3. Brubacher, J. S. (1962). *Modern Philosophies of Education*. New York: McGraw-Hill Book Company Inc.
4. Dhavan , M. L (2005*). Philosophy of Education.*Delhi: Isha Books.
5. Kilpatrick, W.H . *Source Book in the Philosophy of Education*.New York: McMillan and Company.
6. Kneller, G.F. (1963*). Foundations of Education*. London and New York: John Wiley and Sons, Inc.
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. Sharma, A.P. (1997) . *An Approach to Philosophy of Education*. Delhi: Indian Publications.
11. Sodhi, T.S. &Suri, A. (2003) .*Philosophical and Sociological Foundation of Education*. Patiala: Bawa Publications.
12. Weber, C.O. (1960) .*Basic Philosophies of Education*. New York: Holt, Rinehart and Winston.
13. 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.

M.A. EDUCATION (CBEGS) (SEMESTER–II)

(PART–I)OPTIONAL PAPERS
EDL–468 EDUCATIONAL MEASUREMENT AND EVALUATION–II

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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.

SECTION–A
Measurement and Educational Norms
a) Measurement of Intelligence, interest, aptitude, attitude, personality and achievement.
b) Educational Norms- age, grade, percentage, standard scores (t-score, c-score, o-score).

SECTION–B
Trends in Examination Reforms
(a) New trends in Examination Reforms: Grade system, semester system, Continuous internal assessment, Question Banks.
(b) Use of computers in evaluation, merits and demerits of marking and grading.

SECTION–C
Parametric and Non- Parametric testing
(a) Computation and significance of product moment correlation
(b) Difference between Parametric and Non-Parametric tests
SECTION–D
Inferential techniques for analysis

(a) Significance of Mean And Difference Between Mean.
(b) Analysis of variance (one way and two way): Assumption and computation.

SESSIONAL WORK
Development of Parametric and Non- Parametric test

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.
4. Gakhar, S.C. (2009): Statistics - in Education and Psychology.
5. Freeman, F.S. (1965): Theory and Practice of Psychological Testing. New York: Rinehart and Winston.
6. Fruchter, B. (1954): Introduction to Factor Analysis.
7. Garret, H.E. (1973): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.
8. Guilford, S.P. and Fruchter, B. (1973): Fundamental Statistics - In Psychology and Education (5th Edition). New York: McGraw Hill and Co.
9. Thorndike, R.L. and Hagen, E. (1977): Measurement and Evaluation - In Psychology and Education. New York: John Wiley and Sons, Inc.

M.A. EDUCATION (CBEGS) (SEMESTER–II)

(PART–II) OPTIONAL PAPERS
EDL–469 GUIDANCE AND COUNSELLING–II

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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.

SECTION–A
Testing and non testing techniques of students appraisal
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.

SECTION–B
Theories of career development
a) Concept and Theories (Roe, Super, Krumboltz) of Career Development
b) Dynamic factors Influencing Career Development.

SECTION–C
Helping Relationship of counselling
a) Helping Relationship: Meaning, Nature and Importance. Counselling as Helping relationship.
b) Counselling Process and Process of Referral.

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

SESSIONAL WORK
- Administration and Interpretation:
  Aptitude Test
  Interest Test
- Development of individual's profile

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.
13.   D.G.E. and T.Pumphlets/Publications, Ministry of Labour, Govt. of India (from time to time).
14.   Gelso, C.J. and Fretz, B.R. (1995): Counselling Psychology Prisin Book, Banglore.
15.   George, R.l. and Critiani T.S. (1990): Counselling Theory and Practice, New Jerey, Prentice Hall.
16.   Ghose, J. (1995): Vocational Guidance, New Delhi: U.S.S Publication.
17.   Gibson, Robert L. & Mitchell, Marianne, H. (2007): Introduction to Counselling and Guidance, Pearson Prentice Hall of India, New Delhi.
18.   Leuis, M.D., Mayer, R.L. and Louis, J.A.(1986): An Introduction to Counselling, Profession, Illinas, F.E. Peacock Publishers.
19.   Shashi Prabha Sharma(2005). Career Guidance and Counselling: Principles and Techniques. Kanishka Publishers.
20.   Pietrofa, J.J.Hoffman, A and Splete, H.H. (1984): Counselling: An Introduction, E. Houghton, Mifflin Company.
21.   Petterson, G.H. (1962): Counselling and Guidance in Schools, Mecgraw Hill Book Compaby, London.
22.   Saxena, A. (2007): Modern Techniques of Counselling, New Delhi: Rajat Publications.
23.   Shertzer, B. and Stone S.C. (1974): Fundamentals of Counselling, Boston, Houghton Mifflin Co.
24.   Sherlzer, B., and Stone S.G. (1980): Fundamentals of Guidance. Boston, Houghton Mifflin Co.
25.   Tolbert, E.L. (1978): An Introduction to Guidance, Little Brown and Company. Toronto.

M.A. EDUCATION (CBEGS) (SEMESTER–II)

(PART–II) OPTIONAL PAPERS
EDL–470 INCLUSIVE EDUCATION–II

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
On completion of this course the students will be able to:
- Understand the nature of difficulties encountered by children with diverse needs.
- Understand the needs of the children with diverse needs.
- Appreciate the need for promoting inclusive practice.
- Appreciate the role of the concerned personnel.
  .

SECTION–A
Education for Children with Diverse Needs
a) Definition and characteristics of children with sensory(hearing, visual and physically challenged),intellectual (gifted, talented and children mentally challenged children), developmental disabilities(autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
b) Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations

SECTION–B
Curriculum Adaptation for Children with Diverse Needs
a) Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
b) Guidelines, Techniques and methods used for adaptation of content, laboratory skills and play material.

SECTION–C
Role of stakeholders for inclusion
a) Role of resource teachers working in inclusive setting for the development of children with diverse needs.
b) Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

M.A. EDUCATION (CBEGS) (SEMESTER–II)

SECTION–D

Utilization of Resources for Inclusion

a) Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community.

b) Identifying the required resources for children with varied special needs

SESSIONAL WORK

- Conduct a survey in the local area to ascertain the prevailing attitudes/ practices towards social, emotional and academic inclusion of children with diverse needs.
- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.

REFERENCES:-

1. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
2. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
3. Chintamanikar,(1992).Exceptional Children-Their Psychology and Education,Sterling Publishers Pvt. Ltd., New Delhi
4. Dash M.,Education of Exceptional Children-Atlantic Publications and Distributors, New Delhi
5. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped,Gurgaon, Old Subjimandi, Academic Press.
6. Jangira.N.K.(1986)Special Education, Britania and Britania and India, Gurgaon Academic Press,India
7. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
8. Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi
9. Panda, K. C. (1997) Education of exceptional children. Vikas Pub. New Delhi
10. Sahu,B.K.(1962) Education of Exceptional Children, Honghton Mifflin Company, Boston
11. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore
12. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E.R.T Publication.
13. Wornock,M.(1978)"Special Educational Needs".Report of the Committee of the Inquiry into the People,HMSO.

M.A. EDUCATION (CBEGS) (SEMESTER–II)

(PART–II) OPTIONAL PAPERS
EDL–471 ENVIRONMENT EDUCATION–II

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBEJCTIVES:
On completion of this course the students will be able to:
- To make student teachers understand about the concept importance scope and aims of environmental education.
- To acquaint the student with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
- To orient student teachers with various components of environmental for preparing a curriculum for environmental education.
- To enable the students teacher to develop various and strategies for realizing the objectives of environmental education.
- To enable the students teacher to understand about various projects in the area of environmental studies in different countries.

SECTION–A
Concept of Environment Education
(a) Environment Education Curriculum: Concept, Features, Programme of environmental education for primary, secondary and higher education institutions
(b) Aims and Objectives; Guiding principles and foundations.

SECTION–B
Man and Environment
a) Relationship between man and Environment.
b) Ecological and psychological perspective

SECTION–C
Environmental Hazards
a) Environmental pollution; physical, air, water, noise, chemical.
b) Extinction of flora and fauna, deforestation, soil erosion;Need for conservation, preservation and protection of rich environmental heritage.

SECTION–D
Strategies and Methods of Environmental Education
a) Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.
b) Methods – discussion, seminar, workshop, Dialogue, Problem Solving,Field Surveys, Project and Exhibition; Role of Media, Print Films, and TV

M.A. EDUCATION (CBEGS) (SEMESTER–II)

SESSIONAL WORK
Submit a report after surveying a typically degraded local area and to suggest necessary remedial measures. The task is to cover any two types of pollution and assessing the role of the Pollution control boards in this reference.

REFERENCES:-

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17. UNESCO-UNEP (1990). Basic Concepts in Environmental Education. In *Environment Education Newsletter*. Paris: UNESCO
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19. Yencker, D., Fier, J. & Sykes, H. (2000). Environment Education and Society in the Asia–Pacific. London & New York: Routledge Publicatio

M.A. EDUCATION (CBEGS) (SEMESTER–II)

(PART–II) OPTIONAL PAPERS
EDL–472: PEACE EDUCATION–II

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
On completion of this course the students will be able to:
- Analyze the concept of Peace education
- Critically examine the importance of Peace education
- Make conceptual analysis of Peace education concepts
- Appreciates the contribution of Indian philosophy of education
- Examine the relationship between Peace and education
- Examine the social processes and the significance of Peace education
- Recognize the importance of peace education in national development.

SECTION–A
Nature and Concept of Peace and Education
a) Role of Education- in Peace Education
b) Role of Religion- Religious harmony; role of Peace Education in a multIcultural India

SECTION–B
Indian thoughts of peace education
a) Aims and Objectives of Peace Education
b) Great Educationist's view on Peace and Peace and Education M.K. Gandhi, Rabindranata Tagore, Vivekananda Martin Luther King- Buddha andMahaveera

SECTION–C
Approaches and Strategies of Peace Education
a) Conflict management- Cultural awareness- Role of the society; Gandhi an War of Conflict resolution
b) Elements of Effective Peace Education, Sources of Peace Knowledge and practices

SECTION–D
Initiatives in Peace Education
a) Programmes of Peace Education Initiative at various levels of Education- Formal informal- School Education, Higher Education
b) Need for Research in peace Education- Formative and Summative evaluation in Peace Education

SESSIONAL WORK:
Developing an action plan for peace on roads

REFERENCES:-

1. Monisha Bajaj, "*Encyclopedia of Peace Education"* Information Age publishing Inc.,Yugoslavia 2008.
2. Ian M. Harris, Mary Lee Morrison, *"Peace education*" Mc Farland and Commpany Inc Publishers, 2003.
3. Jing Lin, Edward J. Brantmeier, Christa Bruhn, *"Transforming education for peace"* Information Age publishing Inc., U.S.2008.
4. Rachel MacNair, *"The psychology of peace: an introduction*" Praeger Publishers 2003.
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6. Anima Bose, Zlmarian Jeanne Walker, Fredsberedskap, *"Peace education: Perspectives from Brazil and India"* Malmö School of Education Publishers inc., *1990.*
7. L. Mishra, *"Peace Education: Framework For Teachers" 2009.*
8. Balvinder Kaur, *"Peace Education : New Trends And Innovations" 2006.*
9. Singh, *"Peace & Human Rights Education" 2008.*
10. Johnson David W. Jr., Roger T. Johnson, *"Peace Education: A Special Issue of Theory Into Practice" 2005*

M.A. EDUCATION (CBEGS) (SEMESTER–II)

(PART–II) OPTIONAL PAPERS
EDL–473 EDUCATIONAL ADMINISTRATION AND MANAGEMENT–II

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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.

SECTION–A
Approaches of educational planning
a) Educational Planning**:** Need, importance, stages and scope.
b) Approaches to planning; Institutional planning.

SECTION–B
Programmes and problems in implementation
a) Planning and implementing supervisory programs, problems.
b) Problems in implementing plans – sociological, political and economic.

SECTION–C
Educational and supervision
a) Educational and supervision**:** Meaning, functions and
b) Types of Education and supervision

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

SESSIONAL WORK
Survey of education leadership practices of secondary schools

M.A. EDUCATION (CBEGS) (SEMESTER–II)

REFERENCES:-

1.   Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
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3.   Publications.
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5.   Planning and Financing. Meerut: India Surya Publications.
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7.   London: Paul Chapman Publishing, New Delhi: Sage Publication.
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9.   Kanishka Publishers.
10.   Chandrasekaran, P. (1994): Educational Planning and Management. New Delhi: Sterling Publishers.
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28.   Sayeed, O.B. (2001): Organisational Commitment and conflict. New Delhi: Sage
29.   Publications.
30.   Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.
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33.   Trivedi, P.R. & Sudershan, K.N. (1996): Management Education. New Delhi: Discovery
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M.A. EDUCATION (CBEGS) (SEMESTER–II)

(PART–II) OPTIONAL PAPERS
EDL–474 LIFE LONG EDUCATION–II

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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.

SECTION–A
Adult and Continuing Education
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

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

SECTION–C
Modalities of Distance Education
a) Modalities of Distance Education- Correspondence courses, Open Schools and Universities,
b) Education Broadcast: TV and Radio, CAI.

SECTION–D
ICT in distance education
a) Impact of information technology revolution on distance education- Internet and its uses
b) Emergence of on-line education.

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

REFERENCES:-

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3.   Bhatia, S.C. & Srivastava. (1978): Literacy, Literacy Materials and their Preparation: A General Perspective. New Delhi: Directorate or Adult Education.
4.   Boroia K. & Draper, J.A. (1973): Adult Education – In India: A Book of Reading. New Delhi: IAEA.
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21.   Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan.
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33. Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs.
34. Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.
35. Reddy, G.L. (1997): Role Performance of Adult Education Teachers: Problems and
36. Prospects. New Delhi: Discovery Pub.
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SEMESTER–II
(PART – II) OPTIONAL PAPERS
EDP 474–: PRACTICALS

Credits: 2

1. Achievement motivation test.
2. Self Actualization Test by Bandura.
3. Transfer of Learning.
4. Bhatia Battery

M.A. EDUCATION (CBCEGS) (SEMESTER–III)

(PART-I) FOUNDATIONS PAPERS
EDL – 475   ISSUES AND CONCERNS IN SECONDARY EDUCATION

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:
This course is designed to help student-teachers to
- Understand the concept, objectives and nature of secondary education.
- Examine the status of development of secondary education in India.
- Understand the interventions required to solve the problems and issues in imparting quality education in secondary schools.
- Develop the ability to identify the problems and issues of secondary school teachers

SECTION–A
Concept, Status of Secondary Education
a)   Concept of secondary education, aims, objectives, scope and nature of secondary education, functions of secondary schools, Linkages with elementary and senior secondary stages.
b)   Present situation of secondary education in the country. Universalisation of secondary education – access, enrolment, retention and learning achievement of students, structure and systems of schools,

SECTION–B
Concept of RMSA
a)   Concept of RMSA; examination reforms, administration and financing of secondary education. Improving internal efficiency of the school system, teacher recruitment, their working conditions and staff morale.
b)   Accountability of teachers. Role of teacher organizations and unions in the development and improvement of quality education at the secondary school level

SECTION–C
Quality Education at Secondary Level
a)   Concept of quality in education; quality Indicators/related to planning and organization of learning experience, learning environment (Physical and Academic),
b)   Problems and challenges to quality improvement, through setting standards of performance and monitoring

SECTION–D
Secondary School Teacher
a)   Issues related to professionalism – code of professional ethics for Teachers; changed role of the teacher in the new millennium – learning facilitator and diagnostician
b)   Issues related to teacher motivation, working condition both in urban and rural areas, job satisfaction, issues related to teacher's role performance and role perception, role ambiguity role over load, role stress and strain

M.A. EDUCATION (CBEGS) (SEMESTER–III)

SESSIONAL WORK
- Preparing status report on secondary education in a chosen block/district with reference to access, enrolment and dropout.
- Visits to different types of secondary schools and preparation of school profiles.
- Visit to alternative education centres at secondary level and preparation of a report.

References:-

1. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi.
2. Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
3. Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
4. Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Department of Education.
5. Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
6. Malhotra, P.L. (1986) School Education in India: Present status and Future Needs, NCERT, New Delhi.
7. NCERT (1997) Code of Professional Ethics for Teachers.
8. NCTE (1998) Competency Based and Commitment Oriented Teacher Education for Quality School Education, Pre-service and in-service programme, New Delhi.
9. NCTE (1998) Policy Perspectives in Teacher Education, New Delhi Peters, R.S. (1971) Ethics and Education, George Allen Unwin Ltd. London.

M.A. EDUCATION (CBEGS) (SEMESTER–III)

(PART-1) FOUNDATIONS PAPERS
EDL – 476 GENDER SCHOOL AND SOCIETY

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:
To enable the students teacher to
- Understand the basic terms, concepts used in gender studies.
- Understand the gender discrimination in construction and dissemination of knowledge.
- Develop an awareness and sensitivity.

SECTION–A
Gender issues and concerns
a) Meaning of gender, patriarchy, masculinity and feminism, introduction of third gender
b) Process of socialization and Gender identity in family, schools and other formal and informal organization (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature

SECTION–B
Gender equity and equality
a) Concept of gender equity and equality in education: Problems of access, retention, stagnation and dropout.
b) Efforts of government and non-government organization in dealing with gender inequalities

SECTION–C
Social Construction of Gender
a) Gender and its intersection–with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas).
b) Girls as learners, hidden curriculum, gender bias as reflected in Schooling (teacher attitudes, expectations and peer culture), text books, subject choice made in Grade XI, Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, and its relation with gender

SECTION–D
Role of Education in Gender Sensitization
a) Role of Education in Gender sensitization: Identifying education as a catalyst agent for gender equality.
b) Policy interventions in school education, construct of gender in national curriculum frameworks. Role of curricular and co-curricular activities in combating gender bias.

M.A. EDUCATION (CBEGS) (SEMESTER–III)

SESSIONAL WORK
- Field visits to schools to observe school processes from Gender perspective in a Boys School, Girls School, Co-Education School.(Submission of a Report)
- A critical study of schemes such as KGBV, Nanhi Chhaon (Punjab).
- An analytical study of textbooks published by different states, private publishers and NCERT.

REFERNCES:-
1. Chanana, Karuna. 1988 Socialization, Education and Women. Nehru Memorial Museum and Library: New Delhi
2. Dube, Leela. 2000 Anthropological Explorations in Gender: Intersecting Fields. Sage Publications: New Delhi
3. Dube, Leela 1997. Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia (New York: United Nations University Press)
4. Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi
5. Conway, Jill K., et al. 1987. 'Introduction: The Concept of Gender', *Daedalus*, Vol. 116, No. 4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX
6. Engineer, Asghar Ali. 1994. 'Status of Muslim Women', *Economic and Political Weekly*, Vol. 29, No. 6 (Feb.): 297-300
7. Erikson, Erik H. 1964. 'Inner and Outer Space: Reflection on Womanhood', *Daedalus*, Vol.93, No.2, The Woman in America (Spring): 582-606
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9. Ganesh, K. 1999. 'Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T. S. Saraswathi (ed.), *Culture, Socialization and Human Development*Delhi: Sage Publication India Pvt. Ltd.
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13. Government of India. 1994.The Girl Child and the Family: An Action Research Study. Department of Women and Child Developmen*t* Delhi: HRD Ministry, Government of India
14. Hasan, Zoya and Menon, Ritu.. 2005. Educating Muslim Girls: A Comparison of Five Indian Cities Delhi: Women Unlimited
15. Kumar, Krishna. 2010. 'Culture, State and Girls: An Educational Perspective' *Economic and Political Weekly* Vol. XLV No. 17 April 24
16. Kumar, Krishna. 2013 *Choodi Bazar Mein Ladki.* Rajkamal: New Delhi
17. Patel, Tulsi. 2007.'Female Foeticide, Family Planning and State-Society InterSECTION–in India' in Tulsi Patel (ed.), *Sex- Selective Abortion in India* Delhi: Sage Publications
18. Ridgeway, Cecilia L. and Correll, Shelley J. 2004. 'Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations', *Gender and Society*, Vol. 18, No. 4 Aug.
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M.A. EDUCATION (CBEGS) (SEMESTER–III)

(PART-I) FOUNDATIONS PAPERS
EDL – 477: CREATING AN INCLUSIVE SCHOOL

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives
On completion of this course, the students will be able to:
- Examine issues of identity and diversity in society in general and education in particular
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- Develop an understanding of the needs and magnitude of the challenges faced by learners with diverse needs,
- Develop an understanding of the educational needs of children from the socially disadvantaged background,
- Collaboration between teacher and special educator, parents, outsourced experts

SECTION–A
Creating and Inclusive Practices
a) Index of Inclusion- culture, policy, and practice
b) Preparation for Inclusive Education and Factors for Successful Inclusion, Building learning friendly classrooms

SECTION–B
Towards inclusion: Paradigm and policy perspective with reference to children with disabilities
a) Historical perspective and contemporary trends, Journey from charity, medical, social towards human rights based model
b) Constitutional provisions: PWD Act (1995), RTE (2006), NPE of students with disabilities (1986), and NPE (2006), Salamanca Statement (1994) and UNCRPD (2006), IEDSS (2000) and National Institutes of disabilities (Indian), National Trust (1999) and NGO's, Special role of institutions for education of Children with Disabilities: RCI (2002)

SECTION–C
Inclusive practices in classrooms: Position of teacher, support structures and networks
a) School readiness (infrastructural including technologies, pedagogical and attitudinal) for addressing the diverse needs of children with disabilities
b) Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

SECTION–D
Pedagogical strategies and supportive services for meeting special needs in school
a) Pedagogical strategies: cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory and multidisciplinary approach
b) Supportive services required for meeting special needs in school and collaboration required for meeting special needs in the classroom: general teacher, special teacher, speech therapist, occupational therapist, child and clinical psychologist and other out sourced experts, family, multi-disciplinary team (along with child in the decision making process)

SESSIONAL WORK

Enlist the steps to create an inclusive school and enumerate the activities and infrastructure required at each step.

REFERNCES:-

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2. Nidhi Singal. An eco-systemic approach for understanding inclusive education: An Indian case study. European Journal of Psychology of Education. 21(3) (September 2006), pp. 239-252
3. Srikala Naraian. Disability, Agency, and Context: A Differential Consciousness for Doing Inclusive Education. Curriculum Inquiry,43(3) (June, 2013), pp. 360-387
4. Rebecca Bond and Elizabeth Castagnera. Peer Supports and Inclusive Education: An Underutilized Resource. Theory into Practice. Vol. 45, No. 3, Inclusive Schooling Practices: From Why to How (Summer, 2006), pp. 224-229
5. Roger Slee .Inclusive Education? ThisMust Signify 'New Times' in Educational Research
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M.A. EDUCATION (CBEGS) (SEMESTER–III)

(Part-1) FOUNDATION PAPER
EDL – 478 EDUCATIONAL TECHNOLOGY AND ICT

Credits: 2

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives
- **Appreciate the role of internet as a learning resource**
- **Know about ICT in general and ICT in education in particular**
- **Appreciate need, issues and challenges related to ICT in education**
- **Understand the role of ICT in education in decision making**

SECTION–A
ICT in teaching learning
a) Computer Operating System: Concept, types, features and functions
b) Information and Communication Technology: Concept, characteristics, modes and use of ICT in Teaching-Learning Process.

SECTION–B
E-learning and E- Resources
a) New horizons in educational technology: e-learning, e-resources (e-books, e-journals, e-blogs), virtual classrooms
b) E-learning **:** Concept, attributes and features of E-learning , types and categories of e-learning, E-learning technologies, pedagogical approaches to E-learning, tools for offering E-learning

SECTION–C
Trends and research in E- learning
a) E-learning Trends **:** Personalized and co-operative E-learning, social and collaborative E-Learning, gamification and video E-Learning, mobile learning, blended learning
b) Research trends in E-Learning

SECTION–D
Social and Ethical Issues
a) Online learning and networking
b) Cyber Informatics, Plagiarism and its types

SESSIONAL WORK
Enlisting of activities showing the integration of technology in teacher education institutions

REFERENCES:-
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2. Ahalpara, D.P. and others (2001), "Introduction to Computers-Std.10", Gujarat State Board of School Textbooks, Gandhinagar.
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6. ClStems School of Computing (2000) Jaipur, "Internet: An Introduction", Tata McGraw-Hill Publishing Company Limited, New Delhi.
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21. Spenser, Donald D. (1993), "The Illustrated Computer Dictionary", Universal Book Stall, New Delhi.
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25. Tehenbaum, Andrews (2003), Modern Operating Systems, Prentice-Hall of India Pvt. Ltd., New Delhi.
26. UNESCO's set of seven CDs with special reference to UNESCO Bangkok E-Learning Series on Information and Communication Technology (ICT) in Education, ISBN: 978-92-9223-259-7, URL: http://www.unescobkk.org/education/ict/
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M.A. EDUCATION (CBEGS) (SEMESTER–III)

EDL–479 DISSERTATION PROPOSAL

The student will have to submit the dissertation proposal latest by 15th September.

M.A. EDUCATION (CBEGS) (SEMESTER–III)

(Part-II) OPTIONAL PAPERS
EDL–480   EDUCATIONAL MEASUREMENT AND EVALUATION–III
Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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.

SECTION–A
a) Characteristics of measuring tools
(a) Reliability-meaning, Methods and Factors affecting reliability
(b) Validity-meaning, Methods and Factors affecting validity

SECTION–B
Techniques of Evaluation
a)   Standardized techniques of evaluation
b)   Non-standardized techniques of evaluation

SECTION–C
Normal distribution curve
(a) Normal distribution: Concept of NPC, its characteristics.
(b) Applications of NPC

SECTION–D
Co- relational Analysis of Data
a) Meaning and significance of Biserial and Point Biserial Correlation.
b) Regression Equation : Meaning and computation (one and two factors only)

SESSIONAL WORK
Skills required for using SPSS package, strengths of the result drawn through SPSS package and weaknesses on the basis of actual data analysis through SPSS

REFERENCES:-
1.   Anastasi, A. (1988): Psychological Testing (6th Ed.). New York: The Macmillan Co.
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3.   Edwards, A.L. (1957): Techniques of Attitudes Scale Construction, New York.
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5.   Freeman, F.S. (1965): Theory and Practice of Psychological Testing. New York: Rinehartand Winston.
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M.A. EDUCATION (CBEGS) (SEMESTER–III)

(PART-II) OPTIONAL PAPERS
EDL–481 GUIDANCE AND COUNSELLING–III

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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.

SECTION–A
Guidance Relationship
a) Guidance and curriculum, guidance and administration,
b) Guidance and discipline, guidance and home.

SECTION–B
Guidance for mental health and hygiene
a) Mental Health and Hygiene – Meaning, importance and factors affecting mental health.
b) Guidance for preserving mental health and hygiene – role of teacher

SECTION–C
Theories of Counselling:
1. Rational emotive behaviour theory.
2. Indian therapeutics approach.

SECTION–D
Role of stakeholders in counselling
a) Counselling Implications of knowledge explosion, population explosion and nuclear family.
b) Role of teacher, head of school, psychologist, parents, Physical Education teacher as guidance personnel.

SESSIONAL WORK
Administering aptitude test in elementary / secondary schools- reporting implications (individual as well as in group

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. Myers, G.E. (1941): Principles and Techniques of Vocational Guidance. New York: McGraw Hill.
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. Gibson, R. L. & Plitchell, M. H. (2005): Introduction to Counselling and Guidance (6th Edition) New Delhi, Pearson Education Pvt. Ltd.

M.A. EDUCATION (CBEGS) (SEMESTER–III)

(PART-II) OPTIONAL PAPERS
EDL-482 INCLUSIVE EDUCATION

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:
 On completion of this course the students will be able to
- Use technology in inclusive classrooms
- Identify and utilize existing support services for promoting inclusive practice.
- Understand the role of facilitators in inclusive education
- Create a conducive teaching learning environment in diverse school settings.

SECTION–A
Managing Inclusive Education in Classrooms
a) Assistive and Adaptive Technology for Diverse learners: Product (aids and appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching)
b) Practices and classroom management in inclusive education: seating arrangement, whole class teaching, activity based learning, peer tutoring and cooperative/collaborative learning

SECTION–B
ICT in inclusive classroom
a) Use of ICT in inclusive classrooms
b) Need for Multidisciplinary Approach
SECTION–C
Supportive Services for Inclusion
a) Concept, importance and types of supportive services (medical, rehabilitative and educational); Skills and competencies of teachers and teacher educators for secondary education in inclusive settings
b) Role of teacher and teacher educators in utilizing support services for inclusion

SECTION–D
Facilitators for Inclusive Education
a) Role and Responsibilities: Teacher, parents, peers, Administrators, Community, NGO's, Government and Private Organizations
b) Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators

SESSIONAL WORK
- Conduct a survey on any one type of disability in children, enlist the required support services for including them in main-stream.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of inclusive school.

REFERENCES:-

1. Ainscow, M. & Booth. T (2003).*The Index for Inclusion: Developing Learning andParticipation in Schools.* Bristol: Center for Studies in Inclusive Education.
2. Ahuja. A, &Jangira, N.K. (2002*). Effective Teacher Training; Cooperative Learning Based Approach.New Delhi*: National Publishing house.
3. Bartlett, L. D. &Weisentein, G.R.(2003). *Successful inclusion for educational leaders,* Prentice Hall, New jersey.
4. Deiner, P. L.(2000) . *Resource for Teaching children with diverse abilities. Florida :* Harcourt Brace & Company.
5. Gartner, A. &Lipsky, D. D. (1997).*Inclusion and school reform transferring America's classrooms.Baltimore:* P. H. Brookes Pub.
6. Gathoo, V. (2004). *Curriculum strategies and adaptations for children with hearing impairment.*RCI,New Delhi:Kanishka Pub.
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8. Karant, P. &Rozario, J. ((2003). *Learning Disabilities in India,* Sage Pub.
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11. Madan Mohan Jha (2002). *School without walls: inclusive education for all*, Oxford: Heinemann edu.
12. Mohapatra, C. S. (2004). *Disability Management in India: Challenges and Commitments.* New Delhi: Indian Instiute of Public Administration.
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15. Rayner, S. (2007). *Managing Special and Inclusive Education,*New delhi: Sage Publications.
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19. Sharma P.L (2003) *Planning Inclusive Education in Small Schools.*R .I E. Mysore
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M.A. EDUCATION (CBEGS) (SEMESTER–III)

(PART-II) OPTIONAL PAPERS
EDL-483 ENVIRONMENT EDUCATION-III

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:
To enable the student teacher to:-
- Understand concepts concerning various aspects of the Educational for sustainable Development.
- Recognize dependence of human life on the environment.
- Identify local and region specific environmental problems.
- Understand the role of individuals, society, the government, ICT and media in protection, preservation and conservation of environment.

SECTION–A
Role of teacher as an environmental educator
(a) India as a mega biodiversity nation, The teacher as an environmental educator
(b) Greening the textbook

SECTION–B
Environmental Degradation: Concept and Prevention
a) Environmental degradation and its impact on the health of people
b) Role of individual in prevention of pollution: air and water; Community participation in natural resource management – water, forests, etc.

SECTION–C
Understanding: Sustainable Development
(a) Environment and development; economic growth and sustainable consumption
(b) Sustainable use of forest produces and Biological control for sustainable agriculture

SECTION–D
Government, Ict and Media in Environmental Education
(a) Environmental legislation: awareness and issues involved in enforcement
(b) Role of ICT, media and ecotourism in creating environmental awareness; role of local bodies in environmental management

Sessional Work
- The students will submit a small assignment in the form of an activity. This may include observation of important relevant days, preparation of bulletin board materials, wall games, crossword puzzles, worksheets etc. The class can also form an environment club.
- The activity has to be on some local specific issue pertaining to the place of residence of the student. The student will be assigned one topic. The student will develop a seminar document, which will be submitted after the seminar. The seminar document will be evaluated by teacher educators.

M.A. EDUCATION (CBEGS) (SEMESTER–III)

References:-

1. Agarwal, A.,Narain, S. and Sen, S. (1999). The Citizens Fifth Report. Part II-Sustainable Database. New Delhi, Centre for Science and Environment.

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3. Chhokar, K. B. (2000). Conserving Biodiversity.New Delhi, Oxford and IBH publishing Co. Pvt. Ltd.

4. Cortese, A. (1999). Education for sustainability: The University as a model of sustainability. Boston, MA: Second Nature, Inc.

5. Cortese, A. (2001). Education for a sustainable future: The next industrial revolution. Boston, MA: Second Nature, Inc.

6. Guba, E. G., and Lincoln, Y. S. (1989). Fourth generation evaluation. Newbury Park, CA: Sage.

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9. Pepper, D. (1996). Modern environmentalism: An introduction. London: Routledge.

10. Sarabhai, K.V. (1988). Greening Formal Education.Ahmedabad.CEE Speth, J. G. (2003).

11. Worlds apart: Globalization and the environment. Washington, DC: Island Press.

12. Westra, L. (1994). An environmental proposal for ethics: The principle of integrity. Lanham, MD: Rowmanand Littlefield.

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M.A. EDUCATION (CBEGS) (SEMESTER–III)

(PART-II) OPTIONAL PAPERS
EDL-484 PEACE EDUCATION –III

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
To enable the student teacher to
1. Understand the concept of human rights and child rights.
2. Realize the importance and need of human rights and child rights.
3. Comprehend the role of the Constitution in human rights and child rights.
4. Comprehend the concept of peace education.

SECTION–A
Understanding Peace as A Dynamic Social Reality
a) Awareness of relevance of peace. Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
b) Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, degrading over academic, personal, social and culture matters. On- evaluative orientation empathetic founding academic and discipline problems.

SECTION–B
Orienting Education for Peace Building
a) Challenging the traditional models of learning to constructivist approaches in teaching
b) Rethinking authority relations from democratic perspective: Promoting dialoguing and developing capabilities for decision-making
   Understanding social justice in local context – its implications for beliefs, attitudes, and values and school / social practices and conflict resolution at all levels

SECTION–C
Assessment of Peace: Skills and Strategies
a) Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment , violence and conflicts at school level
b) Understanding importance of skills and strategies of assessment of the peace – building process in terms of attitudes, values, skills and strategies at school level – motivation and sustenance of efforts, sharing experiences towards peace building, reviewing strategies

SECTION–D
Evaluation of The Peace- Building Processes
a) Making assessment visible through objective indicators, planning and recording change in cultural ethos and individuals. Understanding motivation through sharing progress, influence of assessment
b) Developing commitment and willingness for receiving feedback, and review of strategies.

M.A. EDUCATION (CBEGS) (SEMESTER–III)

SESSIONAL WORK
- Write an Essay on Peace Building and Its various mechanisms
- Developing and action plan for peace in school and local community/Poster presentation.
- Policy analysis regarding Child Rights-Report writing
- Organization of awareness programme and Report writing.

References:-
1. Monisha Bajaj, *"Encyclopedia of Peace Education"* Information Age publishing Inc., Yugoslavia 2008.
2. Ian M. Harris, Mary Lee Morrison, *"Peace education*" Mc Farland and Commpany Inc Publishers, 2003.
3. Jing Lin, Edward J. Brantmeier, Christa Bruhn, *"Transforming education for peace"* Information Age publishing Inc., U.S.2008.
4. Rachel MacNair, *"The psychology of peace: an introduction*" Praeger Publishers 2003.
5. Emmanuel Babu Joseph Kallarackal, *"Peace education in northeast India"* Fordham University publishers Inc., 2007.
6. Anima Bose, Zlmarian Jeanne Walker, Fredsberedskap, *"Peace education:*
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9. Balvinder Kaur, *"Peace Education : New Trends And Innovations" 2006.*
10. Singh, *"Peace & Human Rights Education" 2008.*
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12. Dalai Lama, H.H. The Art of Living and Dying in Peace
13. Krishnamurti, J. Education and the Significance of LifeSheehan, V. Mahatma Gandhi
14. Adans, D. (Ed). (1997). UNESCO and a Culture of peace, promoting a global Movement
15. Aggarwal, J.C. (2005) Education for values, environment and human rights. New Delhi: Shipra Publication
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18. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication
19. Khan, Wahiduddin (2003). Ideology of Peace, Goodword, New Delhi
20. Morrison, M.L. (2003) Peace Education. Australia: McFarland
21. Peace and Value Education .Dr. Kiruba Charles & V. Arul Selvi. (Neelkamal Publications Pvt Ltd , New Delhi ,First Edition ,2012
22. Pandey, Sanjay (2004).Peace Education. New Delhi: NCERT.
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M.A. EDUCATION (CBEGS) (SEMESTER–III)

EDL–485 EDUCATIONAL ADMINISTRATION AND MANAGEMENT–III

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
- 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. The students will be able to:
- Explain the concept and theories of organizational change.
- Explain the importance of organizational change and modernization of educational management.

SECTION–A
Theories and styles of leadership
a) Leadership: Concept and theories.
b) Leadership styles

SECTION–B
Traits and skills of leadership
a) Leadership Traits: Implications for educational administrators, teaching and training for leadership.
b) Leadership Skills: Implications for educational administrators, teaching and training for leadership

SECTION–C
Financing in Education
a) Financing in Education: Policy at central, state and private levels.
b) Budget preparation for education.

SECTION–D
Organizational Change and its implications
a) Organizational Change: Concept and theories
b) Implication of organizational change to modernization of educational management

M.A. EDUCATION (CBEGS) (SEMESTER–III)

SESSIONAL WORK
- Report On the current practices/trends in the field of educational leadership.
- Prepare a report by assessing the type of leadership of five principals of different schools.

REFERENCES:-
1. Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep& Deep Publications.
2. Bhatia, S.K. (2008): Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.
3. Bhatnagar, R.P. and Aggarwal, V. (1987): Educatonal Administration: Supervision Planning and Financing. Meerut: India Surya Publications.
4. Bush, T. & Bell, L. (2003): The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.
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15. Mukherji, S.N. (1970): Administration and Educational Planning and Finance. Baroda: Acharya Book Depot.
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M.A. EDUCATION (CBEGS) (SEMESTER–III)

EDL–486 LIFE LONG EDUCATION–III

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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.

SECTION–A
Concept and principles of Andragogy
a) Andragogy: Meaning and concept, implication for adult learning
b) Principles of adult learning.
SECTION–B
 Role of universities in adult and continuing education.
a) Department/Centre for adult and continuing education and extension education, Regional resource centres.
b) The field outreach programmes
SECTION–C
Administration and Management for andragogy
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.

SECTION–D
Student Support Services in Distance Education
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.

M.A. EDUCATION (CBEGS) (SEMESTER–III)

SESSIONAL WORK
Development of a self-instructional lesson.

REFERENCES:-

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2. Manjulika & Reddy. (1999): Unexplored Dimensions of Open Universities. Delhi: Vikas Publishing House Pvt. Ltd.
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19. Authentic Development: Role of Adult Education. New Delhi: IAEA. 1982.
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M.A. EDUCATION (CBEGS) (SEMESTER–III)

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31. Cropley, A.J. (1977): Life Long Education: A Psychological Analysis. New York: Pergamon Press.
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37. Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs.
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M.A. EDUCATION (CBEGS) (SEMESTER–III)

(PART – II) OPTIONAL PAPERS
EDP-487: PRACTICALS

Credits: 2

Select any two of the following

I. The student will learn how to handle various technology equipments
- OHP
- LCD
- Direct Projector.

II. The students will have hands on experience with
- Smart Classes
- Virtual Classroom

III. The students will have to prepare and present at least 2 OHP slides,

IV. The students will have to prepare and present PowerPoint presentation

V. Preparation of a lesson plan based on CAI

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

(PART–I) FOUNDATION PAPERS
EDL -488: ANDRAGOGY OF EDUCATION

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives
On completion of this course, the students will be able to:
- Understand the nature of connections and interaction involved in the process of education.
- Understand the multiple perspectives of pedagogy
- Understand the process of andragogy and its linkage with pedagogy
- Discover the learning theories of andragogy in the context of higher education
- Identify, analyse and reflect on teaching approaches of andragogy
- Understand the transactional modes of teacher education programmes based on androgogical processes.

SECTION–A
Pedagogy and Andragogy
a) Meaning of Child Centered Pedagogy and its importance; Paradigm shift from teacher-centeredness to child centeredness
b) Concept of andragogy; its origin; principles of androgogy; characteristics of adult learners and their implications to androgogic techniques for teacher training; Androgogic model of Knowles, Difference Between Pedagogy and Andragogy

SECTION–B
Learning Theories of Andragogy
a) Learning- concept, characteristics, factors affecting learning, paradigm shift from behaviourism to constructivism. Learning process in the context of student in higher education
b) Cognitive learning – Gestalt theories (Wertheimer, Kohler, and Koffka), Piaget and Donaldson

SECTION–C
Teaching Approaches of Andragogy
a) Teaching approaches – ice breaking/ brain storming, inquiry, reflection, activity & team work, discussion, Experiential learning, Field interactions; Reflective thinking
b) Adult learning theory- Andragogy, self-directed learning, transformational learning, ICT integration in higher education

SECTION–D
Teacher Education Programmes Based on Androgogical Processes
a) Teacher experiences as the basis of training; Reconstruction of experiences into meaningful wholes; Status of teacher education programmes with reference to their curriculum and transactional procedures;
b) Need for restructuring the transactional modes of teacher education programmes based on androgogical processes.

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

SESSIONAL WORK
Preparing a blue print in the differences in pedagogy and Andragogy

REFERENCES:-
1. Angelo, T. A. & Cross, K. P "Class room Assessment Techniques Examples," From Classroom Assessment Techniques, A Handbook for College Teachers 2nd edition, Jossey - Bass, 1993. http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/assess- 2.htm Barr, R.B. and Tagg, (1995). From teaching to learning: A new paradigm for undergraduate education., Change 27(6), 697-710
2. Bransford, J. D., Brown, A. L., and Cocking, R. R. (eds.) How People Learn: Brain, Mind, Experience, and School: Expanded Edition (2000). National Research Council. http://newton.napedu/html/howpeople1/ch1.html.
3. Chickering, A.W. and Ehrmann, S.C. "Implementing the Seven Principles: Technology as Lever," pp. 617-621. http://www.tltgroup.org/programs/seven.html
4. Chickering, A. W. and Gamson, Z.F. "Seven Principles for Good Practice in Undergraduate Education," American Association of Higher Education Bulletin, pp. 543-549.
5. Dewey, J. (1938). Experience and Books education, New York: Collier
6. Gardner, H. (1993). Multiple intelligences: The theory in practice. New York: Basic Books. Kolb, D. A. (1984). Experiential learning theory: Experience as the source of learning and development Englewood Cliffs, NJ: Prentice Hall.
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9. Pratt, Daniel D. and Associates (1998). Five Perspectives on Teaching in Adult and Higher Education Malabar, Krieger.
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M.A. EDUCATION (CBEGS) (SEMESTER–IV)

EDL -489: LIFE SKILLS AND YOGA

Credits: 2

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
On completion of this course, the students will be able to:
- To introduce them to the philosophical bases of Yoga.
- To understand the basic concepts contained in Patanjali's Yoga Stutra.
- To introduce them to types of Yoga and its importance.
- To motivate them to resort to physical activity for the fitness development.
- Develop an understanding about the desired life skills.
- To acquaint them with the Role of Yoga in Holistic Education.
- To understand the relationship of yoga education in developing life skills

SECTION–A
Life Skills Education
a) Life Skills Education: Concept, Types and Scope.Importance and Detailed study of Core Life Skills**.**
b) Humanistic Education- Need for Life Skills Education, UNESCO report on Life Long Education-1971

SECTION–B
Yoga Education
a) Yoga: Historical development – Pre-classical, Classical, Post-classical and Modern period, Foundation of Patanjali Yoga Sutra.
b) Yoga Vidya: Meaning, nature, types, purpose, aims of life-(Purusharth), Misconceptions regarding Yoga Education.

SECTION–C
Stages and Types Of Yoga
a) Ashtang Yoga (8 stages of Yoga), Types of Yoga,
b) Importance of Yogasanas, Pranayama and Shudhikriya.

SECTION–D
Relationship Between Life skills and Yoga Education
a) Effect of Yoga in education: aims of education, curriculum development, methods of teaching, discipline (self-discipline), inter-personal relations, evaluation.
b) Relationship between Life Skills and Yoga Education. Yogic Life Skills for Self Development.

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

SESSIONAL WORK
- Workshop on yoga practices and its benefits
- Workshop on healthy food

REFERENCES:-
1. NCERT, (2005). Adolescence Education in Schools- Life skills Development General Framework; National Population Education Project, Deptt. Of Education in Social Science and Humanities, New Delhi, India.
2. UNICEF (2006). Life Skills Modules-Adolescence Education Program. UNICEF House, New Delhi.
3. UNESCO (2001). Life skills on Adolescence Education Reproductive Health:
4. Venkateshamurthy, C. G., & Rao, A.V.G (2005). *Life Skills Education Training Package*. R.I.E., Mysore.
5. MHRD (2004) Life Skills Modules, Adolescence Education Programme, MHRD, NACO & UNICEF, Delhi.
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11. Sivananda, S.S. (2007). Janana Yoga. Tehri Garhwal, the Divine Life Society.
12. Sivananda, S. (2007). Adhyatma Yoga. Tehri Garhwal, the Divine Life Society.
13. Villodo, A. (2007). Yoga, Power and Spirit. New Delhi, Hay House Inc.
14. Vivekananda, S. (2007). Raj Yoga. Calcutta, Ramakrishna Vedanta Math.
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17. http://azawhistlekids.com/yoga-kids/
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19. http://www.yoga-teacher-training.org/2011/11/03/life-skills-gained-from-yoga/
20. http://www.yogamag.net/archives/2001/cmay01/educatin.shtml

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

(PAPRT- I) FOUNDATION PAPERS
EDL–490: TEACHER EDUCATION

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

SECTION–A
Objectives and historical development of teacher education
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.

SECTION–B
Pre-Service Teacher Education
(a) Pre-Service Teacher Education: Vision and Structure w.r.t. NCF-2005, NCFTE-2009.
(b) Modes of Pre-service Teacher Education**:** Face to Face, Distance and Eclectic. Components and Models of Pre-service Teacher Education.

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

SECTION–D
Professional Development of teachers
a) Professional Development: Concept, need and areas.
b) Agencies of Teacher Education- NCTE, NCERT, SCERT, DIET

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

SESSIONAL WORK
- Critical analysis of teacher education programme implemented by NCTE.
- Record to be submitted on reflections during internship and study of the teacher education on instructional and evaluation practices.

REFERENCES:-

- Balsare, M. (2005). *Administration and Reorganisation of teacher Education.* New Delhi India:Kanishka Publishers.
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- Korthagen, Fred A.J.et al; (2001).*Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
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- Mohammad, M. (2004). *Professionalisation of Teacher Education*. New Delhi:Mittal Publications.

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- Ram, S. (1999). *Current Issues in Teacher Education.* New Delhi:Sarup & Sons Publications
- Rao, Digumarti Bhaskara (1998). *Teacher Education in India*. New Delhi: Discovery Publishing House.
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- Sharma,R.A.(2008). *Distance Education.* Merrut : International Publishing.
- Mohanty, Jagannath(2001). *Studies in Distance Education.* New Delhi:Deep & Deep Publications.
- Siddiqui, M.A. (1993). *In-Service Education of Teachers.* NCERT. New Delhi.
- Singh U.K and Sudershan K.N (2005).*Teacher Education*. New Delhi: Discovery Publishing House.
- Srivestava, G.N. Prakash (2004). *Perspectives in Teacher Education*. New Delhi: Concept Publishing House.
- Tomar M. & Scrita (2007). *Teacher Education: Making education effective.* Delhi: Isha Books.
- Yadav, M.S. & Lakshmi, T.K.S. (2003). *Conceptual inputs for Secondary Teacher*
- Education: The instructional Role. India, NCTE. 44
- Mathur, S.S. & Agarwal P. (2011). *Teacher and Secondary Education.* Agra: Aggarwal Publications.
- Sharma, S.P., (2012). *Teacher Education Principles theories and Practices (2nd Edition).*New Delhi. Kanishka Publishers.

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

(PART-I) FOUNDATION PAPERS
EDL-452: CURRICULUM DEVELOPMENT

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES
On completion of this course the students will be able to:
- Understand the field of curriculum development
- Analyze the foundation of curriculum
- Identify the components and stages in curriculum development
- Able to design appropriate curriculum
- Sees relationship among curriculum development, planning , designing and evaluation

SECTION–A
Concept and philosophical basis of curriculum
a) Meaning and concept of curriculum, Concept of subject core curriculum, hidden curriculum and subject centred curriculum and their relevance.
b) Philosophical basis of curriculum- epistemological bases – forms and types of knowledge-structure of disciplines- logical grammar of school subject

SECTION–B
Sociological Basis and Psychological basis
a) Sociological Basis of curriculum- Impact of social needs, social changes and mobility.Multicultural and multi-linguistic factors, Environmental and gender issues.
b) Psychological basis of curriculum: Learner Process-developmental tasks-theories of Piaget,Bruner, and Ausbel- Their relevance to curriculum planning.

SECTION–C
Components of curriculum Development
a) Curriculum Development- concept, Principles, need and bases, Core curriculum – NPE 1986 and POA
b) Components of curriculum Development – Objectives, selection and organization of learning experiences- Evaluation of learning outcome. Curriculum as a system – system approach to curriculum designing characteristics of system analysis

SECTION–D
Changing trend and strategies of teaching and learning
a) Content related changes-changing trends in Mathematics, Science, Social science and languages.CAI, CBL, CMTL e-learning and their benefits.
b) Changing strategies of teaching and learning based on technology and their implications for renewal of curriculum.

SESSIONAL WORK
- Make text book analysis /each in the light of principles of curriculum development
- Analysis NCF2005

REFERENCES:-

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

- Daniel Tanner, Lawel N.Tannor (1975). *Curriculum Development theory into practice.* NewYork: Mac millan Publishing co.Inc.

- Diamond Robert M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach.* California:Jossey-Bass Inc. Publication.

- Joseph, P.B. et al; (2000). *Cultures of Curriculum (studies in Curriculum Theory*). New York: Teacher College Press.

- MrunaliniTalla(2012).*Curriculum Development: Perspectives, Principles and Issues*, India:Pearson Education .

- Oliva, Peter F. (1988) .Developing the Curriculum. Scott, and Foresman and Co.

- Reddy, B. (2007). Principles of curriculum planning and development.

- Taba Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.

- https://subbingformissfrizzle.wordpress.com/2013/01/13/schiro-curriculum-theory-part-4-social-reconstruction-ideology/

- http://www.sagepub.in/upm-data/16266_Chapter_5.pdf

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

(PART-I) FOUNDATION PAPERS
EDD–492: DISSERTATION SUBMISSION

Credits: 4

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

1. The dissertation will have to be submitted by 10th May

PART-II OPTIONAL PAPERS
EDL–493: EDUCATIONAL MEASUREMENT AND EVALUATION–IV

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:
The students will be able to:
2. **Explain the concepts and techniques of measurement and evaluation.**
3. **Apply advanced statistical techniques.**

SECTION–A
Classification and objectives of test construction
a) Test for measurement: meaning, classification.
b) Bloom taxonomy of educational objectives for Test construction.

SECTION–B
Procedure of Test Construction
a) General Principles of Test Construction.
b) Steps in test construction.

SECTION–C
Item writing
a) Item Writing: meaning and types of items.
b) Guidelines for item writing.

SECTION–D
Standardization of test
a) Test Standardization: Item Analysis, Discriminating Index, Difficulty Value.
b) Interpretation of test scores and method of feedback.

SESSIONAL WORK
Preparation of an attitude scale (likert type and thurstontype)
Preparation of nominal, ordinal, interval and ratio scale.

REFERENCES:-
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  Gakhar, S.C. Statistics - In Education and Psychology.
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- Fruchter, B. (1954): Introduction to Factor Analysis.
- Garret, H.E. (1973): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.
- Guilford, S.P. and Fruchter, B. (1973): Fundamental Statistics - In Psychology and Education (5th Edition). New York: McGraw Hill and Co.
- Thorndike, R.L. and Hagen, E. (1977): Measurement and Evaluation - In Psychology and Education. New York: John Wiley and Sons, Inc.

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

PART-II OPTIONAL PAPERS
EDL–494: GUIDANCE AND COUNSELLING–IV

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

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

SECTION–B
Characteristics and evaluation of guidance programme
a) Characteristic of effective guidance programme.
b) Evaluation of guidance programmes ,necessity for programme evaluation

SECTION–C
Theories and approaches to evaluate counselling
a) Theories of counselling: Reality theory, Behaviour theory.
b) Approaches to evaluation of counselling programme; Meaning, contribution and limitations.

SECTION–D
Issues and evaluation of counselling programmes
a) Evaluation of counselling programme; need, objectives, criterion of evaluating Problems in evaluation.
b) Issues in Guidance and counselling.

SESSIONAL WORK
- Organizing a career counselling session for rural school children
- Preparation of counselling material for rural girl child regarding health and hygiene

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. Shertzer, B. & Stone, S.C. (1981): Fundamentals of Guidance. U.S.A.: Houghton, Mifflin Co.
5. Tolbert, E.L. (1978): An Introduction to Guidance. Toronto: Little Brown and Company.
6. Gibson, R. L. & Plitchell, M. H. (2005): Introduction to Counselling and Guidance
7. (6th Edition) New Delhi, Pearson Education Pvt. Ltd.

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

PART-II OPTIONAL PAPERS
EDL–495: INCLUSIVE EDUCATION–IV

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives
On completion of this course the students will be able to:
- Analyze the status of education of the socially disadvantaged children in the country
- Understand the importance of gender equality
- Reflect on various programmes for girls' education
- Reflect on recent trends in inclusive education.

SECTION–A
Conceptual Framework
a) Meaning of socially disadvantaged children: socially disadvantaged SECTION–in India-the scheduled castes, scheduled Tribes, Educationally backward minorities and slum children; Achievement of socially disadvantaged children.
b) Provisions in the constitution for social group equity and education of socially disadvantaged sections, National Policy on Education (1986), POA, 1992, National Curriculum Framework, 2005

SECTION–B
Status of School Education of Socially Disadvantaged SECTION–
a) Status of enrolment at elementary and secondary stage with reference to social group equity, different access in habituations, class, caste, tribe and other disadvantages groups.
b) Barriers and Facilitators in Inclusive Education: Educational and social attitudes.

SECTION–C
Trends in Inclusive Education in India
a) Researches in Inclusive Education in India
b) Current Status and Issues of inclusive education in India

SECTION–D
Gender Equality and Gender Sensitivity
a) Inequality of opportunities, imbalances in educational development, economic and social consequences of gender inequality in schooling, organisation of schooling, gender bias in text books, curricular choices and the hidden curriculum (expectation of teacher, teacher student interaction).
b) Programmes on Girls' Education -Mhilasamakshya, Kasturba Gandhi BalikaVidyalaya. NPEGL, Girl's education in SSA, DPEP.

SESSIONAL WORK
- Review of Salamanca report
- Report of RCI on its structure and function along with the address of its head offices and sub offices.

REFERENCES:-
1. Bank, B.J. (2007).*Gender and Education: An Encyclopedia.*London :Praeger, Westport.
2. Bhatt, B.D. & Sharma, S.R.(1992).*Women's' education and social Development.* Delhi: Kanishka.
3. Chudhary, B. (1992). *Tribal Transformation in India.* Vol.-V, New Delhi.
4. Government of India (1986). *National Policy on Education*. Department of Education, New Delhi.S
5. Government of India (1992). *Programme of Action, MHRD.New Delhi.:* Department of Education.
6. Jain, S.C. (2005).*Education and socio-economic development.* New Delhi: Concept publishing house.
7. Kagan, T.S. (2000).*Worldwide Diversity and Human Rights*. New Delhi:Orient Longman Pvt Ltd.,
8. NCERT (2005). *National Curriculum Framework,* New Delhi.
9. NCERT (2006). *National Focus Group Report on Education of SCs and STs,* New Delhi
10. Ogbu, J.U. (1978). *Minorities, education and caste.*New York: Academic Press.
11. Ramchandran, V. (1998).*Girls and women Education: Policies and implementation Mechanism.* Case study: India, Bangkok, UNESCO
12. Reissman, F. (1962).*The Culturally deprived child.*New Delhi: Harper and Raw Publishers.
13. Sadavinich, A.R. (2007).*Sociology of Education.*New York:Routledge.
14. Sharma, M.C. & Sharma, A.K. (2003). *Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators.* NCTE & NHRC.

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

PART-II OPTIONAL PAPERS
EDL-496: ENVIRONMENT EDUCATION-IV

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Objectives: To enable the student teacher to
1. Comprehend the concept of environment education
2. Identify the causes of environment pollution
3. Enlist the types of environment pollution
4. Realize the importance of environment preservation
5. Grasp the relationship between environmental health and safety
6. Understand the concept of Disaster and Disaster Management.
7. Know act of Disaster Management.
8. Comprehend what is Disaster Preparedness.
9. Get acquainted with manifesting the mitigation.
10. Understand rescue from Disaster and Relief for Disaster

SECTION–A
Environmental Health and Safety
a) Concept of safety, Health and Environment.
b) Environmental preservation : Government policies and International efforts for environment protection: The Stockholm Conference (1972),Bundtland Commission (1983)

SECTION–B
Disaster Management: Concept and Types
a) Disaster – Meaning and Concept
b) Types of Disaster
   i). Natural – Earthquake, flood, Drought
   ii). Manmade – Accident, Terrorism, Fire causer and affects.
SECTION–C
Relief For Disaster
a) Need of Disaster Management, cycle of DM, Steps of DM – (Three), Disaster Management Act. 2005, Mechanism of Disaster Management.
b) Preparatory phase of Relief, Planning Immediate Relief, Execution of Relief
SECTION–D
Role of Teacher in Environment Education And Disaster Management
a) Duties and responsibilities of a teacher in environment protection.
b) Duties and responsibilities of a teacher in Disaster Management.

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

SESSIONAL WORK

Awareness campaign in rural areas on pollution control, hygiene, happiness and well-being

REFERNCES:-

1. Agarwal, A et. al. (ed.) (2001). Green Politics: Global Environment Negotiations. New Delhi: Centre for Science and Environment
2. Agarwal, A. &Narain S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment.
3. Agenda 21, UN Conference on Environment and Development (The Earth Summit) (1991). In Palmer, J. and Neel, P. (Ed.). The Handbook of Environmental Education, London: Routledge.
4. Alkazi, F., Jain, O. and Ramdas, K. (2001). Exploring our Environment– Discovering the Urban Reality. New Delhi: Orient Longman
5. CEE (1986). Joy of Learning, Handbook of Environmental Educational Activities. Ahmadabad: Centre for Environment Education
6. Centre for Environmental Education (1997). The Green Teacher: Ideas, Experience and Learning. In Educating for the Environment. Ahmadabad: CEE.
7. Driver R. Guesne, E. &Tiberghien, A. (1985). Children's Ideas in Science. U.K.: Open University Press
8. Harvey, B. &Hallet, J. (1977). Environment and Society–An Introduction and Analysis. London: Macmillan Press.
9. Kumar, D. K. Chubin, D. (2000). Science, Technology and Society: A source book on research and practice. London: Kluwer Academic Publication
10. Kumar, Krishna (1996). Learning from Conflict. New Delhi: Orient Longman.
11. NCERT (2006). Position paper on Habitat & Learning. New Delhi: National Council for Educational Research and Training.
12. Pedretti, E. (2003). Teaching Science, Technology, Society and Environment (STSE) Education. In *The Role of Moral Reasoning on Socio-scientific Issues and Discourse in Science Education*. Science and Technology Education. Vol. 19, 219-239.
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14. Scrase, T. J. (1993). Image, Ideology and Inequality. New Delhi: Sage Publication
15. UNEP (2013). Emerging issues in our global environment (year book).United Nations Environment Programme.
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18. VidyaBhawan Society (1995). Report of the Seminar on Environmental studies (23rd-25th November, 1995). Udaipur
19. Yencker, D., Fier, J. & Sykes, H. (2000). Environment Education and Society in the Asia– Pacific. London & New York: Routledge Publication.

PART-II OPTIONAL PAPERS
EDL- 497: PEACE EDUCATION –IV

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

OBJECTIVES
After the completion of the course the student teacher will be able to:
* Understand the role of mass media in peace education
* Understand the Global issues
* Identify various peace movements across globe
* Role of peace in conflict resolution

SECTION–A
Transacting Peace Education
a) Integration of Peace Education through curricular and co- curricular activities.
b) Six major media of integration: Subject context, subject perspectives, teaching methods , co-curricular activities, staff development, class-room management, school management ; Practical steps to build peace culture in school

SECTION–B
Global Issues and Peace Movements
a) Human rights, preservation of ecology, population control, economic exploration, deprivation, equitable economic world order,
b) Non- Aligned Movement, Campaign for Nuclear disarmament,

SECTION–C
Non-Violence For Peace and Conflict Resolution
a) Relationship between peace and violence- role of violence in our lives and lives of other- exposure to violence through media consequences crisis and their management
b) Basis of conflicts- positive and negative aspects of conflicts- types of conflicts- conflict management. Role of peace education in resolving conflict – reducing conflicts among students

SECTION–D

Role of Mass Media and World Organization in Promoting Peace
a) Role of mass media in Peace Education and Programmes for Promoting Peace Education
b) Role of world organization in promoting peace.

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

SESSIONAL WORK

Implementation of activities for peace education (self designed and experiment)

REFERENCES:-

1. Monisha Bajaj, "*Encyclopedia of Peace Education*" Information Age publishing Inc.,
1. Yugoslavia 2008.
2. Ian M. Harris, Mary Lee Morrison, *"Peace education*" Mc Farland and Commpany Inc
3. Publishers, 2003.
4. Jing Lin, Edward J. Brantmeier, Christa Bruhn, *"Transforming education for peace"*
5. Information Age publishing Inc., U.S.2008.
6. Rachel MacNair, *"The psychology of peace: an introduction*" Praeger Publishers 2003.
7. Emmanuel Babu Joseph Kallarackal, *"Peace education in northeast India"* Fordham
8. University publishers Inc., 2007.
9. Anima Bose, Zlmarian Jeanne Walker, Fredsberedskap, *"Peace education:*
10. *Perspectives from Brazil and India"* Malmö School of Education Publishers inc.,*1990.*
11. L. Mishra, *"Peace Education: Framework For Teachers"* 2009.
12. Balvinder Kaur, *"Peace Education : New Trends And Innovations"* 2006.
13. Singh, *"Peace & Human Rights Education"* 2008.
14. Johnson David W. Jr., Roger T. Johnson, *"Peace Education: A Special Issue of Theory Into Practice"* 2005
15. Dalai Lama, H.H. The Art of Living and Dying in Peace
16. Krishnamurti, J. Education and the Significance of Life
17. Sheehan, V. Mahatma Gandhi
18. Adans, D. (Ed). (1997). UNESCO and a Culture of peace, promoting a global Movement
19. Aggarwal, J.C. (2005) Education for values, environment and human rights.New Delhi : Shipra Publication
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21. Diwaar, R.R., & Agarwal, M. (Ed) . (1984). Peace education. New Delhi: Gandhi peace foundation
22. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication
23. Khan, Wahiduddin(2003). Ideology of Peace, Goodword, New Delhi
24. Morrison, M.L. (2003) Peace Education. Australia: McFarland
25. Peace and Value Education .Dr. Kiruba Charles & V. Arul Selvi . (Neelkamal Publications Pvt Ltd , New Delhi ,First Edition ,2012
26. Pandey, Sanjay (2004).Peace Education. New Delhi:NCERT .
27. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

PART-II OPTIONAL PAPERS
EDL–498: EDUCATIONAL ADMINISTRATION AND MANAGEMENT–IV

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:
The students will be able to:
- Explain implications of Liberalization, Globalization and Privatisation 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.

SECTION–A
Liberalization, Globalization and Privatization for Educational Management
a) Concept of Liberalization and their implications for Educational Management.
b) Concept of Globalization and Privatization and their implications for Educational Management

SECTION–B
Educational institutions and educationists
a) Setting up private Educational Institutions in India: Policy Guidelines.
b) Understanding and implications for educational institutions and educationists of:
  - Intellectual Property rights
  - Right to Information

SECTION–C
Administrative processes in educational settings
a) Management by objectives and Organizational development and compliance
b) Decision making and Communication

SECTION–D
Technology and Management
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.

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

SESSIONAL WORK
Preparation of a module for e- governance to manage student profile

REFERENCES:-
1. Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
2. Bhatia, S.K. (2008): Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.
3. Bhatnagar, R.P. and Aggarwal, V. (1987): Educational Administration: Supervision Planning and Financing. Meerut: India Surya Publications.
4. Bush, T. & Bell, L. (2003): The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.
5. Chand, T. & Prakash, R. (1997): Advanced Educational Administration. New Delhi: Kanishka Publishers.
6. Chandrasekaran, P. (1994): Educational Planning and Management. New Delhi: Sterling Publishers.
7. Gakhar, S.C. (2005): Educational Administration and Management. NM Publication.
8. Greene, J.F. (1975): School Personnel Administration. Pennysylvania: Chilton Book Company.
9. Gupta, S.K. & Joshi, R. (2007): Organisational Behaviour. New Delhi: Kalyani Publishers.
10. Jolliffe, A., Ritter J. & Stevens D. (2003): The Online Learning Handbook. London: KoganPage.
11. Kaur, K. (1985): Education - In India (1981-1985) Policies, Planning and Implementation.Chandigarh: Arun and Rajive Pvt. Ltd.
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15. Mukherji, S.N. (1970): Administration and Educational Planning and Finance. Baroda: Acharya Book Depot.
16. Philip, H.C. (1985): The World Crisis in Education. Oxford University Press.
17. Prasad, L.M. (2008): Organisational Behaviour. New Delhi: Sultan Chand & Sons.
18. Robbins, S.P, Judge, T.A. & Sanghi, S. (2007): Organisational Behaviour (12th Edition). New Delhi: Pearson Prentice Hall.
19. Rudestam, K.E. & Schoenholtz, R.J. (2002): Handbook of online Learning. New Delhi: Sage Publications.
20. Sayeed, O.B. (2001): Organisational Commitment and Conflict. New Delhi: Sage Publications.
21. Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

PART-II OPTIONAL PAPERS
EDL–499: LIFE LONG EDUCATION–IV

Credits: 4

Mid Semester Examination: 20% weightage
End Semester Examination: 80% weightage
Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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.

SECTION–A
Curriculum and methods for adult learner
a) Principles of curriculum development for adults
b) Teaching methods for adult learners.
SECTION–B
Life Long Education
a) On-line Learning: Meaning, Importance and Limitations
b) Life Long Education for community development

SECTION–C
Research and Innovations in Distance Education
a) Innovations in Distance Education
b) Research in Distance Education

SECTION–D
Monitoring and Evaluation in distance Education
a) Importance of Assignments, Class Tests, Response Sheets and Term Examination in Distance Education.
b) Monitoring and Evaluation of Assignments, Class Tests, Response Sheets and Term Examination in Distance Education.

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

SESSIONAL WORK
Develop course outline of a Continuing Education course.

REFERENCES:-

1. Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan.
2. Manjulika & Reddy. (1999): Unexplored Dimensions of Open Universities. Delhi: Vikas Publishing House Pvt. Ltd.
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5. Sharma, I.P. (1985): Adult Education – In India, A Policy Perspective. New Delhi: National Book Organisation.
6. Wagiare, S.K. & Vanashree, W. (1986): Extension Education Elixir in Rural Development. New Delhi: Metropolitian Book Co.
7. Bhatia, S.C. & Srivastava. (1978): Literacy, Literacy Materials and their Preparation: A General Perspective. New Delhi: Directorate or Adult Education.
8. Coles, E.K.T. (1977): Adult Education – In Developing Countries. New York: Pergamon Press.
9. Cropley, A.J. (1977): Life Long Education: A Psychological Analysis. New York: Pergamon Press.
10. Houle, C.O. (1964): Continuing Your Education. New York: Mc Graw Hill Co.
11. Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.
12. Reddy, G.L. (1997): Role Performance of Adult Education Teachers: Problems and Prospects. New Delhi: Discovery Pub.
13. Roy, N.R. (1967): Adult Education – In India and abroad. Delhi: Chand.
14. Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs.
15. Yadav, R.S. (1991): Adult Education Training and Productivity. Ambala Cantt: Indian Publications.
16. Jarvis, P. (1990): International Dictionary of Adult and Continuing Education. London: Routledge.
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18. Sodhi, T.S. (1987): Adult Education: A Multidisciplinary Approach. Ludhiana: Katson Publication House.
19. Seetharamu, A.S. & Devi, M.D.U. (1994): Adult Education. New Delhi: Ashish.
20. Patil, S.P. (1996): Problems of Adult Education Programme. Ambala Cantt: Associated Pubs.
21. Jethither, B. (1996): Adult Education & Extension. New Delhi: APH Publishers.
22. Ward, K. & Taylor, R. (1986): Adult Education and the Working Class: Education for the Missing Millions. London: Croom Helm.
23. Venkataiah, S. (Ed.) (2000): Lifelong and Continuing Education. New Delhi: Anmol Pub.
24. Pareek, V.K. (1992): Adult Education. Delhi: Himansher.

M.A. EDUCATION (CBEGS) (SEMESTER–IV)

PART-II OPTIONAL PAPERS
EDP–500: PRACTICALS

Credits: 2

- Preparation of a file (project report of the selected five asana, three physiological, psychological effects on human body).
- Participation in any five Asanas of the following: Shavasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Dhanurashna, Chakrasana, Vajrashna, Gomukhasana, Matsyanana, Janu- Shirasana, Ardhmatsyendrasana, Padmasana .
- Participation in Neti, Kapalbhati, Tratak Anulom- Vilom, Bhramari, Shitali, Ujjai Pranayam.
- Life skills and Social skills (take any three at institutional level- practice- follow up- write up after internship)

Credits: 1

Evaluation of allotted display boards   Credits: 1