

FACULTY OF EDUCATION

SYLLABUS

FOR

M.A. EDUCATION

(For Colleges)

(SEMESTER: I–IV)

Examinations: 2019–20



GURU NANAK DEV UNIVERSITY

AMRITSAR

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SEMESTER-I
PROG. CODE: MAEDU I
I. FOUNDATION PAPERS

PAPER-I

COURSE CODE: C01-PSF
COURSE TITLE: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF
EDUCATION-I

Total Marks: 100

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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES

The students will be able to:

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

SECTION-A

- a) Philosophy of Education – Its Nature and Functions [Speculative, Normative, Critical and Analytical.
- b) Branches of Educational Philosophy – Metaphysics, Epistemology, Axiology and Logic. Relationship with education.
- c) Epistemology (Science of Knowledge)-Sources and methods of acquiring the following types of Knowledge: Authoritative, Empirical, Scientific, Rational and Intuitive.

SECTION-B

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

SECTION-C

- a) Concept of Educational Sociology and Sociology of Education.
- b) Scope and Functions of Sociology of Education.
- c) Relationship of Sociology and Education.

SECTION-D

- a) Determinants of social change with respect to India
- b) Constraints on social change in India: Caste, Class, Religion, Language, Regionalism and Ethnicity.

SEMESTER-I**BOOKS RECOMMENDED:-**

1. Banerjee, A.C. & Sharma, S.R. (1999): Sociological and Philosophical issues in Education. Jaipur: Book Enclave.
2. Brubacher, John S. (ed) (1962): Modern Philosophy of Education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
3. Hiriyanna, M. (1995): The Essentials of Indian Philosophy. Delhi: Motilal Banarasidas Publishers.
4. Kneller, G.F. (1963): Foundations of Education. London and New York: John Wiley and Sons, Inc.
5. Pandey, R.S. (1997): East West Thoughts on Education. Allahabad: Horizon Publishers.
6. Park, J. (1961): The Philosophy of Education. New York: Macmillan Company.
7. Phenix, P.H. (1960): Philosophy of Education. New York: Holt, Rinehart and Winston.
8. Sharma, A.P. (1997): An Approach to Philosophy of Education. Delhi: Indian Publications.
9. Sodhi, T.S. & Suri, A. (2003): Philosophical and Sociological Foundation of Education. Patiala: Bawa Publications.
10. Weber, C.O. (1960) Basic Philosophies of Education. New York: Holt, Rinehart and Winston.
11. Weerasinghe S.G.M. (1993): The Sankhya Philosophy: A Critical Evaluation of its origins and Development. Delhi: Sri Satguru Publications - A Division of Indian Books Centre.

SEMESTER-I**PAPER-II****COURSE CODE: C02-EDP****COURSE TITLE: EDUCATIONAL PSYCHOLOGY-I****Total Marks: 100****Theory: 80****Practical (Terminal): 20 Marks****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES**The students will be able to:**

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

A) THEORY**SECTION-A**

- a) Nature, Scope and Aims of Educational Psychology. Relationship between Education and Psychology.
- b) Methods of Educational Psychology-Observation, Experimental, Developmental: Longitudinal and Cross sectional.
- c) Recent Trends in Educational Psychology.

SECTION-B

- a) Growth and Development: Concept, Differences, Principles of development; factors affecting human development.
- b) Physical, Cognitive, Social and Emotional development during adolescence.

SECTION-C

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

SECTION-D

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

SEMESTER-I**B) PRACTICAL (Terminal)****MARKS: 20**

Conduct & Interpretation of following experiments:

- a) Learning Curve
- b) Effect of knowledge of results on learning.
- c) Whole Vs Part method of learning.
- d) Transfer of Learning (with mirror drawing apparatus).

BOOKS RECOMMENDED:-

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

SEMESTER-I**PAPER-III****COURSE CODE: C03-ERS****COURSE TITLE: EDUCATIONAL RESEARCH AND STATISTICS-I****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

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

- (a) Research in Education: Meaning, nature and characteristics of research as a scientific method.
- (b) Significance of research in Education.
- (c) - Fundamentals, applied and action research.
 - Qualitative and quantitative research
 - Priority areas in educational research.

SECTION-B

- (a) Formulation of Research Problem:
 - Criteria and sources for identifying the problem,
 - Delineating and operationalising the variables.
 - Review of previous research
- (b) Hypothesis: Definition, types, importance, and criteria of a good hypothesis.

SECTION-C

- a) Statistics: Meaning and importance, descriptive and inferential statistics.
- b) Organization and tabulation of data, frequency distributions.
- c) Graphical Representation of Data: Histogram. Frequency Polygon, Ogive, Pie diagram, Simple and Multiple Bar diagram.

SEMESTER-I**SECTION-D**

- a) Meaning, uses, limitations, computation and relative selection of the following measures of Central Tendency: Mean, Median, Mode.
- b) Meaning, uses, limitations, computation and relative selection of the following measures of Variability: Range, Quartile deviation, Average deviation, Standard deviation.

BOOKS RECOMMENDED:-

1. Aggarwal, Y.P. (1989): Statistical Methods. New Delhi: Sterling.
2. Best, J.W. (1981): Research in Education. New Delhi: Prentice Hall.
3. Dalen, Van D.B. (1962): Understanding Educational Research. New York: McGraw Hill.
4. Ferguson, G.E. (1981): Statistical Analysis in Psychology and Education. New York: McGraw Hill.
5. Garret, H.E. (1978): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons.
6. Gay, L.R. (1992): Educational Research Competencies for Analysis and Applications. Macmillan.
7. Good, C.V. (1966): Essentials of Educational Research: Methodology and Design. New York: Appleton-Century Crafts.
8. Guilford, J.P. (1989): Fundamental Statistics - In Psychology and Education (6th Edition). New York: McGraw Hill.
9. Kamber, D. (2000): Action learning and Action Research. London: Kogan Page Ltd.
10. Kaul, L. (2000): Methodology of Educational Research, New Delhi: Vikas Publishing House Pvt. Ltd.
11. Siegel, S. & Castellan, N.J. (1988): Nonparametric Statistics for the Behavioural Sciences. McGraw Hill.
12. Whitney, F.L. (1962): Elements of Research. Englewood Cliffs: Prentice Hall.

M.A. EDUCATION (SEMESTER-I)

SEMESTER-I

II. OPTIONAL PAPERS

PAPER-IV & V

COURSE CODE: E01-EME

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

Total Marks: 100

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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

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- Meaning, importance and functions. Levels of measurement. Types of Achievement Tests- Essay and Objective.

SECTION-B

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

SECTION-C

Meaning of statistical inferences and reliability of statistics (Mean only).

SECTION-D

Significance of difference between means, t ratio and CR.

Books Recommended:-

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

SEMESTER-I**PAPER-IV & V****COURSE CODE: E02-GNC****COURSE CODE: Opt. (B): GUIDANCE AND COUNSELLING-I****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

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, 10th and 10+2 stage and various types of guidance services.
- Elaborate counseling process and counselor's role and function.
- Describe various types and approaches of counseling.

A) THEORY**SECTION-A**

- 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 (b) Assessment (c) Vocational (d) Placement
(e) Follow-up

SECTION-C

- a) **Counselling:** Meaning, Nature and Purpose of Counselling, Origin and Development of Counselling

Counsellor and Counselee

Counselor: Characteristics, Role and Functions.

Counselee: Development Characteristics of Counselee, Common Counselee Concerns and Common Problems.

SECTION-D

Types of Counseling: Crisis, Facilitative, Preventive and Developmental.

Approaches of Counseling: Directive, Non-Directive and Eclectic.

SEMESTER-I**Books Recommended:-**

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. Arbucle, D.S. (1965): Counselling: Philosophy, Theory and Practice, Boston, Allyn and Bacon.
9. Bantole, M.D. (1984): Guidance and Counselling, Bombay, Sheth and Sheth Publications.
10. Blocher, D.H. (1987): The Professional Counsellor, N.Y. Macmillan.
11. Dryden, Windy and Filethaman Colin (1994): Developing Counsellor Training, London, Sage.
12. D.G.E. and T.Pumphlets/Publications, Ministry of Labour, Govt. of India (from time to time).
13. Gelso, C.J. and Fretz, B.R. (1995): Counselling Psychology Prisin Book, Bangalore.
14. George, R.I. and Critiani T.S. (1990): Counselling Theory and Practice, New Jercey, Prentice Hall.
15. Jayanti Ghose (1995): Vocational Guidance, New Delhi, U.S.S. Publication.
16. Luis, M.D., Mayer, R.L. and Louis, J.A. (1986): An Introduction to Counselling, Profession, illinas, F.E. Peacock Publishers.
17. Lister N.Downing Guidance and Counselling Service: An introduction.
18. Myers, G.E. (1948): Principles and Techniques of Vocational Guidance. Mecgraw Hills Company, London.
19. Pietrofa, J.J.Hoffman, A and Splete, H.H. (1984): Counselling: An Introduction, E. Houghton, Mifflin Company.
20. Petterson, G.H. (1962): Counselling and Guidance in Schools, Mecgraw Hill Book Company, London.
21. Shertzer, B. and Stone S.C. (1974): Fundamentals of Counselling, Boston, Houghton Mifflin Co.
22. Sherlzer, B., and Stone S.G. (1980): Fundamentals of Guidance. Boston, Houghton Mifflin Co.
23. Tolbert, E.L. (1978): An Introduction to Guidance, Little Brown and Company. Toronto.

SEMESTER-I**PAPER-IV & V****COURSE CODE: E03-EDT****COURSE CODE: Opt. (C): EDUCATIONAL TECHNOLOGY-I****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES**The students will be able to:**

- Explain the concept, historical development, need, scope and types of educational technology.
- Describe the concept of Psycho-Technology - in relation to nature of learning, theories of learning and conditions of learning.
- Explain the concept of information and communication technology and systems technology.
- Explain the concepts of management technology and planning technology.

SECTION-A

Concept of educational technology, historical development, need, scope and types of educational technology.

SECTION-B

Psycho technology, nature of learning, theories of learning, S-R theories (Pavlov's, Thorndike's, Skinner's, Hull's) and cognitive field theories (Kurt Lewin's), conditions of learning (Gagne's).

SECTION-C

Information and communication technology concept, characteristics and modes of one to one, one to group, group to group communication, network communications, use of ICT in teaching-learning.

SECTION-D

Management technology: Management of Classroom Instructions.

Planning Technology: Inputs (diversified curriculum, teacher input infrastructure for teaching learning process).

System Technology: System approach.

SEMESTER-I**Books Recommended:-**

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

SEMESTER-I**PAPER-IV & V****COURSE CODE: E04-SED****COURSE TITLE: Opt. (D): SPECIAL EDUCATION-I****Total Marks: 100****Theory: 80****Practical (Sessional): 20****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES

The students will be able to:

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

COURSE CONTENT:**A) THEORY****SECTION-A****Special Education:**

- a) Concept, meaning and need.
- b) Historical Perspective and Relevance of Special Education.
- c) **Children with Special Needs:** Concept, Classification according to various criteria: Intelligence, Sense organs, Locomotion, Speech and other aspects.

SECTION-B**Learning Disability:**

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

SECTION-C**Gifted and Creative:**

- a) Concept, Difference, Characteristics, Identification.
- b) Educational provisions for the Gifted, nurturing Creativity.

SEMESTER-I**SECTION-D****Mental Retardation:**

- a) Definition, Characteristics, Causes and Identification
- b) Classification, Education, Vocational provisions.

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

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

BOOKS RECOMMENDED:-

1. Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Books Stall.
2. Block, J.N. (1971): Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.
3. Bloom, Benjamin, S. (Ed.) (1956): Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.
4. Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin (Ed.). The International Encyclopedia of Teaching & Teacher Education. Oxford: Pergamon Press.
5. Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.
6. De Brisson, A (Ed). (1969): Programmed Learning Research. Paris: Major Trends, Dumod.
7. Erikson, B. (1969): A Systems Approach to Education. Educational Technology, Vol. IX. No.6.
8. Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.
9. Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.
10. Mehra, V. (2004): Educational Technology. New Delhi: SSP.
11. Mohanty, J. (1992): Educational Technology. New Delhi: Deep and Deep Publications.
12. Robertson, E. (1987): Teaching and Related Activities. International Encyclopaedia of Teaching and Teacher Education.
13. Spaulding, S.C. (1972): Technological Devices in Education. AECT International.
14. Unwin, D. & Mc Alease, R. (1978): Encyclopaedia of Educational Media Communication and Technology. West Port: Greenwood Press.

SEMESTER-I**PAPER-IV & V****COURSE CODE: E05-PEN****COURSE TITLE: Opt. (E): POPULATION EDUCATION AND ENVIRONMENTAL EDUCATION-I****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES

The students will be able to:

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

A) THEORY**SECTION-A**

- a) Population Education: Concept, Objectives and Scope with reference to India.
- b) Population situation in major world regions. Population situation in India.

SECTION-B

- a) Organizations and agencies for population Education in India: UGC, NCERT, UNFPA, GOI, NGOs.
- b) Status of Population Education in India through Formal and Non-formal education sectors: - Population Education in Vocational Education (NCERT)
 - UGC guidelines for Population Education – In Xth and XIth plan
 - Population Education in Adult literacy programmes
 - Population Education at various levels of educations
 - Population Education through voluntary efforts.

SECTION-C

- a) Concept, importance and scope of environmental education.
- b) Aims and objectives of environmental education.
- c) Principles and foundations of environmental education.

SEMESTER-I**SECTION-D**

- a) Concept of environment and ecosystem.
- b) Biotic and abiotic components of the environment.
- c) Natural system: earth and biosphere, natural resources.

BOOKS RECOMMENDED:-

1. Chapman, J.L. and Reiss, M.J. (1999): Ecology: Principles and Applications. U.K.: Cambridge University Press.
2. Dani, H.M. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University.
3. Mishra, B.D. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University.
4. Nanda, V.K. (1997): Environmental Education. New Delhi: Armal Publications.
5. NCERT (2000): Population Education - In Vocational Training Programme Part 3: Handbook for trainees, New Delhi, Directorate general of Employment and training, Ministry of Labour, Govt. of India.
6. Panneerselvam, A. and Ramakrishnan, M. (1996): Environmental Science Education. New Delhi: Sterling Publishers Pvt. Ltd.
7. Raina, B.L. (1988): Population Policy. Delhi: B.R. Publishing Corporation.
8. Reddy, M.V.L. (1984): Population Education: Misconceptions and Clarifications. New Delhi: Ashish Publishing House.
9. Reining, P. & Thinker I (ed.) (1975): Population: Dynamics Ethics & Policy. Washington D.C.: American Association for the Advancement of Science.
10. Saxena, A.B. (1996): Education for the Environmental Concerns. New Delhi: Radha Publications.
11. Shandilya, T.K. (ed.) (1985): Population Problem and Development. New Delhi: Deep and Deep Publications.
12. Sharma, R.A. (1998): Environmental Education, Meerut: R. Lall Book Department.
13. UGC (2004): UGC Scheme on Population Education Xth Plan Guidelines, Non Formal Education Bureau, UGC, 35 Ferozeshah Road Feb, 2004.
14. United Nations Report (2003): Population Education and Development. New York: The Concise Report.
15. Yadav, J.S., Sobti, R.C. and Kohli, R.K. (1988): An Elementary Book on Environmental Education. Chandigarh: Publication Bureau, Panjab University.

WEB REFERENCE SITES:

1. www.coe.uga.edu/syllabus/eadu/EADU_8050_guvt
2. www.apscert.org/population.htm
3. www.knowledgecommission.gov.in/recommendations
4. <http://dget.nic.in/cpe/intro/handbook.pdf>
5. www.un.org/esa/population/publications/concese2003
6. www.n/m.nic.in/pep.htm

SEMESTER-I**PAPER-IV & V****COURSE CODE: E06-VHR****COURSE TITLE: Opt. (F): VALUE EDUCATION AND HUMAN RIGHTS
EDUCATION-I****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES

The students will be able to:

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

COURSE CONTENT:**SECTION-A**

- a) Need and importance of value education.
- b) Socio-moral and cultural context of value education.
- c) Hierarchies in Values.

SECTION-B

Approaches to value development-

- a) Psycho-analytic approach.
- b) Cognitive development approach.
- c) Learning theories approach.

SECTION-C

- a) Meaning and concept of Human Right.
- b) Historical background of Human Rights.
- c) International dimension of Human Rights.

SECTION-D

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

SEMESTER-I**BOOKS RECOMMENDED:-**

1. Borgohain, B. (1999): Human Rights Social Justice & Political Challenge. New Delhi: Kanishka Publishers.
2. Dhand, H. (2000): Teaching Human Rights: A Handbook, Bhopal Asian Institute of Human Rights.
3. Fraenkel, J.R. (1977): How to teach about Values: An Analytic Approach. New Jersey & E. Cliffs: Prentice Hall, Inc.
4. Mohanty, J. (2005): Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications PVT. LTD.
5. Mohanty, Jagannath Ed. (2000): Human Rights. New Delhi: Deep and Deep Publications.
6. Palai, A.K. (1999): National Human Rights Commission of India, Formation, Functioning and Future Prospects. New Delhi: Atlantic Pub.
7. Pandey, V.C. (2005): Value Education and Education for Human Rights. Delhi: Isha Books.
8. Rokeach, M. (1967): Values Survey. Sunnyvale & California: Halgren Tests.
9. Rokeach, M. (1973): The Nature of Human Values. New York: The Free Press.
10. Rokeach, M. (1988): Beliefs, Attitudes and values. San Francisco: Jossey Bass.
11. Symonides, J. (2002): Human Rights Concept and Standards. Rawat Publications.
12. Tarrow, N.B. (1987): Human Rights and Education Vol-3. Programon Press.

SEMESTER-I**PAPER-IV & V****COURSE CODE: E07-EAM****COURSE TITLE: Opt. (G): EDUCATIONAL ADMINISTRATION AND
MANAGEMENT-I****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES

The students will be able to:

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

COURSE CONTENT**SECTION-A**

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

SECTION-B

- a) Educational administration, approaches and emerging trends.
- b) The administrative structure for management of Education - In India.

SECTION-C

Objectives and functions of national level bodies for educational administration:

UGC	AICTE	RCI
NCERT	MHRD	
NUEPA	CABE	

SECTION-D

- a) Centre – State relationship for educational administration: Constitutional provisions.
- b) Local bodies in education.
- c) Role of private agencies – opportunities and problems.
- d) Community participation in educational administration.

SEMESTER-I**BOOKS RECOMMENDED:-**

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

SEMESTER-I**PAPER-IV & V****COURSE CODE: E08-LLE****COURSE TITLE: Opt. (H): LIFE LONG EDUCATION-I****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES

The students will be able to:

- Explain Philosophical and Sociological basis of life long education.
- Understand the concept and nature of life long education.
- Discuss the impact of concept of life long education on formal education.
- Describe Meaning, importance, rationale and need of Distance Education.
- Explain theories of Distance Education.

COURSE CONTENT**A) THEORY****SECTION-A**

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

SECTION-B

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

SECTION-C

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

SECTION-D

Theories of Distance Education:

- a) Theory of Independent study (Charles A. Wedemeyer)
- b) Theory of Learner Autonomy (Michael G. Moore)
- c) Theory of Industrialised Form of Distance Teaching and Learning (Olto Peter)
- d) Theory of Guided Didactic Conversation (Borje Holmberg)
- e) Theory of Significance of Two way Postal communication (John A Baath)
- f) Theory of Human element in an industrialized form of Learning and Teaching (David Sewari)

SEMESTER-I**BOOKS RECOMMENDED:-**

1. A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare, Directorate of Adult Education, New Delhi, 1978.
2. Alford, H.J. (1968): Continuing Education - In Action: Residential Centres for Lifelong Learning. New York: Wiley.
3. Authentic Development: Role of Adult Education. New Delhi: IAEA. 1982.
4. Bhatia, S.C. & Srivastava. (1978): Literacy, Literacy Materials and their Preparation: A General Perspective. New Delhi: Directorate of 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.
11. French, et. al. (Eds.) (1999): Interest Based Learning. UK: Kogan Page.
12. Gorden, G. & Sharan, B. (1982): Adult Education: Foundation of Practice. New York: Harper and Row.
13. Govt. of India National Adult Education Programme: An Outline, 1978.
14. Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978.
15. Houle, C.O. (1964): Continuing Your Education. New York: Mc Graw Hill Co.
16. Howe, M. J.A. (Ed.). (1978): Adult Learning Psychological Research and Applications. London: John Willey.
17. Jarvis, P. (1990): International Dictionary of Adult and Continuing Education. London: Routledge.
18. John, L. (1982): The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.
19. Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.
20. Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
21. Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan.
22. Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers,.
23. Learning to be: A Report of International Commission on Education Development: UNESCO, 1972, New Delhi: Sterling Publisher, 1975.
24. Lovelt, T. (et.al.) (1983): Adult Education and Community Action. Great Britain: Croom Helm Ltd.
25. Maier & Warren. (2002): Integrating Technology - In Learning and Teaching. UK: Kogan Page.
26. Mali, M.G. (1984): Adult Education - In India. New Delhi: Deep and Deep Publication.
27. Manjulika & Reddy. (1999): Unexplored Dimensions of Open Universities. Delhi: Vikas Publishing House Pvt. Ltd.

SEMESTER-I

28. Mohanty, S.B. (1985): Non-Formal Education, Allahabad: Chugh Publications.
29. National Literacy Mission, Ministry of Human Resource Development, Govt. of India, New Delhi, Jan., 1983.
30. Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs.
31. Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.
32. Reddy, G.L. (1997): Role Performance of Adult Education Teachers : Problems and Prospects. New Delhi: Discovery Pub.
33. Roy, N.R. (1967): Adult Education - In India and abroad. Delhi : Chand.
34. Rudestam & Schoonholtz-Read. (2002): Handbook of Online Learning. Delhi: Sage Publications.
35. Sharma, I.P. (1985): Adult Education - In India, A Policy Perspective. New Delhi: National Book Organisation.
36. Verma, R. (2005): Distance Education - In Technological Age. New Delhi: Anmol Publications (Pvt) Ltd.
37. Verma, R. (2007): Education-Open and Distance Education - In Global Society. New Delhi: Anmol Publications,.
38. Wagiare, S.K. & Vanashree, W. (1986): Extension Education Elixir in Rural Development. New Delhi: Metropolitan Book Co.
39. Yadav, R.S. (1991) : Adult Education Training and Productivity. Ambala Cantt: Indian Publications.
40. Sodhi, T.S. (1987): Adult Education: A Multidisciplinary Approach. Ludhiana: Katson Publication House.
41. Seetharamu, A.S. & Devi, M.D.U. (1994): Adult Education. New Delhi: Ashish.
42. Patil, S.P. (1996): Problems of Adult Education Programme. Ambala Cantt: Associated Pubs.
43. Jethithar, B. (1996): Adult Education & Extension. New Delhi: APH Publishers.
44. Ward, K. & Taylor, R. (1986): Adult Education and the Working Class: Education for the Missing Millions. London: Croom Helm.
45. Venkataiah, S. (Ed.) (2000): Lifelong and Continuing Education. New Delhi: Anmol Pub.
46. Pareek, V.K. (1992): Adult Education. Delhi: Himansher.

SEMESTER-II**PROG. CODE. MAEDU II****I. FOUNDATION PAPERS PAPER-I****COURSE CODE: C01-PSF****COURSE TITLE: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION-II****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES**The students will be able to:**

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

SECTION-A

- a) Brief discussion of Indian Schools of Philosophy: Samkhya and Vedanta.
- b) Impact of Indian Philosophical Schools on the goals of life and aims of Education, Educational processes and Socio-cultural Life of Indian Society.

SECTION-B

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

SECTION-C

- a) Equality of Educational Opportunity with Special reference to socially and economically disadvantaged sections of Society. Constitutional Provisions for education, Report of various commissions and committees, DPEP and Sarv Shiksha Abhiyan (SSA) Programme.
- b) Social stratification and education.

SECTION-D

Economy and Education, Impact of LPG (Liberalization, Privatization and Globalization) on education.

SEMESTER–II**BOOKS RECOMMENDED:**

1. Mathur, S.S. (1998): A Sociological Approach to Indian Education. Agra: Vinod Pustak Mandir, Agra.
2. Kneller, G.F. (1963): Foundation of Education, New York and London: John Wiley and Sons, Inc.
3. Taneja, V.R. (2002). Foundation of Education: Philosophical and Sociological. Chandigarh: Mohindra Capital Publisher.
4. Bhattacharya, S. (1996): Sociological Foundation of Education. New Delhi: Atlantic Publishers and Distribution.
5. Brucacher, J.S. (1962): Eclectic Philosophy of Education, New Jersey, Prentice- Hall Inc, Englewood Cliffs.
6. Seetharamu, A.S. (2004): Philosophies of Education, New Delhi, Ashish Publishing House
7. Chaudhary, K. (2008): A Handbook of Philosophy of Education, New Delhi
8. Teneja, V.R. (2005): Foundation of Education, Chandigarh 17, Abnishek Publishers.
9. Aggarwal, J.C. (2005): Theory and Principles of Education Philosophical and Sociological Basis of Education, New Delhi, Vikas Publishing House Pvt. Ltd.
10. Blake, N. Smeyers, P.et.al., (eds)(2008): The Blackwell Guide to the Philosophy of Education, 350 Main Street, Maiden, U.S.A. Blackwell Publishing Ltd.

SEMESTER-II
PAPER-II
COURSE CODE: C02-EDP
COURSE TITLE: EDUCATIONAL PSYCHOLOGY-II

Total Marks: 100

Theory: 80

Practical (sessional): 20

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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES

The students will be able to:

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

A) THEORY

SECTION-A

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

SECTION-B

- a) Personality: Meaning, Determinants of personality, Type and Trait Theories, Assessment of Personality.
- b) Nature and Process of Adjustment
- c) Conflict: Concept, Types, Management.

SECTION-C

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

SECTION-D

- a) Guidance in Education: Concept and principles of Guidance.
- b) Aims and need of Guidance.
- c) Areas of Guidance.

SEMESTER-II**B) PRACTICAL (Terminal)****MARKS: 20**

- a) Intelligence Test: Verbal, Non Verbal performance test.
- b) Personality Test
- c) Test of mental health/adjustment/well being.

BOOKS RECOMMENDED:-

1. Bigge, M.L. & Hunt, M.P. (1968): Psychological Foundations of Education (2nd Edition). N.Y.: Harper & Row.
2. Bienter, R.F. Mifflin. (1978): Psychology Applied to Teaching. Boston: Houghton.
3. Chauhan, S.S. (1978): Advanced Educational Psychology. New Delhi: Vikas Publishing House.
4. Danion W. (1983): Social and Personality Development - Infancy Through Adolescence. New York: Norton.
5. Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage Publications.
6. Goleman, D.L. (1995): Emotional Intelligence. London: Bloomsbury.
7. Good, T.L. & Brodhy, J.E. (1977): Educational Psychology and Realistic Approach. N.Y.: Rhine Holt.
8. Mathur, S.S. (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
9. Bigge, M.C. & Row. (1971): Learning Theories for Teachers (2nd Edition). N.Y.: Harper Collins.
10. Dececco, J.P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
11. Gagne, P.M. (1965): Conditions of Learning. N.Y.: Prentice Hall.
12. Hilgard, E.R. & Bower, S.H. (1975): Theories of Learning. Cliffs: Prentice Hall.
13. Laarus, R.S. (1963): Personality and Adjustment. Cliffs: Prentice Hall.
14. Vargas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
15. Wang, M.C. & Walber, H.J. (eds.) (1985): Adapting Instruction to Individual Differences. Berkeley: Cal Mg. Cutchan.
16. Woolfolk, A.E. (1987): Educational Psychology (3rd edition). Englewood Cliffs: Prentice Hall.
17. Woolfolk, A.E. (1993): Readings and Cases in Educational Psychology. Boston: Alyn and Bacon.
18. Hall, C.S. & Lindsey. (1976): Theories of Personality. John Wiley & Sons.

SEMESTER-II**PAPER-III****COURSE CODE: C03-ERS****COURSE TITLE: EDUCATIONAL RESEARCH AND STATISTICS-II****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES**The students will be able to:**

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

SECTION-A

- a) Collection of Data: Concept of population and sample. Methods of sampling; probability, non-probability, Characteristics of a good sample, sampling errors.
- b) Tools and Techniques:
Characteristics of a good research tool. Questionnaires, Interview, Observations, Psychological tests, Rating scales and attitude scales. (Likert's and Thurstone scale).

SECTION-B

- a) Historical research and Descriptive research.
- b) Experimental research and Experimental Designs.
- c) Writing of a research report.

SECTION-C

- a) Measures of Relationship: Meaning, Uses and Computation of Product Moment Correlation, Rank Difference Correlation.
- b) Normal Probability Curve: Significance, Characteristics and five applications. Tests of Significance.

SECTION-D

- a) Significance of Statistics (Mean only): Meaning, standard error of mean, levels of significance, significance of difference between means, type I and type II error, degrees of freedom.
- b) Analysis of variance (one way only): Meaning, assumptions, uses and computations (correction term formula only).

SEMESTER-II**BOOKS RECOMMENDED:-**

1. Aggarwal, Y.P. (1989): Statistical Methods. New Delhi: Sterling.
2. Best, J.W. (1981): Research in Education. New Delhi: Prentice Hall.
3. Dalen, Van D.B. (1962): Understanding Educational Research. New York: McGraw Hill.
4. Ferguson, G.E. (1981): Statistical Analysis in Psychology and Education. New York: McGraw Hill.
5. Garret, H.E. (1978): Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons. ,
6. Gay, L.R. (1992): Educational Research Competencies for Analysis and Applications. Macmillan.
7. Good, C.V. (1966): Essentials of Educational Research: Methodology and Design. New York: Appleton-Century Crafts.
8. Guilford, J.P. Fundamental Statistics - In Psychology and Education (6th Edition). New York: McGraw Hill.
9. Kaul, L. (2000): Methodology of Educational Research, New Delhi: Vikas Publishing House Pvt. Ltd.
10. Siegel, S. & Castellan, N.J. (1988): Nonparametric Statistics for the Behavioural Sciences. McGraw Hill.
11. Whitney, F.L. (1962): Elements of Research. Englewood Cliffs: Prentice Hall.
12. Kamber, D. (2000): Action learning and Action Research. London: Kogan Page Ltd.

SEMESTER-II**II. OPTIONAL PAPERS****PAPER-IV & V****COURSE CODE: E01-EME****COURSE TITLE: Opt. (A): EDUCATIONAL MEASUREMENT AND EVALUATION-II****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

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

Characteristics of a good measuring tool. Reliability: Types and factors affecting reliability. Grading system and continuous Sessional assessment

SECTION-B

- a) Validity- Types and factors effecting validity.
- b) Question Banks and uses of computer in Education.

SECTION-C

Analysis of variance (one way and two way): Assumptions and computation

SECTION-D

- a) Non-Parametric tests: Concept, Differences with Parametric tests
- b) Chi-square test of independence: Hypotheses of Equality and Normality

BOOKS RECOMMENDED:-

1. Anastasi, A. (1988): Psychological Testing (6th Ed.). New York: The Macmillan Co.
2. Ebel, L.R. and Fristris, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Edwards, A.L. (1957): Techniques of Attitudes Scale Construction. New York.
4. Gakhar, S.C.(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.

**SEMESTER-II
PAPER-IV & V****COURSE CODE: E02-GNC****COURSE TITLE: Opt. (B): GUIDANCE AND COUNSELLING-II****Total Marks: 100****Theory: 80****Practical (Sessional): 20****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES**The students will be able to:**

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

COURSE CONTENT**A) THEORY****SECTION-A**

- 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

- a) Concept of career development and dynamic factors influencing career development.
- b) Theories of career development given by Roe, Super, Krumboltz.

SECTION-C

- a) Helping relationship: Meaning, nature and importance. Counselling as helping relationship.
- b) The helper as a person, the helper's personality needs and client's expectations, relating helper's goal as client's goal.

SECTION-D

- a) Counseling process and process of referral.
- b) Counseling Techniques and Practices: Structure the counselling-relationship, Degree of lead by counselors, Non-verbal behaviour, Transference and counter-transference, Process of referral.

SEMESTER-II**B) PRACTICAL (Sessional)****MARKS: 20**

Administration and interpretation of Differential Aptitude Test (DAT).

BOOKS RECOMMENDED:-

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.
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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.
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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.
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14. Gelso, C.J. and Fretz, B.R. (1995): Counselling Psychology Prisin Book, Bangalore.
15. George, R.I. and Critiani T.S. (1990): Counselling Theory and Practice, New Jerrey, 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. Lewis, M.D., Mayer, R.L. and Louis, J.A.(1986): An Introduction to Counselling, Profession, Illinas, F.E. Peacock Publishers.
19. Myers, G.E.Principles and Techniques of Vocational Guidance. Mecgraw Hills Company, London, 1948.
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.
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25. Tolbert, E.L. (1978): An Introduction to Guidance, Little Brown and Company. Toronto.

**SEMESTER-II
PAPER-IV & V****COURSE CODE: E03-EDT****COURSE TITLE: Opt. (C): EDUCATIONAL TECHNOLOGY-II****Total Marks: 100****Theory: 80****Practical (Sessional): 20****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES**The students will be able to:**

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

A) THEORY**SECTION-A**

Formulating objectives: concept of aims, goals and objectives. Bloom's taxonomy of educational objectives and hierarchy of objectives in the cognitive, affective and psychomotor domains. Mager's and Gagne's Models of formulating objectives

SECTION-B

Concept of teaching and phases of teaching. Components of models of teaching. Basic model of teaching.

SECTION-C

Teaching at memory, understanding and reflective levels. Theories of teaching.

SECTION-D

Concept and importance of evaluation. Diagnostic, formative and summative evaluation. Norm-referenced and criterion referenced tests.

SEMESTER-II**B) PRACTICAL (Sessional)****MARKS: 20**

- a) Formulating instructional objectives on any topic of student's choice.
- b) Development of an achievement test with 50 items.

BOOKS RECOMMENDED:-

1. Anderson, L.W. (1996): Individualized Instruction. In Plomp. T., Jeerd & Ely, Donald P. (Eds.). International Encyclopedia of Educational Technology. U.K.: Cambridge.
2. Ahuja, M. (2000): Implementing Mastery Learning Strategies: Tasks of a Teacher, University News, Vol.38, No. 22, May 29, 2000.
3. Ahuja, M. (2007): Mastery Learning: A Practical Approach. Meerut: Vivek Publishers.
4. Bhushan, A. & Ahuja, M. (2003): Educational Technology; Theory & Practice (2nd Edition). Patiala: Bawa Publications.
5. Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Book Stall.
6. Block, J.N. (1971): Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.
7. Bloom, (1956): (Ed.) Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.
8. Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin(Ed.). The International Encyclopaedia of Teaching & Teacher Education, Oxford: Pergamon Press.
9. Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.
10. Erikson, B. (1969): A Systems Approach to Education, Educational Technology, Vol. IX. No. 6.
11. Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.
12. Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.
13. Mehra, V. (2004): Educational Technology. New Delhi: SSP.
14. Mohanty, (1992): Educational Technology. New Delhi: Deep and Deep Publications.
15. Russell, M. (1993): Instructional Media (4th Ed.). Canada: Macmillan Publishing Company.
16. Unwin, D. & Mc Alese, R. (1978): Encyclopaedia of Educational Media Communication and Technology. West Port: Greenwood Press.

**SEMESTER-II
PAPER-IV & V**

**COURSE CODE: E04-SED
COURSE TITLE: Opt. (D): SPECIAL EDUCATION-II**

**Total Marks: 100
Theory: 80
Practical (Sessional): 20**

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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES

The students will be able to:

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

A) THEORY**SECTION-A**

Visual Impairment:

- a) Concept, Characteristics, Causes and Assessment areas.
- b) Educational provisions; Role of Technology - in enhancing functioning.

SECTION-B

Hearing impairment:

- a) Concept, Characteristics, Causes and assessment
- b) Educational provisions, Lip reading, sign language, finger spelling total communication

SECTION-C

Autism:

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

SECTION-D

Cerebral Palsy and Other Locomotional Impairments:

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

SEMESTER-II**B) PRACTICAL (Sessional)****MARKS: 20**

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

BOOKS RECOMMENDED:-

1. Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Books Stall.
2. Block, J.N. (1971): Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.
3. Bloom, Benjamin, S. (Ed.) (1956): Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.
4. Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin (Ed.). The International Encyclopedia of Teaching & Teacher Education. Oxford: Pergamon Press.
5. Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.
6. De Brisson, A (Ed). (1969): Programmed Learning Research. Paris: Major Trends, Dumod.
7. Erikson, B. (1969): A Systems Approach to Education. Educational Technology, Vol. IX. No.6.
8. Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.
9. Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.
10. Mehra, V. (2004): Educational Technology. New Delhi: SSP.
11. Mohanty, J. (1992): Educational Technology. New Delhi: Deep and Deep Publications.
12. Robertson, E. (1987): Teaching and Related Activities. International Encyclopaedia of Teaching and Teacher Education.
13. Spaulding, S.C. (1972): Technological Devices in Education. AECT International.
14. Unwin, D. & Mc Alese, R. (1978): Encyclopaedia of Educational Media Communication and Technology. West Port: Greenwood Press.

**SEMESTER-II
PAPER-IV & V**

**COURSE CODE: E05-PEN
COURSE TITLE: Opt. (E): POPULATION EDUCATION AND
ENVIRONMENTAL EDUCATION-II**

Total Marks: 100

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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES

The students will be able to:

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

A) THEORY

SECTION-A

- a) Determinants of Population distribution patterns.
- b) Population dynamics

SECTION-B

Population growth and impact on health of population

- a) Implications of morality and facility: Health services and population profiles
- b) Adolescence Education: Responsible Parenthood
- c) Primary Health Care: Safe motherhood and integrated child development
- d) Women empowerment and legal provisions
- e) Building Life Skills

SECTION-C

- a) Environmental pollution: Air, water, soil and noise pollution.
- b) Extinction of flora and fauna, deforestation and soil erosion.
- c) Importance of environmental conservation and strategies for environmental conservation.

SECTION-D

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

SEMESTER-II**BOOKS RECOMMENDED:-**

1. Chapman, J.L. and Reiss, M.J. (1999): Ecology: Principles and Applications. U.K.: Cambridge University Press.
2. Dani, H.M. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University.
3. Mishra, B.D. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University.
4. Nanda, V.K. (1997): Environmental Education. New Delhi: Armal Publications.
5. Panneerselvam, A. and Ramakrishnan, M. (1996): Environmental Science Education. New Delhi: Sterling Publishers Pvt. Ltd.
6. Raina, B.L. (1988): Population Policy. Delhi: B.R. Publishing Corporation.
7. Reddy, M.V.L. (1984): Population Education: Misconceptions and Clarifications. New Delhi: Ashish Publishing House.
8. Reining, P. & Thinker I (ed.) (1975): Population: Dynamics Ethics & Policy. Washington D.C.: American Association for the Advancement of Science.
9. Saxena, A.B. (1996): Education for the Environmental Concerns. New Delhi: Radha Publications.
10. Sharma, R.A. (1998): Environmental Education, Meerut: R. Lall Book Department.
11. Shandilya, T.K. (ed.) (1985): Population Problem and Development. New Delhi: Deep and Deep Publications.
12. Yadav, J.S., Sobti, R.C. and Kohli, R.K. (1988): An Elementary Book on Environmental Education. Chandigarh: Publication Bureau, Panjab University.
13. NCERT (2000): Population Education - In Vocational Training Programme Part 3 : Handbook for Trainees, New Delhi, Directorate General of Employment and Training, Ministry of Labour, Govt. of India.
14. UGC (2004): UGC Scheme on Population Education Xth Plan Guidelines, Non Formal Education Bureau, UGC, 35 Ferozeshah Road Feb, 2004.
15. United Nations Report (2003): Population Education and Development. New York: The Concise Report.

WEB REFERENCE SITES:

1. www.coe.uga.edu/syllabus/eadu/EADU_8050_guyt
2. www.apscert.org/population.htm
3. www.knowledgecommission.gov.in/recommendations
4. <http://dget.nic.in/cpe/intro/handbook.pdf>
5. www.un.org/esa/population/publications/concese2003
6. www.n/m.nic.in/pep.htm

**SEMESTER-II
PAPER-IV & V**

COURSE CODE: E06-VHR

**COURSE TITLE: Opt. (F): VALUE EDUCATION AND HUMAN
RIGHT EDUCATION-II**

Total Marks: 100

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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

COURSE OBJECTIVES

The students will be able to:

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

SECTION-A

Hierarchy and classification of values

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

SECTION-B

Transactional strategies for value education

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

SECTION-C

- a) Need and importance of human rights Education - in the existing social scenario
- b) Role of international, national bodies and state bodies in promotion of human rights education
- c) Role of media in dissemination of human rights.

SEMESTER-II**SECTION-D**

- a) Role of educational institutions (at school, college and higher education level) in dissemination of human rights.
- b) Role of non-governmental organization in promotion of human rights (International, National and State Level).

BOOKS RECOMMENDED:-

1. Borgohain, B. (1999): Human Rights Social Justice & Political Challenge. New Delhi: Kanishka Publishers.
2. Dhand, H. (2000): Teaching Human Rights: A Handbook, Bhopal Asian Institute of Human Rights.
3. Fraenkel, J.R. (1977): How to Teach About Values: An Analytic Approach. New Jersey & E. Cliffs: Prentice Hall, Inc.
4. Mohanty, J. (2005): Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications Pvt. Ltd.
5. Mohanty, Jagannath (Ed.) (2000): Human Rights. New Delhi: Deep and Deep Publications.
6. Palai, A.K. (1999): National Human Rights Commission of India, Formation, Functioning and Future Prospects. New Delhi: Atlantic Pub.
7. Pandey, V.C. (2005): Value Education and Education for Human Rights. Delhi: Isha Books.
8. Rokeach, M. (1967): Values Survey. Sunnyvale & California: Halgren Tests.
9. Rokeach, M. (1973): The Nature of Human Values. New York: The Free Press.
10. Rokeach, M. (1988): Beliefs, Attitudes and Values. San Francisco: Jossey Bass.
11. Symonides, J. (2002): Human Rights Concept and Standards. Rawat Publications.
12. Tarrow, N.B. (1987): Human Rights and Education Vol-3. Programon Press.

**SEMESTER-II
PAPER-IV & V****COURSE CODE: E07-EAM****COURSE TITLE: Opt. (G): EDUCATIONAL ADMINISTRATION AND
MANAGEMENT-II****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

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.

COURSE CONTENT**SECTION-A**

Educational Planning: Need, importance and scope.
Approaches to planning; Institutional planning.

SECTION-B

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

SECTION-C

- a) Educational and supervision: Meaning, functions and types.
- b) Planning and implementing supervisory programs, problems.

SECTION-D

Implications for teachers and administrators of:

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

SEMESTER-II**BOOKS RECOMMENDED:-**

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

**SEMESTER-II
PAPER-IV & V****COURSE CODE: E08-LLE****COURSE TITLE: Opt. (H): LIFE LONG EDUCATION-II****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

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

- a) Adult and Continuing Education: Evolution of concept, aims and practice.
- b) Need and importance of Adult and Continuing Education in developing a learning society.

SECTION-B

Recent Impact of Life Long Education approach on global policies:

- a) World Conference for Higher Education
- b) Millennium Development Goals
- c) Education for all.

SECTION-C

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

SECTION-D

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

SEMESTER-II**BOOKS RECOMMENDED:-**

1. A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare, Directorate of Adult Education, New Delhi, 1978.
2. Alford, H.J. (1968): Continuing Education – In Action: Residential Centres for Lifelong Learning. New York: Wiley.
3. Authentic Development: Role of Adult Education. New Delhi: IAEA. 1982.
4. Bhatia, S.C. & Srivastava. (1978): Literacy, Literacy Materials and their Preparation: A General Perspective. New Delhi: Directorate of Adult Education.
5. Boroia K. & Draper, J.A. (1973): Adult Education – In India: A Book of Reading. New Delhi: IAEA.
6. Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.
7. Coles, E.K.T. (1977): Adult Education – In Developing Countries. New York: Pergamon Press.
8. Cropley, A.J. (1977): Life Long Education: A Psychological Analysis. New York: Pergamon Press.
9. Daniel W. (Ed.) (1987): The Future of Literacy in Changing World. New York, Tokya: Pergamon Press, Oxford.
10. Dutta, S.C. (1986): History of Adult Education – In India. New Delhi: IAED.
11. French, et. al. (Eds.) (1999): Interest Based Learning. UK: Kogan Page.
12. Gorden, G. & Sharan, B. (1982): Adult Education: Foundation of Practice. New York: Harper and Row.
13. Govt. of India National Adult Education Programme: An Outline, 1978.
14. Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978.
15. Houle, C.O. (1964): Continuing Your Education. New York : Mc Graw Hill Co.
16. Howe, M. J.A. (Ed.). (1978): Adult Learning Psychological Research and Applications. London: John Willey.
17. Jarvis, P. (1990): International Dictionary of Adult and Continuing Education. London: Routledge.
18. Jethithar, B. (1996): Adult Education & Extension. New Delhi: APH Publishers.
19. John, L. (1982): The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.
20. Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.
21. Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
22. Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan.
23. Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers.
24. Learning to be: A Report of International Commission on Education Development: UNESCO, 1972, New Delhi: Sterling Publisher, 1975.
25. Lovelt, T. (et.al.) (1983): Adult Education and Community Action. Great Britain: Croom Helm Ltd.
26. Maier & Warren. (2002): Integrating Technology – In Learning and Teaching. UK: Kogan Page.
27. Mali, M.G. (1984): Adult Education – In India. New Delhi: Deep and Deep Publication.

SEMESTER-II

28. Manjulika & Reddy. (1999): Unexplored Dimensions of Open Universities. Delhi: Vikas Publishing House Pvt. Ltd.
29. Mohanty, S.B. (1985): Non-Formal Education, Allahabad: Chugh Publications.
30. National Literacy Mission, Ministry of Human Resource Development, Govt. of India, New Delhi, Jan., 1983.
31. Pareek, V.K. (1992): Adult Education. Delhi: Himansher.
32. Patil, S.P. (1996): Problems of Adult Education Programme. Ambala Cantt: Associated Pubs.
33. Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs.
34. Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.
35. Reddy, G.L. (1997): Role Performance of Adult Education Teachers: Problems and Prospects. New Delhi: Discovery Pub.
36. Roy, N.R. (1967): Adult Education – In India and abroad. Delhi: Chand.

37. Rudestam & Schoonholtz-Read. (2002): Handbook of online Learning. Delhi: Sage Publications.
38. Seetharamu, A.S. & Devi, M.D.U. (1994): Adult Education. New Delhi: Ashish.
39. Sharma, I.P. (1985): Adult Education – In India, A Policy Perspective. New Delhi: National Book Organisation.
40. Sodhi, T.S. (1987): Adult Education: A Multidisciplinary Approach. Ludhiana: Katson Publication House.
41. Venkataiah, S. (Ed.) (2000): Lifelong and Continuing Education. New Delhi: Anmol Pub.
42. Verma, R. (2005): Distance Education – In Technological Age. New Delhi: Anmol Publications (Pvt) Ltd.
43. Verma, R. (2007): Education-Open and Distance Education – In Global Society. New Delhi: Anmol Publications.
44. Wagiare, S.K. & Vanashree, W. (1986): Extension Education Elixir in Rural Development. New Delhi: Metropolitan Book Co.
45. Ward, K. & Taylor, R. (1986): Adult Education and the Working Class: Education for the Missing Millions. London: Croom Helm.
46. Yadav, R.S. (1991): Adult Education Training and Productivity. Ambala Cantt: Indian Publications.

SEMESTER–III
PROG. CODE: MAEDU III

I. FOUNDATION PAPERS
PAPER–I COURSE CODE: C01–HCE
COURSE TITLE: HISTORY AND CONTEMPORARY ISSUES OF INDIAN
EDUCATION–III

Total Marks: 100

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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objectives:

The students will be able to:

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

SECTION–A

Study and Review of the following:

- a) Macaulay's minutes
- b) Wood's dispatch.
- c) Hunter's Commission,

SECTION–B

Study and Review of the following:

- a) Indian Universities Commission.
Sargent Report.
Constitutional Provision for Education

SECTION–C

Study and Review of the following:

- University Education Commission Report (Radhakrishnan)
- Secondary Education Commission Report (Mudaliar)
- Indian Education Commission Report (Kothari)

SECTION–D

Analysis of the following:

Challenge of Education- National Document
National Policy on Education, (1986),
NPE, (1992)

SEMESTER–III**Books Recommended:-**

1. Aggarwal, J.C. (1973): Recent Educational Development - In the World. New Delhi: Arya Book Depot, Vol. 1.
2. Altekar, A.S. (1965): Education - In Ancient India. Nand Kishore.
3. Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.
4. Dave, R.J. & Stic M. (1973): Life Long Education & 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 1964-64-66. New Delhi: Govt. of India.
11. Mohanty, J. (1987): Education - In India. New Delhi: Deep & Deep Publications.
12. Mukerji, S.N. (1965): Education - In India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).
13. Taneja, V.R. (1983): Trust with Education. New Delhi: Sterling Publishers.

SEMESTER–III**PAPER–II COURSE CODE: C02–CRD****COURSE TITLE: CURRICULUM DEVELOPMENT–III****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objectives**The students will be able to:**

- Explain the concept of curriculum and curriculum development.
- Explain the foundations of curriculum.
- Explain the Principles of curriculum construction.
- Describe factors affecting curriculum change.
- Explain eclectic model of curriculum design.
- Explain Taba's model of curriculum development.

SECTION–A

Concept of Curriculum

Epistemological, Social and Psychological foundations of curriculum

SECTION–B

Principles of Curriculum Construction

Principles of formulating- aims, specifying content, defining teaching learning experiences and evaluation procedure.

SECTION–C

a) Factors affecting Curriculum change

- Social factors
- Pressure groups
- Writers and publishers

b) Role of teacher as a Curriculum maker

SECTION–D

Eclectic Model of Curriculum Design

Taba's Model of Curriculum Development

SEMESTER–III**Books Recommended:-**

1. Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971): Handbook of Formative and Summative Evaluation Student Learning. New York: McGraw Hill.
2. Bruner, J.S. (1966): Towards a Theory of Instruction. Cambridge: Mass, Harvard University Press.
3. Cropper, G.L. (1974): Instructional Strategies. Englewood Cliff, N.J.: Educational Technology Publications.
4. Davis, I.K. (1971): The Management of Learning. London: McGraw Hill.
5. Forsyth, I., Jolliffe, A. & Stevens, D. (1999): Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
6. Forsyth, I., Jolliffe, A. & Stevens, D. (1999): Planning a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
7. Gagne, R.M. & Briggs, L.J. (1979): Principles of Instructional Design. New York: Holt, Rinehart and Winston.
8. National Curriculum Framework (2005): New Delhi: NCERT.
9. Ornstein, A.C. and Hunkins, F.P. (1988): Curriculum: Foundations, Principles and Issues. London: Prentice Hall International Ltd.
10. Popham, J.M. & Baker, E.L. (1970): Systematic Instruction. New Jersey: Prentice Hall, Inc. Englewood Cliffs.
11. Pratt, D. (1980): Curriculum Design and Development. N.Y.: Harcourt.
12. Romiszowski, A.J. (1986): Designing Instructional Systems. London: Kogan Page.
13. Taba, H. (1962): Curriculum Development: Theory and Practice. N.Y.: Harcourt Brace and World Inc.
14. Taylor, P. (2003): How to Design a Training Course. A Guide to Participatory Curriculum Development. London: Continuum.
15. Zais, R.S. (1977): Curriculum: Principles and Foundations. London: Harper and Row Publishers.

M.A. EDUCATION (SEMESTER–III)

SEMESTER–III

PAPER–III COURSE CODE: C03–DIS

COURSE TITLE: DISSERTATION PROPOSAL (Synopsis)

Total Marks: 100

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

Marks: 100 (50 Internal & 50 External)

Every candidate shall submit the synopsis on an educational problem under the guidance of supervisor from the college at the end of semester III. This must be finalized in in-house interaction meet of the research committee (at least three members) formulated in the College by the Principal. For internal evaluation a committee of three members (supervisor, HOD and a senior faculty nominated by the principal) will be constituted. The synopsis will be externally evaluated by the members of the Board of Studies constituted by Guru Nanak Dev University, Amritsar.

SEMESTER–III**II. OPTIONAL PAPERS**

PAPER–IV & V COURSE CODE: E01–EME
COURSE TITLE: OPT. (A): EDUCATIONAL MEASUREMENT
AND EVALUATION–III

Total Marks: 100**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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

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

Formative and Summative Evaluation. Diagnostic Testing and Remedial teaching. Marking and Reporting System.

SECTION–B

Educational Norms- Age, Grade, Percentiles and Standard Scores.

SECTION–C

Correlations: Assumptions, Uses and Computation of Product Moment correlation, Biserial and Point Biserial correlation.

SECTION–D

Uses and computation of Tetrachoric and Phi-Coefficient of correlation.

Books Recommended:-

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

SEMESTER–III
PAPER–IV & V
COURSE CODE: E02–GNC
COURSE TITLE: OPT. (B): GUIDANCE AND COUNSELLING–III

Total Marks: 100
Theory: 80
Practical (Sessional): 20

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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

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 counseling and role of parents and teachers.

SECTION–A

Guidance relationship: Guidance and curriculum, guidance and administration, guidance and discipline, guidance and home.

Role of teacher, head of school, psychologist, physical education teacher as guidance personnel.

SECTION–B

- a) Mental health – Meaning, importance and factors affecting Mental health.
- b) Mental hygiene- Meaning, importance and factors affecting Mental hygiene.
- c) Guidance for Preserving mental health and hygiene – role of teacher.

SECTION–C

- a) Theories of counselling
- b) Rational emotive behavior theory
- c) Indian Therapeutics approach

SECTION–D

- a) Modern trends in Counselling
- b) Counselling implications of: Knowledge explosion, population explosion and nuclear family.
- c) Role of parents and teachers in counselling.

Practical (Sessional)**Marks: 20**

Administration and interpretation of (i) Personality test (ii) Interest inventory (iii) Test of Anxiety.

Books Recommended:-

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.

SEMESTER–III**PAPER–IV & V COURSE CODE: E03–EDT****COURSE TITLE: OPT. (C): EDUCATIONAL TECHNOLOGY–III****Total Marks: 100****Theory: 80****Practical (Sessional): 20****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objectives**The students will be able to:**

- Describe the concept and process of communication, barriers to communication, models and types of communication.
- Explain the application of computers and internet in teaching, research and extension activities.
- Explain the importance of e-learning and e-resources.
- Discuss concept, characteristics and selection of media for instruction.
- Explain the meaning, importance and steps of instructional system designing.
- Explain the models of teaching by Bruner, Ausubel and Taba.

Course Content**SECTION–A**

Communication: concept and process of communication, barriers to communication. Models of communication. Types of communication.

SECTION–B

Network communication: Application of computer Technology - In teaching, research and extension activities. Use of internet in education. Audio, video and computer conferencing, e-learning and e-resources.

SECTION–C

Instructional Media: Concept and characteristics of media for use in classroom instruction. Criteria for selection of media, such as OHP, Audio cassettes, video cassettes, compact disc, TV and computers. Multimedia approach to instruction.

SECTION–D

Instructional system designing: concept and importance of instructional system designing. Steps of Gagne's instructional system designing. Models of teaching: Bruner's, Ausubel's and Taba's models of teaching.

SEMESTER–III**Practical****Marks: 20**

- A. Prepare 5 transparencies.
- B. Demonstrate use of OHP, audio cassette recorder, LCD projector and computer.
- C. Prepare a lesson plan on any model prescribed in the syllabus.

Books Recommended:-

1. Anderson, L.W. (1996): Individualized Instruction. In Plomp. T., Jeerd & Ely, Donald P. (Eds.). International Encyclopedia of Educational Technology. U.K.: Cambridge.
2. Ahuja, M. (2000): Implementing Mastery Learning Strategies: Tasks of a Teacher, University News, Vol.38, No. 22, May 29, 2000.
3. Ahuja, M. (2007): Mastery Learning: A Practical Approach. Meerut: Vivek Publishers.
4. Bhushan, A. & Ahuja, M. (2003): Educational Technology; Theory & Practice (2nd Edition). Patiala: Bawa Publications.
5. Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Book Stall.
6. Block, J.N. (1971): Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.
7. Bloom, (1956) (Ed.) Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.
8. Clark, C.M. (1987): The Carroll Model in M.J. Dunkin (Ed.). The International Encyclopaedia of Teaching & Teacher Education, Oxford: Pergamon Press.
9. Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.
10. Erikson, B. (1969): A Systems Approach to Education, Educational Technology, Vol. IX. No.6.
11. Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.
12. Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.
13. Mehra, V. (2004): Educational Technology. New Delhi: SSP.
14. Mohanty, (1992): Educational Technology. New Delhi: Deep and Deep Publications.
15. Russell, M. (1993): Instructional Media (4th Ed.). Canada: Macmillan Publishing Company.
16. Unwin, D. & Mc Alese, R. (1978): Encyclopaedia of Educational Media Communication and Technology. West Port: Greenwood Press.

SEMESTER–III**PAPER–IV & V COURSE CODE: E04–SED****COURSE TITLE: OPT. (D): SPECIAL EDUCATION–III****Total Marks: 100****Terminal: 60****Sessional: 20****Practical (Sessional): 20****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objective**The students will be able to:**

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

SECTION–A**Delinquency:**

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

SECTION–B**Multiple Disabilities:**

- a) Concept, Nature and Characteristics of w.r.t dimensions and severity eg. Deaf Blind and CP, causes.
- b) Educational Implications and provisions.

SECTION–C**Speech Impairment:**

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

SECTION–D

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

Practical Marks: 20

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

SEMESTER–III**Books Recommended:-**

1. Advani , L. & Chadha, A.(2003) :You & Your Special Child, New Delhi: UBS Publishers Distributor.
2. Berdine, W. H., Black Hurst, A.E. (eds.) (1980): An Introduction to Special Education, Boston: Little, Brown and company.
3. Encyclopedia of special Education (1987): Vol.1, 2 ,3 Ed's Cecil r. Reynolds & Lester Mann New York John Haley & Sons.
4. Frank, M.H. & Steven, R.F. (1984): Education of Exceptional learners. Massachusetts: Allyn & Bacon. Inc.
6. Hallahan, D.P. & Kauffman, J.M. (1991): Exceptional Children – Introduction to Special Education. Massachusetts: Allyn & Bacon.
7. Hans, I. J. (2000): Children in Need of Special Care, Human Horizons Series, Souvenir Press (E&A Ltd).
8. Kirk, S.A. & Gallagher, J. J. (1989): Education of Exceptional Children, Boston: Houghton Mifflin Co.
9. Panda, K.C. (1997): Education of Exceptional Children New Delhi: Vikas Publishing House.
10. Yseldyke, J.E. & Algozzine, B. (1998): Special Education, New Delhi: Kanishka Publishers Distributor.

SEMESTER–III**PAPER–IV & V COURSE CODE: E05–PEN****COURSE TITLE: OPT. (E): POPULATION EDUCATION AND ENVIRONMENTAL EDUCATION–III****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objectives**The students will be able to:**

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

Course Content**SECTION–A**

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

SECTION–B

Relationship between growth of population and Development:

- Population growth and Human Resource Development Education, Technology, Work opportunities.
- Population and economic development
- Population and global food situation
- Population and sustainable development

SECTION–C

- a) Relationship between man and environment.
- b) Impact of technological development on environment.
- c) Man made and natural disasters. Role of educational institutions in disaster management.

SEMESTER–III**SECTION–D**

- a) Features of curriculum for environmental education at primary and secondary school levels.
- b) Features of curriculum for environmental education at college and university level.

Books Recommended:

1. Chapman, J.L. and Reiss, M.J. (1999): Ecology: Principles and Applications. U.K.: Cambridge University Press.
2. Dani, H.M. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University.
3. Mishra, B.D. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University.
4. Nanda, V.K. (1997): Environmental Education. New Delhi: Armal Publications.
5. Panneerselvam, A. and Ramakrishnan, M. (1996): Environmental Science Education. New Delhi: Sterling Publishers Pvt. Ltd.
6. Raina, B.L. (1988): Population Policy. Delhi: B.R. Publishing Corporation.
7. Reddy, M.V.L. (1984): Population Education: Misconceptions and Clarifications. New Delhi: Ashish Publishing House.
8. Reining, P. & Thinker I (ed.) (1975): Population: Dynamics Ethics & Policy. Washington D.C.: American Association for the Advancement of Science.
9. Saxena, A.B. (1996): Education for the Environmental Concerns. New Delhi: Radha Publications.
10. Sharma, R.A. (1998): Environmental Education, Meerut: R. Lall Book Department.
11. Shandilya, T.K. (ed.) (1985): Population Problem and Development. New Delhi: Deep and Deep Publications.
12. Yadav, J.S., Sobti, R.C. and Kohli, R.K. (1988): An Elementary Book on Environmental Education. Chandigarh: Publication Bureau, Panjab University.
13. NCERT (2000): Population Education - In Vocational Training Programme Part 3: Handbook for Trainees, New Delhi, Directorate General of Employment and Training, Ministry of Labour, Govt. of India. 70
14. UGC (2004): UGC scheme on Population Education Xth Plan guidelines, Non Formal Education Bureau, UGC, 35 Ferozeshah Road Feb 2004.
15. UNITED Nations Report (2003): Population Education and Development. New York: The Concise Report.

Web Reference Sites:

1. www.coe.uga.edu/syllabus/eadu/EADU_8050_guyt
2. www.apscert.org/population.htm
3. www.knowledgecommission.gov.in/recommendations
4. <http://dget.nic.in/cpe/intro/handbook.pdf>
5. www.un.org/esa/population/publications/concese2003
6. www.n/m.nic.in/pep.htm

SEMESTER–III**PAPER–IV & V COURSE CODE: E06–VHR****COURSE TITLE: OPT. (F): VALUE EDUCATION AND HUMAN RIGHTS
EDUCATION–III****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objectives**The students will be able to:**

Understand the nature of values in Indian and Western schools of Philosophy.

Become aware of the Philosophical and psychological theories on values.

Understand the need for Value Education.

Become aware of the various categories of Human Rights.

Become aware of the sources of human right.

SECTION–A

- a) Philosophical and psychological theories on values and value assumption.
- b) Social consciousness and moral values.

SECTION–B

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

SECTION–C

- a) Philosophical foundations of Human Rights: Sources of Human Rights.
- b) Modern Human Rights Theories.

SECTION–D

Civil, Political, Economic, Social and Cultural Rights and Corresponding Obligations.

SEMESTER–III**Books Recommended:**

1. Fraenkel, J.R. (1977): How to Teach about Values: An Analytic Approach. New Jersey & E. Cliffs: Prentice Hall, Inc.
2. Rokeach, M. (1967): Values Survey. Sunnyvale & California: Halgren Tests.
3. Rokeach, M. (1973): The Nature of Human Values. New York: The Free Press.
4. Rokeach, M. (1988): Beliefs, Attitudes and Values. San Francisco: Jossey Bass.
5. Symonides, J. (2002): Human Rights Concept and Standards. Rawat Publications.
6. Mohanty, J. (2005): Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications Pvt. Ltd.
7. Tarrow, N.B. (1987): Human Rights and Education Vol-3. Pergamon Press.
8. Pandey, V.C. (2005) :Value Education and Education for Human Rights. Delhi: Isha Books.
9. Borgohain, B. (1999): Human Rights Social Justice & Political Challenge. New Delhi: Kanishka Publishers.
10. Mohanty, Jagannath (Ed.) (2000): Human Rights. New Delhi: Deep and Deep Publications.
11. Palai, A.K. (1999): National Human Rights Commission of India, Formation, Functioning and Future Prospects. New Delhi: Atlantic Pub.
12. Dhand, H. (2000): Teaching Human Rights: A Handbook, Bhopal Asian Institute of Human Rights.
13. Promila Pandit Barooch: Handbook on Child, Concept Publishing Company, New Delhi.

SEMESTER–III

**PAPER–IV & V COURSE CODE: E07–EAM
COURSE TITLE: OPT. (G): EDUCATIONAL ADMINISTRATION
AND MANAGEMENT–III**

Total Marks: 100**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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objectives**The students will be able to:**

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

SECTION–A

- a) Leadership: Concept and theories
- b) Styles of leadership

SECTION–B

- a) Leadership Traits and Skills: Implications for educational administrators
- b) Teaching and training for leadership.

SECTION–C

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

SECTION–D

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

SEMESTER–III**Books Recommended:**

1. Bush, T. & Bell, L. (2003): The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.
2. Bhatia, S.K. (2008): Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.
3. Gakhar, S.C. (2005): Educational Administration and Management. NM Publication.
4. Lynton, R.P. & Pareek, U. (2000): Training for Organizational Transformation Part I & II. New Delhi: Sage Publications.
5. Rudestam, K.E. & Schoenholtz, R.J. (2002): Handbook of Online Learning. New Delhi: Sage Publications.
6. Jolliffe, A., Ritter J. & Stevens D. (2003): The Online Learning Handbook. London: Kogan Page.
7. Prasad, L.M. (2008): Organisational Behaviour. New Delhi: Sultan Chand & Sons.
8. Robbins, S.P, Judge, T.A. & Sanghi, S. (2007): Organisational Behaviour (12th edition). New Delhi: Pearson Prentice Hall.
9. Gupta, S.K. & Joshi, R. (2007): Organisational Behaviour. New Delhi: Kalyani Publishers.
10. Sayeed, O.B. (2001): Organisational Commitment and Conflict. New Delhi: Sage Publications.
11. Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.
12. Bhatnagar, R.P. and Aggarwal, V. (1987): Educational Administration: Supervision Planning and Financing. Meerut: India Surya Publications.
13. Chandrasekaran, P. (1994): Educational Planning and Management. New Delhi: Sterling Publishers.
14. Greene, J.F. (1975): School Personnel Administration. Pennsylvania: Chilton Book Company.
15. Khan, N.S. & Khan, M.S. (1980): Educational Administration. New Delhi: Ashish Publishing House.
16. Kaur, K. (1985): Education - In India (1981-1985) Policies, Planning and Implementation. Chandigarh: Arun and Rajive Pvt. Ltd. 74
17. Lulla, B.P. & Murthy, S.K. (1976): Essential of Educational Administration. Chandigarh: Mohindra Capital Publishing.
18. Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
19. Mukherji, S.N. (1970): Administration and Educational Planning and Finance. Baroda: Acharya Book Depot.
20. Philip, H.C. (1985): The World Crisis in Education. Oxford University Press.
21. Chand, T. & Prakash, R. (1997): Advanced Educational Administration. New Delhi: Kanishka Publishers.
22. Thakur, D. & Thakur, D.N. (1996): Educational Planning and Administration. New Delhi: Deep and Deep Publications.
23. Thomas, I.S. (1980): Educational Governance and Administration. America: Prentice Hall.

SEMESTER–III**PAPER–IV & V COURSE CODE: E08–LLE****COURSE TITLE: OPT. (H): LIFE LONG EDUCATION–III****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

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.

Course Content**SECTION–A**

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

SECTION–B

- a) Administration and management of adult and continuing education programmes: Bodies and functionaries Govt of Indian and UGC Guidelines
- b) Role of universities in adult and continuing education.
 - a. Department/Centre for adult and continuing education and extension education.
 - b. Regional resource centres.
 - c. The field out reach programmes

SECTION–C

Importance learning modules; Planning and Preparation of self instructional material (SIM)- Steps of Writing SIM, Editing, Reviewing and Distribution.

SECTION–D

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

SEMESTER–III**Books Recommended:-**

1. Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan.
2. Manjulika & Reddy. (1999): Unexplored Dimensions of Open Universities. Delhi: Vikas Publishing House Pvt. Ltd.
3. Rudestam & Schoonholtz-Read. (2002): Handbook of Online Learning. Delhi: Sage Publications.
4. Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.
5. Maier & Warren. (2002): Integrating Technology - In Learning and Teaching. UK: Kogan Page.
6. French, et. al. (Eds.) (1999): Interest Based Learning. UK: Kogan Page.
7. Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
8. Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.
9. Verma, R. (2005): Distance Education - In Technological Age. New Delhi: Anmol Publications (Pvt) Ltd.
10. Verma, R. (2007): Education-Open and Distance Education - In Global Society. New Delhi: Anmol Publications,.
11. A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare, Directorate of Adult Education, New Delhi, 1978.
12. Boroia K. & Draper, J.A. (1973): Adult Education - In India: A Book of Reading. New Delhi: IAEA. 76
13. Dutta, S.C. (1986): History of Adult Education - In India. New Delhi: IAED.
14. Daniel W. (Ed.) (1987): The Future of Literacy in Changing World. New York, Tpkya: Pergamon Press, Oxford.
15. Govt. of India National Adult Education Programme: An Outline, 1978.
16. Gorden, G. & Sharan, B. (1982): Adult Education: Foundation of Practice. New York: Harper and Row.
17. Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978.
18. Howe, M. J.A. (Ed.). (1978): Adult Learning Psychological Research and Applications. London: John Willey.
19. Authentic Development: Role of Adult Education. New Delhi: IAEA. 1982.
20. John, L. (1982): The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.
21. Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers.
22. Lovelt, T. (et.al.) (1983): Adult Education and CommUNITY Action. Great Britain: Croom Helm Ltd.
23. Learning to be: A Report of International Commission on Education Development: UNESCO, 1972, New Delhi: Sterling Publisher, 1975.
24. Mali, M.G. (1984): Adult Education - In India. New Delhi: Deep and Deep Publication.
25. Mohanty, S.B. (1985): Non-Formal Education, Allahabad: Chugh Publications.
26. National Literacy Mission (Jan 1983): Ministry of Human Resource Development, Govt. of India, New Delhi.

SEMESTER–III

27. Sharma, I.P. (1985): Adult Education - In India, A Policy Perspective. New Delhi: National Book Organisation.
28. Wagiare, S.K. & Vanashree, W. (1986): Extension Education Elixir in Rural Development. New Delhi: Metropolitan Book Co.
29. Bhatia, S.C. & Srivastava. (1978): Literacy, Literacy Materials and their Preparation: A General Perspective. New Delhi: Directorate of Adult Education.
30. Coles, E.K.T. (1977): Adult Education - In Developing Countries. New York: Pergamon Press.
31. Cropley, A.J. (1977): Life Long Education: A Psychological Analysis. New York: Pergamon Press.
32. Houle, C.O. (1964): Continuing Your Education. New York: Mc Graw Hill Co.
33. Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.
34. Reddy, G.L. (1997): Role Performance of Adult Education Teachers: Problems and Prospects. New Delhi: Discovery Pub.
35. Roy, N.R. (1967): Adult Education - In India and abroad. Delhi: Chand.
36. Sharma, I.P. (1985); Adult Education - In India: Policy Perspective. New Delhi: NBO Pub.
37. Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs.
38. Yadav, R.S. (1991): Adult Education Training and Productivity. Ambala Cantt: Indian Publications.
39. Jarvis, P. (1990): International Dictionary of Adult and Continuing Education. London: Routledge.
40. Alford, H.J. (1968): Continuing Education - In Action: Residential Centres for Lifelong Learning. New York: Wiley.
41. Sodhi, T.S. (1987): Adult Education: A Multidisciplinary Approach. Ludhiana: Katson Publication House.
42. Seetharamu, A.S. & Devi, M.D.U. (1994): Adult Education. New Delhi: Ashish.
43. Patil, S.P. (1996): Problems of Adult Education Programme. Ambala Cantt: Associated Pubs.
44. Jethithar, B. (1996): Adult Education & Extension. New Delhi: APH Publishers.
45. Ward, K. & Taylor, R. (1986): Adult Education and the Working Class: Education for the Missing Millions. London: Croom Helm.
46. Venkataiah, S. (Ed.) (2000): Lifelong and Continuing Education. New Delhi: Anmol Pub.
47. Pareek, V.K. (1992): Adult Education. Delhi: Himansher.

SEMESTER-IV
PROG. CODE: MAEDU IV
I. FOUNDATION PAPERS
PAPER-I COURSE CODE: C01-HCE
COURSE TITLE: HISTORY AND CONTEMPORARY ISSUES OF INDIAN
EDUCATION-IV

Total Marks: 100

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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objectives

The students will be able to:

- Explain the contemporary issues of Indian Education System.
- Enlist modern trends of Education in India.
- Explain education system from International perspective.

SECTION-A

- a) Universalisation of elementary education
- b) Education of Disadvantaged Groups
- c) Value Crisis

SECTION-B

- a) Open Learning
- b) Adult Education and Continuing Education
- c) Examination Reforms

SECTION-C

- a) Vocationalisation of Education
- b) Population Education
- c) Environmental Education

SECTION-D

- a) Peace Education with international perspective
- b) Rural Education
- c) Mass-media and Technology - In Educational Systems

SEMESTER-IV**Books Recommended:**

1. Aggarwal, J.C. (1973): Recent Educational Development - In the World. New Delhi: Arya Book Depot, Vol. 1.
2. Altekar, A.S. (1965): Education - In Ancient India. Nand Kishore.
3. Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.
4. Dave, R.H. UNESCO and Regional Office Bank Publications.
5. Dave, R.J. & Stic M. (1973): Life Long Education & The School.
6. Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.
7. Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
8. Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.
9. Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.
10. Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.
11. Ministry of Education: Report of the Education Commission 1964-64-66. New Delhi: Govt. of India, 1978.
12. Mohanty, J. (1987): Education - In India. New Delhi: Deep & Deep Publications.
13. Mukerji, S.N. (1965): Education - In India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).
14. Taneja, V.R. (1983): Trust with Education. New Delhi: Sterling Publishers.

SEMESTER-IV**PAPER-II COURSE CODE: C02-CRD****COURSE TITLE: CURRICULUM DEVELOPMENT-IV****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objectives**The students will be able to:**

- Understand the concept and need of curriculum design.
- Describe characteristic features of different designs of curriculum development.
- Understand the various models of curriculum efficiency.
- Appraise present curriculum of Indian schools.
- Discuss curriculum issues and trends.

Course Content**SECTION-A**

- a) Concept of Curriculum design.
- b) Need of theory of curriculum design.

SECTION-B

Features of different curriculum designs:

- a) Subject- Centred curriculum
- b) Experience and activity Centered Curriculum
- c) Core curriculum

SECTION-C

Models of Curriculum Engineering:

- a) The Administrative Model
- b) The Grass-roots Model
- c) Systems Analysis Model

SECTION-D

- a) Critical appraisal of present curriculum in elementary and secondary schools of India
- b) Curriculum issues and trends
- c) National Curriculum Framework (2005)

SEMESTER-IV**Books Recommended:**

1. Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971).
2. Handbook of Formative and Summative Evaluation Student Learning. New York: McGraw Hill.
3. Bruner, J.S. (1966): Towards a Theory of Instruction. Cambridge: Mass, Harvard University Press.
4. Cropper, G.L. (1974): Instructional Strategies. Englewood Cliff, N.J.: Educational Technology Publications.
5. Davis, I.K. (1971): The Management of Learning. London: McGraw Hill.
6. Forsyth, I., Jolliffe, A. & Stevens, D. (1999): Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
7. Forsyth, I., Jolliffee, A. & Stevens, D. (1999): Planning a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
8. Gagne, R.M. & Briggs, L.J. (1979): Principles of Instructional Design. New York: Holt, Rinehart and Winston.
9. National Curriculum Framework (2005): New Delhi: NCERT.
10. Ornstein, A.C. and Hunkins, F.P. (1988): Curriculum: Foundations, Principles and Issues. London: Prentice Hall International Ltd.
11. Popham, J.M. & Baker, E.L. (1970): Systematic Instruction. New Jersey: Prentice Hall, Inc. Englewood Cliffs.
12. Pratt, D. (1980): Curriculum Design and Development. N.Y.: Harcourt.
13. Romiszowski, A.J. (1986): Designing Instructional Systems. London: Kogan Page.
14. Taba, H. (1962): Curriculum Development: Theory and Practice. N.Y.: Harcourt Brace and World Inc.
15. Taylor, P. (2003): How to Design a Training Course. A Guide to Participatory Curriculum Development. London: Continuum.
16. Zais, R.S. (1977): Curriculum: Principles and Foundations. London: Harper and Row Publishers.

SEMESTER-IV**PAPER-III****COURSE CODE: C02-DIS****COURSE TITLE: DISSERTATION SUBMISSION****Marks: 100 (External)**

- a) Dissertation shall be submitted up to 30th April. Under ordinary circumstances extension after semester IV will not be granted. However, Dean Academic Affairs and Student Welfare GNDU, Amritsar may grant one-month extension under extra ordinary circumstances without late fee. This extension will be granted under specific reasons to be recorded by the HOD of the department / principal of the institution as well as supervisor of the candidate.
- b) Every candidate shall be examined in viva-voce on his/her dissertation.
- c) When a candidate has failed in the examination but has obtained pass marks in the dissertation, dissertation marks may be carried forward at his option for two subsequent years without fresh assessment of the dissertation. After two years the candidate may revise the dissertation and resubmit it for the assessment.
- d) The Examiners will prepare report of the Dissertation evaluation on the following format:

Write up on the Conceptual Development	: 20 Marks
Review of Literature (Latest Review, Chronology Style)	: 15 Marks
Analysis of Data (Appropriate Statistical Technique, Testing of Hypotheses)	: 15 Marks
Writing of the Report	: 20 Marks

- Errors, Spelling & Grammatical errors
- Research Language
- Style of References

Viva-Voce Examination	: 30 Marks
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(Students will individually present through PowerPoint Presentation during their viva-voce exam)

SEMESTER-IV**II. OPTIONAL PAPERS****PAPER-IV & V COURSE CODE: E01-EME****COURSE TITLE: OPT. (A): EDUCATIONAL MEASUREMENT
AND EVALUATION-IV****Total Marks: 100****Terminal: 80****Sessional: 20****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objectives:**The students will be able to:**

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

Course Content**SECTION-A**

Defining Education objectives. Taxonomy of Educational objectives. Types of scales Nominal, Ordinal, Sessional and Ratio scales.

SECTION-B

Measurement of Attitude and Personality

SECTION-C

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

SECTION-D

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

Books Recommended:

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

SEMESTER-IV
PAPER-IV & V COURSE CODE: E02-GNC
COURSE TITLE: OPT. (B): GUIDANCE AND COUNSELLING-IV

Total Marks: 100
Theory: 80
Practical (Sessional): 20

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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

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 counseling

Course Content**SECTION-A**

- a) Problems of organizing guidance services in India.
- b) Issues in guidance and counselling.
- c) Recent trends in guidance.

SECTION-B

- a) Evaluation of guidance programmes, characteristic of effective guidance programme, necessity for programme evaluation.
- b) Status of guidance in India – present scenario.

SECTION-C

Theories of counseling:

- a) Reality theory
- b) Behaviour theory

SECTION-D

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

Practical Marks: 20

A case study report of one school student.

Books Recommended:

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.

SEMESTER-IV**PAPER-IV & V****COURSE CODE: E03-EDT****COURSE TITLE: OPT. (C): EDUCATIONAL TECHNOLOGY-IV****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objectives**The students will be able to:**

- Explain the meaning of self-instructional strategies.
- Describe the concept, principles and types of programmed learning.
- Explain the development and validation of a linear programme.
- Describe the concept, types and components of Bloom's Mastery Learning Strategy and Keller's Personalized System of Instruction
- Explain process of microteaching, stimulated teaching and Flanders's system for modification
- of teacher behavior
- Explain recent trends in educational technology.

SECTION-A

Self-instructional strategies: Concept of programmed learning, principles and psychological basis of programmed learning, styles of programmes (Linear, Branching, Mathetics). Development and validation of a linear program.

SECTION-B

Mastery Learning Strategies: Concept, types and components of mastery learning strategies. Bloom's Mastery Learning Strategy and Keller's Personalized System of Instruction.

SECTION-C

Modification of teacher behavior: Flanders's Interaction Analysis System, Micro teaching and simulated teaching.

SECTION-D

Recent trends in educational technology.

SEMESTER-IV**Practical Marks: 20**

- A. Development of a linear programme of 100 frames.
- B. Demonstration of three teaching skills through micro teaching.
- C. Coding and decoding classroom interaction through Flander's system.

Books Recommended:

1. Anderson, L.W. (1996): Individualized Instruction. In Plomp, T., Jeerd & Ely, Donald P. (Eds.). International Encyclopedia of Educational Technology. U.K.: Cambridge.
2. Ahuja, M. (2000): Implementing Mastery Learning Strategies: Tasks of a Teacher, University News, Vol.38, No. 22, May 29, 2000.
3. Ahuja, M. (2007): Mastery Learning: A Practical Approach. Meerut: Vivek Publishers.
4. Bhushan, A. & Ahuja, M. (2003): Educational Technology; Theory & Practice (2nd Edition). Patiala: Bawa Publications.
5. Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Book Stall.
6. Block, J.N. (1971): Mastery Learning: Theory & Practice. New York: Holt Rinehart & Winston, Inc.
7. Bloom, (1956): (Ed.) Taxonomy of Educational Objectives: Handbook X Cognitive Domain. New York: John Wiley & Sons Inc.
8. Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin (Ed.). The International Encyclopaedia of Teaching & Teacher Education, Oxford: Pergamon Press.
9. Das, R.C. (1993): Educational Technology: A Basic Text. New Delhi: Sterling Publishers Private Limited.
10. Erikson, B. (1969): A Systems Approach to Education, Educational Technology, Vol. IX. No.6.
11. Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.
12. Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India.
13. Mehra, V. (2004): Educational Technology. New Delhi: SSP.
14. Mohanty, (1992): Educational Technology. New Delhi: Deep and Deep Publications.
15. Russell, M. (1993): Instructional Media (4th Ed.). Canada: Macmillan Publishing Company.
16. Spaunding, S. C. (1972) : Technological Devices in Education , AECT International.
17. Unwin, D. & Mc Alease, R. (1978): Encylopaedia of Educational Media Communication and Technology. West Port: Greenwood Press.

SEMESTER-IV**PAPER-IV & V COURSE CODE: E04-SED
COURSE TITLE: OPT. (D): SPECIAL EDUCATION-IV****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objectives:**The students will be able to:**

- Explain the nature and causes of exceptionality.
- Enlist problems of exceptional children in regular school.
- Explain community situation in their own area.
- Explain legislation and policies in India.
- Explain concept of rehabilitation in Indian Setting.

SECTION-A

Legislation & Policies:

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

SECTION-B

Habilitation & Rehabilitation:

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

SECTION-C

- a) Facilities and Concessions
- b) Hierarchy of educational provisions: Deno's Cascade
- c) Role of parents and parent's associations
- d) Role of technology to ameliorate effects of any condition

SECTION-D

- a) Normalization, Mainstreaming, Integration
- b) Inclusion: Concept, Process, Strategies, Barriers

SEMESTER-IV**Books Recommended:-**

1. Advani, L. & Chadha, A. (2003): You & Your Special Child, New Delhi: UBS Publishers & Distributor.
2. Berdine, W. H., Black Hurst, A.E. (eds.) (1980): An Introduction to Special Education, Boston: Little, Brown and company.
3. Encyclopedia of Special Education (1987): Vol.1, 2, 3 Ed's Cecil r. Reynolds & Lester Mann New York John Haley & Sons.
4. Frank, M.H. & Steven, R.F. (1984): Education of Exceptional learners. Massachusetts: Allyn & Bacon. Inc.
6. Hallahan, D.P. & Kauffman, J.M. (1991): Exceptional Children – Introduction to Special Education. Massachusetts: Allyn & Bacon.
7. Hans, I. J. (2000): Children in Need of Special Care .Human Horizons Series, Souvenir Press (E & A Ltd).
8. Kirk, S.A. & Gallagher, J. J. (1989): Education of Exceptional Children Boston: Houghton Mifflin Co.
9. Panda, K.C. (1997): Education of Exceptional Children New Delhi: Vikas Publishing House.
10. Yseldyke, J.E. & Algozzine, B. (1998): Special Education New Delhi: Kanishka Publishers Distributor.

SEMESTER-IV**PAPER-IV & V****COURSE CODE: E05-PEN****COURSE TITLE: OPT. (E): POPULATION EDUCATION AND ENVIRONMENT EDUCATION-IV****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objectives**The students will be able to:**

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

Course Content**SECTION-A**

- a) Dimensions of population policy: Global and National policies (UNDP, UNESCO, UNICEF, FPAI)
- b) Development of nation wide organizations and strategies for population education.

SECTION-B

Hurdles in implementation of population policies:

- Administrative
- Diversity in India
- Attitude of people

SECTION-C

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

SECTION-D

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

SEMESTER-IV**Books Recommended:-**

1. Chapman, J.L. and Reiss, M.J. (1999): Ecology: Principles and Applications. U.K.: Cambridge University Press.
2. Dani, H.M. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University.
3. Mishra, B.D. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University.
4. Nanda, V.K. (1997): Environmental Education. New Delhi: Armal Publications.
5. Panneerselvam, A. and Ramakrishnan, M. (1996): Environmental Science Education. New Delhi: Sterling Publishers Pvt. Ltd.
6. Raina, B.L. (1988): Population Policy. Delhi: B.R. Publishing Corporation.
7. Reddy, M.V.L. (1984): Population Education: Misconceptions and Clarifications. New Delhi: Ashish Publishing House.
8. Reining, P. & Thinker I (ed.) (1975): Population: Dynamics Ethics & Policy. Washington D.C.: American Association for the Advancement of Science.
9. Saxena, A.B. (1996): Education for the Environmental Concerns. New Delhi: Radha Publications.
10. Sharma, R.A. (1998): Environmental Education, Meerut: R. Lall Book Department.
11. Shandilya, T.K. (ed.) (1985): Population Problem and Development. New Delhi: Deep and Deep Publications.
12. Yadav, J.S., Sobti, R.C. and Kohli, R.K. (1988): An Elementary Book on Environmental Education. Chandigarh: Publication Bureau, Panjab University.
13. NCERT (2000): Population Education - In Vocational Training Programme Part 3: Handbook for Trainees, New Delhi, Directorate General of Employment and Training, Ministry of Labour, Govt. of India.
14. UGC (2004): UGC Scheme on Population Education Xth Plan Guidelines, Non Formal Education Bureau, UGC, 35 Ferozeshah Road Feb, 2004.
15. United Nations Report (2003): Population Education and Development. New York: The Concise Report.

Web Reference Sites:

1. www.coe.uga.edu/syllabus/eadu/EADU_8050_guyt
2. www.apscert.org/population.htm
3. www.knowledgecommission.gov.in/recommendations
4. <http://dget.nic.in/cpe/intro/handbook.pdf>
5. www.un.org/esa/population/publications/concese2003
6. www.n/m.nic.in/pep.htm

SEMESTER-IV**PAPER-IV & V****COURSE CODE: E06-VHR****COURSE TITLE: OPT. (F): VALUE EDUCATION AND HUMAN RIGHTS
EDUCATION-IV****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objectives:**The students will be able to:**

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

SECTION-A

Values in various schools of philosophy.

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

SECTION-B

- a) Value education at school level (recommendation of education commission and practices in school).
- b) Value Education - In Higher Education and Research.

SECTION-C

Human Rights of vulnerable persons and groups: Women's Rights, Rights of the child, Rights of persons belonging to Minorities, Migrant Workers Rights, indigenous peoples rights.

SECTION-D

- a) Human Rights in India (Constitutional provisions)
- b) Right to Education and its implications.
- c) Education about Human Rights, Teacher preparation.

SEMESTER-IV**Books Recommended:-**

1. Fraenkel, J.R. (1977): How to Teach about Values: An Analytic Approach. New Jersey & E. Cliffs: Prentice Hall, Inc.
2. Rokeach, M. (1967): Values Survey. Sunnyvale & California: Halgren Tests.
3. Rokeach, M. (1973): The Nature of Human Values. New York : The Free Press.
4. Rokeach, M. (1988): Beliefs, Attitudes and Values. San Francisco: Jossey Bass.
5. Symonides, J. (2002): Human Rights Concept and Standards. Rawat Publications.
6. Mohanty, J. (2005): Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications Pvt. Ltd.
7. Tarrow, N.B. (1987): Human Rights and Education Vol-3. Progamon Press.
8. Pandey, V.C. (2005): Value Education and Education for Human Rights. Delhi: Isha Books.
9. Borgohain, B. (1999): Human Rights Social Justice & Political Challenge. New Delhi: Kanishka Publishers.
10. Mohanty, Jagannath (Ed.) (2000): Human Rights. New Delhi: Deep and Deep Publications.
11. Palai, A.K. (1999): National Human Rights Commission of India, Formation, Functioning and Future Prospects. New Delhi: Atlantic Pub.
12. Dhand, H. (2000): Teaching Human Rights: A Handbook, Bhopal Asian Institute of Human Rights.

SEMESTER-IV**PAPER-IV & V****COURSE CODE: E07-EAM****COURSE TITLE: OPT. (G): EDUCATIONAL ADMINISTRATION AND
MANAGEMENT-IV****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objectives:**The students will be able to:**

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

SECTION-A

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

SECTION-B

Understanding and implications for educational institutions and educationists of:

- a) Intellectual Property rights
- b) Right to Information

SECTION-C

Administrative processes in educational settings:

- a) Management by objectives
- b) Organizational development and compliance
- c) Decision making
- d) Communication

SECTION-D

- 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.

SEMESTER-IV**Books Recommended:**

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

SEMESTER-IV**PAPER-IV & V****COURSE CODE: E08-LLE****COURSE TITLE: OPT. (H): LIFE LONG EDUCATION-IV****Total Marks: 100****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.

Note: The paper setter may set each question in 2/4 parts to ensure maximum representation of the syllabus.

Course Objectives:**The students will be able to:**

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

SECTION-A

- a) Principles of curriculum development for adults.
- b) Teaching methods for adult learners.

SECTION-B

Life Long Education for community development:

- a) National level programmes for eradication of illiteracy and Development in India.
- b) Continuing education programmes for community upliftment
- c) Community colleges

SECTION-C

- a) On-line Learning: Meaning, importance and limitations
- b) Innovations in distance education

SECTION-D

- a) Importance, monitoring and evaluation of assignments, class tests, response sheets and term and examination in distance education.
- b) Research in Distance Education

SEMESTER–IV**Books Recommended:-**

1. Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan.
2. Manjulika & Reddy. (1999): Unexplored Dimensions of Open Universities. Delhi: Vikas Publishing House Pvt. Ltd.
3. Rudestam & Schoonholtz-Read. (2002): Handbook of Online Learning. Delhi: Sage Publications.
4. Jolliffe, et. al. (2001): The Online Learning Handbook. UK: Kogan Page.
5. Maier & Warren. (2002): Integrating Technology – In Learning and Teaching. UK: Kogan Page.
6. French, et. al. (Eds.) (1999): Interest Based Learning. UK: Kogan Page.
7. Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
8. Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.
9. Verma, R. (2005): Distance Education – In Technological Age. New Delhi: Anmol Publications (Pvt) Ltd.
10. Verma, R. (2007): Education-Open and Distance Education – In Global Society. New Delhi: Anmol Publications.
11. A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare, Directorate of Adult Education, New Delhi, 1978.
12. Boroia K. & Draper, J.A. (1973): Adult Education – In India: A Book of Reading. New Delhi: IAEA.
13. Dutta, S.C. (1986): History of Adult Education – In India. New Delhi: IAED.
14. Daniel W. (Ed.) (1987): The Future of Literacy in Changing World. New York, Tpkya: Pergamon Press, Oxford.
15. Govt. of India National Adult Education Programme: An Outline, 1978.
16. Gorden, G. & Sharan, B. (1982): Adult Education : Foundation of Practice. New York: Harper and Row.
17. Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978.
18. Howe, M. J.A. (Ed.). (1978): Adult Learning Psychological Research and Applications. London: John Willey.
19. Authentic Development: Role of Adult Education. New Delhi: IAEA. 1982.
20. John, L. (1982): The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.
21. Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers.
22. Lovelt, T. (et.al.) (1983): Adult Education and CommUNITY Action. Great Britain: Croom Helm Ltd.
23. Learning to be: A Report of International Commission on Education Development: UNESCO, 1972, New Delhi: Sterling Publisher, 1975.
24. Mali, M.G. (1984): Adult Education – In India. New Delhi: Deep and Deep Publication.
25. Mohanty, S.B. (1985): Non-Formal Education, Allahabad: Chugh Publications.

SEMESTER-IV

26. National Literacy Mission, Ministry of Human Resource Development, Govt. of India, New Delhi, Jan., 1983.
27. Sharma, I.P. (1985): Adult Education – In India, A Policy Perspective. New Delhi: National Book Organisation.
28. Wagiare, S.K. & Vanashree, W. (1986): Extension Education Elixir in Rural Development. New Delhi: Metropolitan Book Co.
29. Bhatia, S.C. & Srivastava. (1978): Literacy, Literacy Materials and their Preparation: A General Perspective. New Delhi: Directorate of Adult Education.
30. Coles, E.K.T. (1977): Adult Education – In Developing Countries. New York: Pergamon Press.
31. Cropley, A.J. (1977): Life Long Education: A Psychological Analysis. New York: Pergamon Press.
32. Houle, C.O. (1964): Continuing Your Education. New York: Mc Graw Hill Co.
33. Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.
34. Reddy, G.L. (1997): Role Performance of Adult Education Teachers: Problems and Prospects. New Delhi: Discovery Pub.
35. Roy, N.R. (1967): Adult Education – In India and abroad. Delhi: Chand.
36. Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs.
37. Yadav, R.S. (1991): Adult Education Training and Productivity. Ambala Cantt: Indian Publications.
38. Jarvis, P. (1990): International Dictionary of Adult and Continuing Education. London: Routledge.
39. Alford, H.J. (1968): Continuing Education – In action: residential centres for lifelong learning. New York: Wiley.
40. Sodhi, T.S. (1987): Adult Education: A Multidisciplinary Approach. Ludhiana: Katson Publication House.
41. Seetharamu, A.S. & Devi, M.D.U. (1994): Adult Education. New Delhi: Ashish.
42. Patil, S.P. (1996): Problems of Adult Education Programme. Ambala Cantt: Associated Pubs.
43. Jethithar, B. (1996): Adult Education & Extension. New Delhi: APH Publishers.
44. Ward, K. & Taylor, R. (1986): Adult Education and the Working Class: Education for the Missing Millions. London: Croom Helm.
45. Venkataiah, S. (Ed.) (2000): Lifelong and Continuing Education. New Delhi: Anmol Pub.
46. Pareek, V.K. (1992): Adult Education. Delhi: Himansher.