

**PANJAB UNIVERSITY, CHANDIGARH – 160014 ((INDIA)**

(Estd. Under the Panjab University Act VII of 1947 – enacted by the Govt. of India)

**FACULTY OF EDUCATION**

SEMESTER-WISE SYLLABI

*FOR*

**TWO YEAR MASTER OF EDUCATION (GENERAL) REGULAR**

**EXAMINATION, 2015-2017**

CREDIT BASED SYSTEM

## **APPLICABILITY OF REGULATIONS FOR THE TIME BEING IN FORCE**

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

## **M.ED. (GENERAL)**

### **TWO YEARS REGULAR COURSE CREDIT BASED SEMESTER SYSTEM**

#### **SEMESTER-WISE OUTLINE OF SYLLABI, COURSES OF READING AND TESTS FOR THE DEGREE OF M.ED. (GENERAL) FOR THE EXAMINATION OF 2015-2017**

#### **GENERAL OBJECTIVE**

To prepare students as Teacher Educators, Administrators and Researchers for various institutions engaged in Teaching, Educational Research and Educational Planning.

**SPECIFIC OBJECTIVES:** The objectives for M.Ed. (General) course are as follows:

- To prepare teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers.
- To prepare professionals for teaching in colleges of education.
- To train professionals for psychological testing; personal, educational and vocational guidance; statistical analysis with an educational orientation.
- To orient students for participation in programmes of educational evaluation and examination reforms.
- To train professionals for organizing curriculum development and preparation of instructional materials.
- To prepare teacher educators through systematic study and research in order to contribute to the development of educational literature and lead to the growth of education as a discipline.

#### **RULES & REGULATIONS FOR ADMISSION**

##### **Eligibility**

A person who possesses the following qualifications shall be eligible to join the course:

- a) A degree in Bachelor of Education/ equivalent degree of this university with 50% marks (45% in case of SC/ST/BC candidates) or from any other University/Institution recognized by AIU.
- b) BA B.Ed, B.Sc B.Ed.
- c) B.El.Ed.
- d) D.El. Ed with an undergraduate degree (with 50% marks in each).
- e) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.

- f) Any other qualifications recognized by the Syndicate as equivalent to (a).
- g) Qualify Entrance Test for M.Ed with at least 20% marks (15% in case of SC/ST/BC and blind candidates).

**NOTE FOR ADMITTED CANDIDATES**

Admitted candidates are required to complete successful study of 20 compulsory papers, 5 optional papers, one compulsory dissertation and compulsory Field Internship (four weeks) to satisfy the criteria of NCTE for award of degree of M.ED. (General). Dissertation and Field Internship will be evaluated at the end of Semester IV. The student has to obtain a minimum of 80 credits towards fulfillment of course completion criteria. Further:

1. A student is required to have a minimum of 80% attendance for theory courses and practicum in each semester to be eligible to appear in semester end exams and 90% for field internship/attachment.
2. A student earns credits in each paper if he/she obtains the minimum 40% pass marks in each course.
3. Each course of 4 credits will have teaching sessions of four hours (including Lectures, Tutorials, Practicals, Sessional work) per week.
4. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission of a candidate to the programme.
5. There will be provision of reappear examination maximum in two papers in a semester. Candidate will be given maximum of two chances to clear each of the paper/s in which s/he has failed. Reappear candidates will be allowed to appear as per Panjab University Norms/Calendar.
6. Synopsis of dissertation will be submitted in semester II in the month of March, 2016 and last date for submission of Dissertation will be 30<sup>th</sup> November, 2016 i.e., in Semester III.

**GUIDELINES FOR CONTINUOUS INTERNAL ASSESSMENT**

The following are the guidelines, mode of testing and evaluation for Continuous Internal Assessment of students. It will include written/house test, snap test, participation in discussion in the class, sessional work, term papers, attendance etc. The Colleges/Departments will conduct these and assign weightages as quantified below:

- |                                 |          |
|---------------------------------|----------|
| 1. Written Test:                | 30 Marks |
| 2. Sessional work / Practicals: | 30 Marks |
| 3. Snap Test:                   | 10 Marks |

- |                                          |          |
|------------------------------------------|----------|
| 4. Participation in Class discussion:    | 10 Marks |
| 5. Term Paper/ Assignment/ Presentation: | 10 Marks |
| 6. Attendance:                           | 10 Marks |

**Total: 100 (reduced to 30)**

Weightage of three marks for attendance component out of 30 marks for Continuous Internal Assessment shall be available only to those students who attend 80% and more of classroom lectures. The break-up of marks for attendance component for theory papers shall be as under:

Attendance Component	Marks for Theory Papers
a) 80% and above up to 85%	1.5
b) Above 85%	3

**Duration of each paper in the semester end examinations will be of three hours.**

## Tentative outline of M.Ed. (General) 2 Year Syllabus

### M.Ed. General Semester I

Program Code: MEDGN-I

PAPER	COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL	INTERNAL	TOTAL
I	C01-PIE-I	Perspectives in Education -I	4	70	30	100
II	C02- LLP-I	Learner and Learning Process-I	4	70	30	100
III	C03-ERS-I	Educational Research and Statistics-I	4	70	30	100
IV	C04-TED-I	Teacher Education-I	4	70	30	100
V	C05-HOE-I	History of Education-I	4	70	30	100
VI	C06- DIS-I	Dissertation-I (Orientation to Writing a synopsis)	0	-	-	-
VII	C07-SDS-I	Self Development Skills-I (Academic/Professional Writing & Communication Skills)	1	-	25	25

Aggregate of Semester - I = 525 marks

Total Credits = 21

One Credit= 1 hour

## M.Ed General Semester II

Program Code: MEDGN-II

PAPER	COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL	INTERNAL	TOTAL
I	C08-PED-II	Process of Education-II	4	70	30	100
II	C09-PIS-II	Psychology for Individual and Social Development-II	4	70	30	100
III	C10-ERS-II	Educational Research and Statistics-II	4	70	30	100
IV	C11-DIS-II	Dissertation –II (Submission of Research Proposal)	2	-	50	50
V	C12-SDS-II	Self Development Skills-II (Writing CV & Interview skills)	1	-	25	25
VI	ANY ONE OF THE FOLLOWING					
	E01-PSE-II	Pedagogy of Science Education-II	4	70	30	100
	E02-PSS-II	Pedagogy of Social Science Education-II	4	70	30	100
	E03-PLE-II	Pedagogy of Language Education-II	4	70	30	100
	E04-PME-II	Pedagogy of Mathematics Education-II	4	70	30	100

Aggregate of Semester - II = 475 marks

Total Credits = 19

One credit= 1 hour

### **M.Ed General Semester III**

**Program Code: MEDGN-III**

<b>PAPER</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>EXTERNAL</b>	<b>INTERNAL</b>	<b>TOTAL</b>
<b>I</b>	<b>C13-GNC-III</b>	<b>Guidance and Counseling-III</b>	<b>4</b>	<b>70</b>	<b>30</b>	<b>100</b>
<b>II</b>	<b>C14-EDT-III</b>	<b>Educational Technology and ICT-III</b>	<b>4</b>	<b>70</b>	<b>30</b>	<b>100</b>
<b>III</b>	<b>C15-DIS-III</b>	<b>Dissertation-III (Submission)</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>IV</b>	<b>C16-SDS-III</b>	<b>Self Development Skills-III (e-skills)</b>	<b>1</b>	<b>-</b>	<b>25</b>	<b>25</b>
<b>V &amp; VI</b>	<b>ANY TWO OF THE FOLLOWING</b>					
	<b>E05-PFE-III</b>	<b>Policy Planning and Financing of Education-III</b>	<b>4</b>	<b>70</b>	<b>30</b>	<b>100</b>
	<b>E06-EDA-III</b>	<b>Education for Differently-abled-III</b>	<b>4</b>	<b>70</b>	<b>30</b>	<b>100</b>
	<b>E07-CRS-III</b>	<b>Curriculum Studies-III</b>	<b>4</b>	<b>70</b>	<b>30</b>	<b>100</b>

**Aggregate of Semester - III = 425 marks**

**Total Credits = 17**

**One credit= 1 hour**



## M.Ed General Semester IV

Program Code: MEDGN-IV

PAPER	COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL	INTERNAL	TOTAL
I	C17-ESD-IV	Education for Sustainable Development & Global Peace-IV	4	70	30	100
II	C18-FAI-IV	Field Attachment/ Internship-IV	4	50	50	100
III	C19-DIS-IV	Dissertation-IV (Viva Voce)	6	100	50	150
IV	C20-SDS	Self Development Skills-IV (Yoga)	1	-	25	25
V & VI	ANY TWO OF THE FOLLOWING					
	E08-MEV-IV	Measurement, Assessment and Evaluation-IV	4	70	30	100
	E09-CME-IV	Comparative Education-IV	4	70	30	100
	E10-LLL-IV	Life Long Learning-IV	4	70	30	100
	E11-EAM-IV	Educational Administration and Management-IV	4	70	30	100

Aggregate of Semester - IV = 575 marks

Total Credits = 23

One credit= 1 hour

Aggregate of Semester I, II, III and IV = 525 + 475 + 425 + 575 = 2000 Marks

Total Credits = 21 + 19 + 17 + 23 = 80

**OUTLINES OF SYLLABI, COURSES OF READING AND TESTS FOR M.ED.  
(GENERAL) – SEMESTER SYSTEM FOR THE EXAMINATION OF 2015-2017**

**SEMESTER-I**

**PROGRAM CODE: MEDGN-I**

**PAPER-I**

**COURSE CODE: C01-PIE-I**

**COURSE TITLE: Perspectives in Education - I**

**Credits = 4**

**Total Marks = 100**

**External = 70**

**Internal = 30**

**COURSE OBJECTIVES**

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

- explain assumptions and principles of education.
- explain epistemological and axiological issues in education.
- discuss concepts and theoretical perspectives of sociology of education.
- explain the meaning of modernization, social change and role of school as a place for social change.
- explain the concept of social equity & equality; social mobility and social stratification.

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

**COURSE CONTENT**

**Unit-I**

- a) Concepts, Principles and Assumptions of education, critical analysis of education as a discipline or area of study; connecting knowledge across disciplinary boundary.
- b) Prioritizing the aims of education in the context of national values enshrined in the constitution of India

## **Unit-II**

- a) Epistemology and Education: Knowledge; methods of acquiring valid knowledge with special reference to logical analysis, positive relativism and constructivism.
- b) Axiological issues in education

## **Unit-III**

- a) Sociology of Education: Concept and Theoretical Perspectives (Functionalist, Conflict & Interactionist).
- b) Secondary School Education: Contemporary Challenge: multiple school contexts.
- c) Social Change: Concept and determinants of Social Change, Modernization, Education as an agency of Social Change.

## **Unit-IV**

- a) Education as related to social equity and equality of educational opportunities with special reference to socio-economically disadvantaged sections of society based on caste, gender, locale, income disparity and different disabilities.
- b) Social Stratification and Social Mobility; Concepts, Factors affecting; Education in relation to Social stratification and Social Mobility with special reference to Indian Society.

**Sessional Work:** Visit to a rural, urban (slum), alternative, innovative, secondary schools; observation of activities and preparation of a reflective diary.

## **SUGGESTED READINGS**

1. Aggarwal, J.C. (2005). Theory and principles of education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Banerjee, A.C. & Sharma S. R. (1998). Sociological and philosophical issues in education, Jaipur: Book Enclave.
3. Beyer, L.E. (Ed.) (1996). Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
4. Blake, N., Smeyers. P. et.al. (2008). The Blackwell guide to the philosophy of education. U.S.A.: Blackwell Publishing Ltd.
5. Brubacher, J. S. (1969). Modern philosophies of education. New Delhi: Tata McGraw-Hill Publishing Company Pvt. Ltd.
6. Bruner, J.S. (1960/1977). The Process of education. Cambridge, M.A.: Harvard University Press.
7. Bruner, J.S. (1996). The Culture of education. Cambridge, M.A.: Harvard University Press.

8. Bruner, J.S. (2006). In search of pedagogy Vol. I and II (The selected works). London: Routledge.
9. Butchvarov, P. (1970). The concept of knowledge. Evanston, Illinois: North Western University Press.
10. Chaudhary, K. (2008). A handbook of philosophy of Education. New Delhi: Mahamaya Publishing House.
11. Dearden R. F. (1984). Theory and practice in education. Routledge K Kegan & Paul.
12. Debra H., Martin H., Pam C. & Lingard, B. (2007) Teachers and schooling: Making a difference. Australia: Allen and Unwin.
13. Edgerton, S.H. (1997). Translating the curriculum: Multiculturalism into the Cultural Studies. Routledge.
14. Eqan, K. (1986). Individual development and the curriculum. Hyperion Books.
15. Etta, R. H. (1996). Transforming curriculum for a culturally Diverse Society. New Jersey: Lawrence Erlbaum Associates Publishers.
16. Gardner, H. (1993). Creating minds. New York: Basic Books.
17. Hiriyan, M. (1995). The essentials of Indian philosophy. Motilal Banarasidas Publishers.  
14
18. Jonathon C. M. (1966). Social foundations of education: Current readings from the behavioural sciences. New York: The Macmillian Company.
19. Kenkel, W.F. (1980). Introduction to sociology. New York: Harper and Row. 20. Kneller, G.F. (1963). Foundations of education. London and New York: John Wiley and Sons, Inc.
21. Matheson, D. (2004). An Introduction to the study of education. (2nd edition). David Fulton Publish.
22. Mathur S.S., (2008). A Sociological approach to Indian education. Agra: Vinod Pustak Mandir.
23. MHRD, (1992). Programme of action. Government of India, New Delhi.
24. MHRD, Government of India (1992). National policy on education (revised). New Delhi.
25. NCERT, (2005). National curriculum framework. New Delhi.
26. NCTE, (2009). National curriculum framework for teacher education. New Delhi.
27. Noddings, N. (2007). Critical lessons: what our schools should teach. Cambridge University Press.
28. Ornstein, Allen C., Edward F. P. & Stacey B. O. (2006). Contemporary issues in curriculum. Allyn & Bacon.

29. Pandey, R.S. (1997). East West Thoughts on Education. Allahabad: Horizon Publishers.
30. Peters, R.S. (1967). The concept of education. United Kingdom: Routledge.
31. Peters, R.S. (ed.) (1975). The philosophy of education. London: Oxford University Press.
32. Phenix, P.H. (1960). Philosophy of education. New York: Holt, Rinehart and Winston.
33. Rao, D.M. (2004). Education for the 21st century. New Delhi : Discovery Publishing House.
34. Seetharamu, A.S. (2004). Philosophies of education. New Delhi: Ashish Publishing House.
35. Sharma, A.P. (1999). An approach to philosophy of education. The Indian Publications.
36. Sodhi T.S. & Suri A. (1998). Philosophical and sociological foundation of education. Patiala: Bawa Publications.
37. Taneja, V.R. (2005). Foundation of education. Chandigarh: Abhishek Publishers.
38. Wall, E. (2001). Educational theory: philosophical and political perspectives. Prometheus Books.

## **PAPER-II**

**COURSE CODE: C02-LLP-I**

**COURSE TITLE: Learner and Learning Process-I**

**Credits = 4**

**Total Marks= 100**

**External= 70**

**Internal=30**

## **COURSE OBJECTIVES**

After completing the course, the student will be able to:

- understand learner in psycho-social context
- explain growth development and problems of adolescents
- analyse the learning process based on theoretical approaches of learning
- understand environments conducive to learning

It is assumed that the students are aware of role of Educational Psychology in theory and Practice of Education.

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

9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

## **COURSE CONTENT**

### **Unit-I**

#### **Dynamics of Individual Development**

- (a) Growth and Development: Concept, Difference, Principles of Development.
- (b) Cognitive process (Sensation, Attention, Perception, concept formation), Piagetian Model of Cognitive Development.
- (c) Development during Adolescence: Physical, Cognitive, Social and Emotional
- (d) Problems of Adolescents, Educational support required for adolescents

### **Unit-II**

#### **Learning Environment**

- a) Essentials of good physical environment, Characteristics of class room, school and community environment that enhance learning
- b) Coping with diversity in learning contexts—crowded class rooms, language, ethnic and social diversities, different types of disadvantage that children suffer
- c) Demands of inclusive environment in a class for all learners
- d) Multiple ways of organizing learning - individual, self learning, group learning, cooperative learning.

### **Unit-III**

#### **Theoretical Bases of Learning and its Implications**

- (a) Cognitive and Contextual Theories: Bandura, Vygotsky
- (b) Strategies for developing logical thinking , critical thinking and problem solving
- (c) Creativity: concept, assessment and nurturing

### **Unit-IV**

#### **Psychosocial Dimensions of Learners' Contexts**

- (a) Social Learning: Concept and importance, Factors affecting Social Learning, Social Competence.
- (b) Classroom Dynamics: Concept, Need and its Relevance, Strategies for promoting healthy psycho-social environment in class.
- (c) Addressing classroom Aggression in Schools: Types (Bullying, Punishment, Vandalism, Cyber Violence etc) and their effects, Measures to manage aggressive behavior.

## **PRACTICALS**

### **Conduct and interpretation of following tests-**

1. Learning Curve
2. Transfer of learning using mirror drawing apparatus
3. Achievement Motivation Test
4. Social Competence Scale /Assessment of Social Skills

## **BOOKS RECOMMENDED**

1. Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
2. Bigge, M., L. & Hun,t M., P. (1968) : Psychological foundations of education, 2<sup>nd</sup> Edition, N.Y. Harper & Row.
3. Bigge, Morris. L (1971): Learning theories for teachers (2nd Edition). New York: Harper & Row.
4. Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
5. Damon, W. (1983): Social and Personality Development Infancy Through Adolescence.New York: Norton.
6. Dash. M. (1994): Educational Psychology. New Delhi: Deep& Deep Publications.
7. Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
8. Engler, B. (1991): Personality Theories: An Introduction (3<sup>rd</sup> Ed.). Boston: Houghton Mifflin Company.
9. Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.
10. Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.
11. Goleman, D., (1995) Emotional Intelligence. New York, England: Bantam Books, Inc.
12. Hall, C. S. & Lindzey, G. (1970). Theories of personality (2<sup>nd</sup> edition). New York: John Wiley & Sons, Inc.
13. Hilgard, E.R. &Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.
14. Hurlock, E. B. (2004): Developmental Psychology: A Life span Approach (5<sup>th</sup> Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
15. Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
16. Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
17. Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India
18. Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
19. Mazur, J.E. (1994): Learning and Behaviour. (3<sup>rd</sup> ed.). Englewood Cliffs. New Jersey;

Prentice Hall

20. Rani, A. (2011): Psychology of Learning Behavior. New Delhi, Centrum Press.
21. Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.
22. Vergas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
23. Wang, M.C. & Walberg, H.J. (eds) (1985): Adapting instruction to Individual Differences. Berkeley, CA: McCutchan Publishing Corporation.
24. Woolfolk, A. E. (1987): Educational Psychology (3<sup>rd</sup> Ed.) Englewood Cliffs. Prentice Hall.
25. Zohar, D. & Marshal, I. (2001): Spiritual Intelligence: The ultimate intelligence, New York: BloomsburyPublishing.

### **PAPER-III**

**COURSE CODE: C03-ERS-I**

**COURSE TITLE: Educational Research and Statistics-I**

**Credits=4**

**Total Marks=100**

**External=70**

**Internal=30**

### **COURSE OBJECTIVES**

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

- define research problem.
- formulate a hypothesis.
- select a sample and forward reasons in support of his/her decisions.
- understand the meaning and importance of statistics.
- understand the meaning and compute measures of central tendency, measures of variability, measures of relationship.
- understand the meaning and application of normal probability curve.
- select and conduct the statistical analysis of data by applying the statistics suitable for the problem.

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



## **COURSE CONTENT**

### **Unit-I**

- a) Meaning and steps of scientific method. Educational Research: Meaning, Need and Importance, Classification: Fundamental, Applied and Action Research.
- b) Qualitative Research: Meaning, Characteristics, Merits and limitations.
- c) Selection of research problem, areas of research, identification and statement of research problem, survey of related literature and research proposal

### **Unit-II**

- a) Hypothesis: definition, importance, types and formulation of hypothesis. Testing of hypothesis, Type-I and Type –II Errors.
- b) Sampling: meaning and steps. Methods of sampling: Non-Probability and Probability, types of Non-Probability and Probability sampling, Sampling Error

### **Unit-III**

- a) Meaning and importance of statistics
- b) Measures of Central tendency and Graphical representation of data: Histogram, Frequency Polygon, Ogive, pie diagram and box plot
- c) Measures of Variability: Range, Average Deviation, Quartile deviation and standard deviation.

### **Unit-IV**

- a) Measures of relationship: Rank Order Correlation, Product Moment method of Correlation and significance of correlation.
- b) Normal Probability Curve: Concept, Characteristics and Application.

### **Sessional work:**

Review of research report

## **SUGGESTED READINGS**

1. Ary, Donald & Jacob (1976): Introduction to Statistics, Purpose and Procedures. New Delhi: Holt Rinehart and Winston.
2. Best, J.W. & Kahn J.V. (1995). Research Education. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Chow, S. L. (1996) Statistical Significance. New Delhi: Sage Publications.
4. Collican, H. (2014): Research methods and Statistics in Psychology. New York: Psychology Press.
5. Craig, A.M. (2015): Introduction to Educational Research. New Delhi: Sage Publications.
6. Crano, W.D., Brewer, M.B. & Lac, A. (2014) : Principles and methods of social research. London: Routledge.
7. Edwards, A.L. (1960): Experimental designs in Psychological Research. New York: Holt's. (Revised Ed.)
8. Ferguson, G.A. & Takane Yoshio (1989) : Statistical Analysis in Psychology and Education. New York: McGraw Hill.

9. Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: VakilsFeiffer's and Simons Pvt. Ltd.
10. Guilford, J.P. & Fruchter, B. (1978): Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
11. Jackson, S.L. (2010). Research methods and statistics. Jacksonville University. New Delhi: Cengage Learning.
12. Hinton, P.R. (2014) : Statistics Explained. London: Routledge.
13. Hustler, D., Cassidy, T. & Cuff, T. (1986) : Action Research in classrooms and Schools. UK: Allen & Unwin (Publishers) Ltd.
14. Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
15. Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi: Surjeet Publications.
16. Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.
17. Lambert, M. (2012): A beginners guide to doing your education research project. London: Sage Publications
18. Lindquist, E.F. (1953): Designs and analysis of experiments in education and psychology. Boston: Houghton Mifflin Co.
19. Ljungberg, M.K. (2015): Reconceptualising Qualitative Research. New Delhi: Sage Publications,.
20. Panneerselvam, R. (2011).: Research Methodology. New Delhi: PHI Learning Pvt. Ltd.
21. Siegel Sidney (1965): Non Parametric Statistics. New York: McGraw Hill Books Company.
22. Tuckman, B.W. (1972): Conducting Educational research. Javanovich: Harcourt Brace.
23. Verman, M. (1965): Introduction to Educational and psychological research. London: Asia Publishing House.
24. Wayne, K.H. & Curt, M.A (2015) Quantitative Research In Education. New Delhi: Sage Publications.

## **PAPER-IV**

**COURSE CODE: C04-TED-I**

**COURSE TITLE: Teacher Education-I**

**Credits=4**

**Total Marks=100**

**External=70**

**Internal=30**

### **COURSE OBJECTIVES**

After completing the course, the student will be able to:

- describe the scope and importance of teacher education.
- appreciate the roles and responsibilities of teachers.
- discuss the functions of agencies regulating teacher education in India.
- trace changes in teacher education in light of NCF, 2005 and NCFTE, 2009.
- explain the objectives, scope and components of pre-service teacher education.
- discuss the methods employed for curriculum transaction in pre-service teacher education.
- discuss the concept and importance of professional development of teachers.
- explain strategies of professional development of teachers.
- discuss the agencies for in-service education.
- discuss the concept of teaching and professional ethics of teachers.
- explain the mode of teacher selection, appointment and induction.
- explain the assessment and evaluation techniques in teacher education.

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

### **COURSE CONTENT**

#### **Unit-I**

- (a) Importance of Teacher Education, Teacher Educators, their roles and responsibilities. Scope of Teacher Education-Preparing teachers for Secondary and Higher Education. New courses in Teacher Education.
- (b) Agencies regulation Teacher Education in India (NCERT, NCTE: roles and responsibilities, Policy documents).

(c) Tracing the changes in Teacher Education in light of National Curriculum Framework, 2005 and national Curriculum Framework for Teacher Education, 2009.

### **Unit-II**

(a) Pre-service training: Objectives and Scope.

(b) Components of Pre-service secondary teacher education: Core and Specialization courses, practicum, internship, co-curricular activities, working with the community and work experience.

(c) Curriculum transaction in Pre-Service secondary teacher education: Teaching methods, lecture-cum-discussion, Group discussion, Brain storming, use of ICT, internship program.

### **Unit-III**

(a) Continuing Professional Development of In-Service Teachers-Concept and importance of Professional Development.

(b) Strategies of Professional Development: workshops, seminars, symposium, panel discussions, conferences self-study, extension lectures, refresher courses, research colloquium.

(c) Agencies for in-service education (Institutional Programmes, DIET, NCTE, NCERT, SCERT, Academic Staff College, (HRD Department) Extension Department).

### **Unit-IV**

(a) Concept of teaching as a profession, professional ethics of teachers, Teacher accountability and performance appraisal of teachers.

(b) Selection, appointment of teachers and induction programmes for teachers

(c) Assessment and Evaluation in teacher education programme.

### **Sessional Work**

Critical Analysis of NCFTE, 2009 and 2014.

### **SUGGESTED READINGS**

1. Aggarwal, J.C. (1984): Landmark in the History of Modern India Education, New Delhi, Vikas Publishing House, Ansari Road.
2. Barker, I. (2006): Teachers and Trainers. New Delhi: Cambridge University Press India Pvt Ltd.
3. Chaurasia, G. (1976): New Era in Teacher Education. New Delhi.
4. Cockburn, A & Handscomb, G,(2012) Teaching Children 3-11 A Student's guide, New Delhi, SAGE Publications India Pvt Ltd.
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6. Govt. of India (1966): Education and National Development, New Delhi, Report of Education.
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13. Mohan, R. (2011) Teacher Education. New Delhi: PHI Learning Private Ltd.
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20. Mohanty, J.N. (1993): Adult and National Education, New Delhi, Deep and Deep Publication.
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22. Sharma., R.A. (2005) : Teacher Education, Meerut, Loyal Book Depot.
23. Sharma, S.P. (2005) : Teacher Education, New Delhi, Kanishka Publisher.
24. Singh, L.C (1983): Third National Survey of Scholastic Education in India, New Delhi, N.C.E.R.T.
25. Srivastava, R.C & Bose K. (1973) : Theory & Practice of Teaching Education in India, Allahabad, Chugh Publications.
26. Stones & Morris (1973): Teaching Practice Problems and Prospective, London, Mathuen & Co.
27. Udayveer (2006): Modern Teacher Training, New Delhi, Anmol Publications.

## **PAPER-V**

**COURSE CODE: C05-HOE-I**

**COURSE TITLE: History of Education-I**

**Credits=4**

**Total Marks=100**

**External=70**

**Internal=30**

### **COURSE OBJECTIVES**

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

- trace the progress of education in ancient and medieval India – Vedic, Post Vedic and Buddhist Education, Islamic education
- explain education during pre and post-independent India
- explain the various committees and commission formed for the progress of education during pre and post-independent India
- explain the various issues and trends of education in India

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

### **COURSE CONTENT**

#### **Unit-I**

##### **Education in ancient India**

- a) Salient features of education in vedic and post - vedic period
- b) Main features of education in medieval period with emphasis on budhist and Islamic period

#### **Unit-II**

##### **Education in British period**

- a) Study and review the impact of the following:

Macaulay's Minutes and its Effect, Woods Dispatch, The Education Commission (1882), The University Commission (1902), The Sargent Report(1944)

b) Efforts by Indian reformers during British period such as Raja Ram Mohan Roy, Gopal Krishan Gokhale, Maulana Azad and Mahatama Gandhi

### **Unit-III**

#### **Major recommendations of the following:**

- a) The University Education Commission (1948)
- b) Secondary Education Commission (1952)
- c) Indian Education Commission (1964-66)
- d) National Policy on Education (1986&1992)
- e) NCFTE (2009)

### **Unit-IV**

#### **Trends and issues in Education**

- a) National Knowledge Commission
- b) Millennium Development Goal given by UNESCO Highlighting Education
- c) The challenges of existing structure of school education at secondary level
- d) Privatization of Higher Education

#### **Sessional Work**

Critique of POA/NCF-2005/RTE/Book review of Education in India(Altekar,1944)/The Education Commission and After(Naik,1997)

#### **SUGGESTED READINGS**

1. Aggarwal, J.C. (1973): Recent Educational Development - In the World. New Delhi: Arya Book Depot, Vol. 1.
2. Altekar, A.S. (1944 ): Education - In Ancient India. Benaras :Nand Kishore& Bros.
3. Blackwell, Fritz (2004), *India: A Global Studies Handbook*, ABC-CLIO, Inc., ISBN 1-57607-348-3.
4. Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.
5. Dash, M.(2000),*EducationinIndia:ProblemsandPerspectives*, Delhi: Eastern Book Corporation.
6. Ellis, Catriona. (2009). Education for All: Reassessing the Historiography of Education in Colonial India.*History Compass*, (March 2009), 7#2,pp 363–375
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8. Ghosh S. C. (2007), *History of Education in India*,New Delhi: Eastern Book Corporation.

9. Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
10. GOI. (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education.
11. GOI. (1986). National policy of education. GOI. GOI. (1992, 1998). National policy on education, 1986 (As modified in 1992). Retrieved
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12. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/rte.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf)
13. GOI. (2011). Sarvashikshaabhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009. GOI. Retrieved from [http://www.upefa.com/upefaweb/admin/myuploads/SSA\\_Frame\\_work\\_\(revised\)\\_9-6-2011.pdf](http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_(revised)_9-6-2011.pdf)
14. Joshi, K.L. (1977): Problems of Higher Education in India. Bombay: Popular Prakashan.
15. Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.
16. Lall M. (2005) The Challenges for India's Education System. London: Chatham House.
17. Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.
18. Ministry of Education (1978): Report of the Education Commission 1964-64-66. New Delhi: Govt. of India.
19. Mohanty, J. (1987): Education in India. New Delhi: Deep & Deep Publications.
20. Mookerji, R. K. (1990) Ancient Indian Education: Brahmanical and Buddhist. Delhi: MotilalBanarsidass Publishers.
21. Mukerji, S.N. (1965): Education in India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).
22. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri AurobindoMarg, New Delhi.
23. Nurulla, Syed & Naik J. P. (1945). *A Student's History of Education in India* (1800-1984.) Bombay.
24. Ramchandra, P. & Ram Kumar, V. (2005), Education in India. New Delhi: Eastern Book Corporation.
25. Rawat, P. L. (1956) History of Indian Education: Ancient to Modern. Delhi: Bharat Publication
26. Reyhner J. (2004) History of Indian Education, Allahabad: Vohra Publishers.
27. Sharma R (2006) History of Indian Education, Delhi: Shubhi Publishers
28. Taneja, V.R. (1983): Trust with Education. New Delhi: Sterling Publishers.



29. Vashist R. (2005), History of Education in India. New Delhi: Eastern Book Corporation.

## **PAPER-VI**

**COURSE CODE: C06-DIS-I**

**COURSE TITLE: Dissertation-I** (Orientation to Writing a synopsis)

**Credits=Nil**

**Marks=Nil**

### **COURSE OBJECTIVES**

- Orient students to the process of research.
- Enable them to identify a problem for undertaking the research project
- Enable them to prepare a synopsis on which they will submit a research proposal in Semester II.

### **COURSE REQUIREMENT**

A research problem will be taken up by each candidate under the supervision of a guide allotted to them by the college/department's Academic Committee. They will follow steps of preparing a synopsis and report to their guides for its finalization.

**PAPER-VII**

**COURSE CODE: C07-SDS-I**

**COURSE TITLE: Self Development Skills-I**

(Academic/Professional Writing & Communication Skills)

**Credits=1**

**Internal=25**

**COURSE CONTENT**

- a) Writing a research paper
  - Essential components
- b) Importance of communication
  - Purpose of communication
  - Communication media
  - Effective communication skills (listening, non verbal communication, managing stress, emotional awareness)
  - Dangers of ineffective communication
  - Barriers to effective communication
  - Technological advances in communication

**Transactional mode**

Through both theoretical and practical mode

**Sessional work**

- Writing a research paper
- Communication exercises

## **SEMESTER II**

### **PROGRAM CODE: MEDGN-II**

#### **PAPER-I**

**COURSE CODE: C08-PED-II**

**COURSE TITLE: Process of Education-II**

**Credits = 4**

**Total Marks= 100**

**External= 70**

**Internal= 30**

#### **COURSE OBJECTIVES**

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

- explain the educational implications of some schools of philosophy in Western Thought and Indian Philosophy.
- examine critically the concerns arising from the vision of great Western and Indian thinkers.
- reflect on changing political context of education and support system of education.
- discuss the changing socio-cultural dimensions in the context of education.

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

#### **COURSE CONTENT**

##### **Unit-I**

Vision derived from synthesis of different schools of philosophy: Indian (Sankhya-Yoga; Vedanta) and Western (Realism, Existentialism)

##### **Unit-II**

Critical analysis of educational thoughts of great thinkers: Dr. Radhakrishnan, Swami Vivekananda, J. Krishnamurthy, John Dewey Paulo Freire, Evan Illich

### **Unit-III**

(a) Connections and interactions in the process of education-Nature of connections and interaction involved: Between the child and the environment; in linking the school practices with life outside the school; in relating subject knowledge with real life experiences of the child; between the knowledge and practices; between the content and the pedagogy; Between ICT and teaching -learning process

(b) Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context.

### **Unit-IV**

a) Process of socialization and acculturation of the child-critical appraisal of the role of school, parent, peer-group and the community.

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

**Sessional Work:** Reading of original texts of Rabindernath Tagore /M.K Gandhi/Sri Aurobindo/John Dewey /J.Krishnamurthy and writing of review of a book written by any of the above authors or any contemporary Educational thinker.

### **SUGGESTED READINGS**

1. Bonks, J.A. (2001). Cultural diversity and education. Foundations curriculum and teaching (4th ed.). Boston: Allyn and Bacon.
2. Brubacher, J. S. (1962): Modern philosophy of education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
3. Brubacher, J.S. (1962). Eclectic philosophy of education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
4. Coulby, D. & Zambeta, G. (2005). Globalization & nationalism in education. Routledge.
5. Das, M. (1999). Sri Aurobindo one education. New Delhi: NCTE.
6. Debra H., Martin H., Pam C. & Lingard, B. (2007). Teachers and schooling: Making a difference. Australia: Allen and Unwin.
7. Dewey, J. (1916/1977). Democracy and education: An introduction to the philosophy of education. New York: Macmillan.
8. Edgerton, S.H. (1997). Translating the curriculum: Multiculturalism into the Cultural Studies. Routledge.
9. Etta, R. H. (1996). Transforming curriculum for a culturally Diverse Society. New Jersey: Lawrence Erlbaum Associates Publishers.

10. Freire, P. (1970). Pedagogy of the oppressed. New York: Continuum.
11. Freire, P. and Shor, I. (1987). A Pedagogy of liberation. London: Macmillan Education.
12. MHRD, (1992). Programme of action. Government of India, New Delhi.
13. MHRD, Government of India (1992). National policy on education (revised). New Delhi.
14. Naik, J.P. (1975). Equality, quality and quantity: The elusive triangle of Indian education. Bombay: Allied Publications.
15. NCERT, (2005). National curriculum framework. New Delhi.
16. NCTE, (2009). National curriculum framework for teacher education. New Delhi.
17. Noddings, N. (2007). Critical lessons: what our schools should teach. Cambridge University Press.
18. Ornstein, Allen C., Edward F. P. & Stacey B. O. (2006). Contemporary issues in curriculum. Allyn & Bacon.
19. Palmer, J. A. (2001). Fifty Modern thinkers on education: From Piaget to the present Day. London, USA, Canada: Routledge.
20. Pankajam, G. (2005). Educational & Development. New Delhi: Gyan Publishing House.
21. Park, J. (1961). The Philosophy of education. New York: The Macmillan Company.
22. Taneja, V.R. (2005). Foundation of education. Chandigarh: Abhishek Publishers.
23. Wall, E. (2001). Educational theory: philosophical and political perspectives. Prometheus Books.
24. Weber, C.O. (1960). Basic philosophies of education. New York: Holt, Rinehart and Winston.
25. 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.
26. Winch, C. (1986). Philosophy of human learning. London: Routledge.
27. Winch, C. (1st edition). (1996). Key Concepts in the philosophy of education. Routledge.

## **PAPER-II**

**COURSE CODE: C09-PIS-II**

**COURSE TITLE: Psychology for Individual and Social Development-II**

**Credits = 4**

**Total Marks= 100**

**External= 70**

## **COURSE OBJECTIVES**

At the end of this course, the student will be able to

- explain concept of learning and motivation
- gain knowledge about the concept and theories of personality and its assessment
- differentiate between characteristics of adjusted and maladjusted learners
- understand and measure the learner's cognitive abilities with special reference to intelligence
- get acquainted with concept and nature of children with special needs

It is assumed that the students are aware of role of Educational Psychology in theory and practice of Education.

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

## **COURSE CONTENT**

### **Unit-I**

#### **Learning and Motivation**

- (a) Learning: Concept, nature, factors affecting Learning, Latent Learning, Gagne's Hierarchy of Learning
- (b) Transfer of Learning: Concept, Types, Theories and Educational Implications
- (c) Motivation: Concept, Types, its relation with learning, Achievement Motivation

### **Unit-II**

#### **Personality and Adjustment**

- a) Concept of Personality, western theories by Cattell, Eysenk, Allport, Freud; Vedantic concept of Personality (Panchkosh)
- b) Assessment and implications for teacher and learner
- c) Adjustment, causes and manifestations of maladjustment, Defence Mechanisms, Conflicts and their management

### **Unit-III**

#### **Understanding Intelligence**

- a) Evolution of concept of Intelligence (from unitary to multiple intelligence)
- b) Theories of intelligence by Gardner and Sternberg, assessment of multiple intelligence
- c) Developing Emotional and Spiritual Intelligence

## **Unit-IV**

### **Understanding Children with Diverse Needs**

- a) Children with diverse needs/different abilities: Concept, Classification, Role of Teacher
- b) Concept, characteristics, identification of the following- Learning Disabled (Dyscalculia, Dyslexia & Dysgraphia), Slow Learners, Children with ADHD & with ADD
- c) Inclusive Education: Concept, Process and Barriers

### **PRACTICALS**

1. Intelligence test
2. Personality test/ Word Association Test
3. Test of adjustment/ analysis of a case of a maladjusted learner
4. DTLTD/Test to identify ADHD

### **SUGGESTED READINGS**

1. Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
2. Bigge, M., L. & Hun,t M., P. (1968) : Psychological foundations of education, 2<sup>nd</sup> Edition, N.Y. Harper & Row.
3. Bigge, Morris. L (1971): Learning theories for teachers (2nd Edition). New York: Harper & Row.
4. Chand, J. (2010): Psychological Foundations of Education. New Delhi, Anshah Publishing House.
5. Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
6. Damon, W. (1983): Social and Personality Development Infancy Through Adolescence. New York: Norton.
7. Dash. M. (1994): Educational Psychology. New Delhi: Deep& Deep Publications.
8. Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
9. Engler, B. (1991): Personality Theories: An Introduction (3<sup>rd</sup> Ed.). Boston: Houghton Mifflin Company.
10. Fox, C. (2014): Educational Psychology: Its Problems and Methods. New Delhi: Sarup Books Publication.
11. Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.
12. Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.
13. Goleman, D., (1995) Emotional Intelligence. New York, England: Bantam Books, Inc.
14. Hall, C. S. & Lindzey, G. (1970). Theories of personality (2<sup>nd</sup> edition). New York: John Wiley & Sons, Inc.
15. Harze & Moghaddam (2012): Psychology for the third Millennium. New Delhi, Sage

Publications.

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17. Hurlock, E. B. (2004): Developmental Psychology: A Life span Approach (5<sup>th</sup> Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
18. Joseph, C.S. (2014): Experimental and Testing Psychology. New Delhi: Anmol Publications.
19. Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
20. Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
21. Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India
22. Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
23. Mazur, J.E. (1994): Learning and Behaviour. (3<sup>rd</sup> ed.). Englewood Cliffs. New Jersey; Prentice Hall
24. Sandhya, K.P. (2013): General Psychology. New Delhi, Anmol Publication.
25. Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.
26. Vergas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
27. Wang. M.C. & Walberg, H.J. (eds) (1985): Adapting instruction to Individual Differences. Berkeley, CA: McCutchan Publishing Corporation.
28. Woolfolk, A. E. (1987): Educational Psychology (3<sup>rd</sup> Ed.) Englewood Cliffs. Prentice Hall.
29. Zohar, D. & Marshal, I. (2001): Spiritual Intelligence: The ultimate intelligence, New York: Bloomsbury Publishing.

### **PAPER-III**

**COURSE CODE: C10-ERS-II**

**COURSE TITLE: Educational Research and Statistics-II**

**Credits=4**

**Total Marks=100**

**External=70**

**Internal=30**

### **COURSE OBJECTIVES**

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

- select the tools for studying different variables.
- understand historical, descriptive and experimental method of research.



- select/ formulate the design of the study by controlling and classifying the variables demanded by the design.
- understand the meaning and compute ANOVA, Chi square, Wilcoxon Signed Rank Test Mann- Whitney Test.
- report the research work in accordance with the current trends and procedures of report writing.
- select and conduct the statistical analysis of the data by applying the statistics suitable for the problem.

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

## **COURSE CONTENT**

### **Unit-I**

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

### **Unit-II**

- a) Historical Method: Meaning, Value, Difficulties, Types and steps.
- b) Descriptive Method: Meaning, Value and types.
- c) Experimental Method: Meaning and purpose, Variables: Independent, Dependent, Treatment, control, Intervening, Extraneous. Essential characteristics of experiment method, Steps.
- d) Experimental Designs: Meaning, criteria for selecting an experimental design, Pre Experimental, True Experimental, Quasi Experimental, Factorial designs. (2x2)
- e) Writing Research Report.

### **Unit-III**

- a) Significance of Statistics (Mean Only), Significance of difference between means: Large and small, Independent and correlated.
- b) ANOVA(one way and two way only).

### **Unit-IV**

- a) Chi –Square test of independence.
- b) Wilcoxon Signed- Rank test, Mann- Whitney test.

### **Sessional Work:**

Development of an attitude scale.

## **SUGGESTED READINGS**

1. Ary, Donald & Jacob (1976): Introduction to Statistics, Purpose and Procedures. New Delhi: Holt Rinehart and Winston.
2. Best, J.W. & Kahn J.V. (1995). Research Education. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Chow, S. L. (1996) Statistical Significance. New Delhi: Sage Publications.
4. Collican, H. (2014): Research methods and Statistics in Psychology. New York: Psychology Press.
5. Craig, A.M. (2015): Introduction to Educational Research. New Delhi: Sage Publications.
6. Crano, W.D., Brewer, M.B. & Lac, A. (2014): Principles and methods of social research. London: Routledge.
7. Edwards, A.L. (1960): Experimental designs in Psychological Research. New York: Holt's. (Revised Ed.)
8. Ferguson, G.A. & Takane Yoshio (1989): Statistical Analysis in Psychology and Education. New York: McGraw Hill.
9. Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: Vakils Feiffer's and Simons Pvt. Ltd.
10. Guilford, J.P. & Fruchter, B. (1978): Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
11. Jackson, S.L. (2010). Research methods and statistics. Jacksonville University. New Delhi: Cengage Learning.
12. Hinton, P.R. (2014): Statistics Explained. London: Routledge.
13. Hustler, D., Cassidy, T. & Cuff, T. (1986) : Action Research in classrooms and Schools. UK: Allen & Unwin (Publishers) Ltd.
14. Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
15. Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi: Surjeet Publications.
16. Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.
17. Lambert, M. (2012): A beginners guide to doing your education research project. London: Sage Publications
18. Lindquist, E.F. (1953): Designs and analysis of experiments in education and psychology. Boston: Houghton Mifflin Co.

19. Ljungberg, M.K. (2015): Reconceptualising Qualitative Research. New Delhi: Sage Publications.
20. Panneerselvam, R.(2011).: Research Methodology. New Delhi: PHI Learning Pvt. Ltd.
21. Siegel Sidney (1965): Non Parametric Statistics. New York: McGraw Hill Books Company.
22. Tuckman, B.W. (1972): Conducting Educational research. Javanovich: Harcourt Brace.
23. Verman, M. (1965): Introduction to Educational and psychological research. London: Asia Publishing House.
24. Wayne, K.H. & Curt,M.A (2015) Quantitative Research In Education. New Delhi: Sage Publications.

#### **PAPER-IV**

**COURSE CODE: C11-DIS-II**

**COURSE TITLE: Dissertation-II** (Submission of Research Proposal)

**Credits=2**

**Internal=50**

Under the supervision of their guides they will undertake all the steps of writing research proposal to finalize and submit the research synopsis. The students will submit dissertation in the month of March.

**PAPER-V**

**COURSE CODE: C12-SDS-II**

**COURSE TITLE: Self Development Skills-II (Writing a CV & Interview Skills)**

**Credit=1**

**Internal=25**

**COURSE OBJECTIVES**

- To enable the learners to prepare a CV
- To prepare the learners for facing an interview

**COURSE CONTENT**

- a) Writing a CV
  - Essentials
- b) Interview
  - Types of Interview
  - Preparation, body language, communication skills, dealing with anxiety, assertiveness

**Transactional mode**

Through both theoretical and practical mode

**Sessional work**

- Preparing a CV
- Mock Interview

## **PAPER-VI**

**Any one of the following:**

**E01-PSE-II: Pedagogy of Science Education-II**

**E02-PSS-II: Pedagogy of Social Science Education-II**

**E03-PLE-II: Pedagogy of Language Education-II**

**E04-PME-II: Pedagogy of Mathematics Education-II**

**COURSE CODE: E01-PSE-II**

**COURSE TITLE: Pedagogy of Science Education-II**

**Credits=4**

**Total Marks=100**

**Internal=30**

**External=70**

### **COURSE OBJECTIVES**

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

- explain the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- explain the difference and complementarity between Science and Technology;
- understand the need to evaluate curricula and evaluate the same on the basis of different validities;
- know about and critically study innovative curricular efforts in India and abroad;
- understand diversity of instructional materials, their role and the need for contextualization in science education;
- appreciate the role of co-curricular activities in science education;
- explain the constructivist approach to science instruction;
- understand the role of assessment in the teaching –learning process in science;
- familiarize with innovative trends in assessment;
- analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

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

## **COURSE CONTENT**

### **Unit-I**

#### **Nature of Science**

- a) Evolution of science as a discipline, science as a dynamic and expanding body of knowledge; development of scientific knowledge;
- b) Science and technology, correlation between science and technology & other branches.
- c) Common misconceptions of pupils about the nature of science; characteristics of different disciplines of science and their interrelationship.

### **Unit-II**

#### **Curriculum of Science Education**

- a) Trends in science curriculum, considerations in developing learner centred curriculum in science.
- b) Criteria of validity of science curriculum: content, ethical, environmental, process, cognitive, historical
- c) Analysis of science curriculum at secondary stage.

### **Unit-III**

#### **Approaches to Teaching-Learning of Science**

- a) Constructivist paradigm and its implications for science learning
- b) Constructivist approaches to science learning: inquiry method, problem solving strategies, guided discovery approach; inducto-deductive method, project based learning, cooperative collaborative learning.
- c) Role of experiments in science, development of laboratory design, planning and organisation of laboratory work, improvisation in the laboratory and low cost science experiments,
- d) Metacognitive strategies-giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner.
- e) Use of ICT in teaching-learning of science concepts at secondary level.

## Unit-IV

### Evaluation Assessment and Contemporary Issues in Science Education

- a) Evaluation in science: Formative and summative
- b) Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- c) Contribution of Indian scientists
- d) Scientific and technological literacy
- e) Innovations and creativity in science.

### Transactional Mode

Group discussion, lecture-cum –discussion, panel discussion, symposium, school visits and sharing of experiences, experimentation with kits and laboratory work project and assignments focusing in observation and interaction with children adolescent, group and individual field based assignments followed by workshops and seminar presentation.

**Sessional Work:** The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test

### SUGGESTED READINGS

1. Alan J. McCormack. Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum. Kraus International Publications
2. Bhanumathi, S. (1994) Small Scale Chemical Techniques – Chemistry Education (April-June) 20-25.
3. Bhatnagar S.S. (2003).Teaching of science. Meerut: Surya publications
4. Black, P (1998). Testing: Triend or Foe? Theory and practice of Assessment and Testing. London : Falmer Press.
5. Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10), 1123-1130
6. Chalmers, A. (1999). What is the thing called Science.3rd Ed. Buckingham: Open University Press.
7. Das R.C. (2012). Science teaching in schools. New Delhi: Sterling publications.
8. Driver. R, Leach. J, Millar. R and Scott, P. (1996). Young Peoples' Image of Science. Buckingham: Open University Press.

9. Gipps, C.V. (1994). *Beyond Testing*. London: Falmer Press.
10. *International Journal of Science Education*.
11. *Journal of Research in Science Teaching* (Wiley-Blackwell).
12. Kaur, R. (2007). *Teaching of Science*. Patiala: Twenty first century publications.
13. Kohli V.K. (2003). *How to teach science*. Ambala: Vivek publishers.
14. Kulshreshtha S.P. (2009). *Teaching of Science*. Meerut: VinayRakheja publications.
15. Minkoff, E.C.& Baker, P.J. (2004). *Biology Today: An Issues Approach*, Garland science. New York. Pp.1-32. *Biology: Science & Ethics*.
16. Minkoff, E.C.& Pamela J. Baker (2004). *Biology Today: An issues Approach*. Garland Science New York pp. 1-32, *Biology: Science and Ethics*.
17. NCERT, *National Curriculum Framework- 2005*, NCERT. New Delhi.
18. NCERT, 'Focus Group Report' *Teaching of Science* (2005). NCERT New Delhi.
19. Novak, J.D. & Gown, D.B. (1984). *Learning how to learn*; Cambridge University Press.
20. *Science & Children* (NSTA's peer reviewed journal for elementary teachers).
21. *Science Teacher* (NSTA's peer reviewed journal for secondary science teachers).
22. .Sharma B.M. (2002). *Teaching of Science*. Chandigarh: Abhishek publishers.
23. Sharma R. C. (2013). *Modern Science Teaching*. New Delhi: DhanpatRai Publishing Co.
24. Steve Alsop & Keith Hicks (2003). *Teaching Science*. Kogan Page India Private Limited.
25. Sutton, C. (1992). *Words, Science and Learning*. Buckingham:Open University Press.
26. Yadav M.S. (2002). *Teaching of science*. New Delhi: Anmol publications Pvt. Ltd.
27. Zaidi S.M. (2006). *Teaching of Modern science*. New Delhi: Anmol Publications Pvt. Ltd.



**COURSE CODE: E02-PSS-II**

**COURSE TITLE: Pedagogy of Social Science Education-II**

**Credits=4**

**Total Marks=100**

**External=70**

**Internal=30**

### **COURSE OBJECTIVES**

After completion of the course, the students will be able to:

- develop an understanding about the meaning, nature, scope of social sciences and social science education
- find out the distinction and overlap between social sciences, humanities and liberal arts
- understand the role of various methods and approaches of teaching social sciences
- employ appropriate approach for transaction of social science curriculum
- effectively use different media, materials and resources for teaching social sciences
- construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation

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

### **COURSE CONTENT**

#### **Unit-I**

##### **Conceptualisation of Social Science Education**

- a) Concept, nature, and scope of social sciences: existing approaches of teaching learning of social sciences
- b) Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences
- c) Research perspectives in pedagogy of social science education

#### **Unit-II**

##### **Social Science Curriculum**

- a) Approaches to organisation of social science curriculum; social science curriculum at various stages of school education

- b) Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials –their conceptualization and processes;

### **Unit-III**

#### **Approaches to Pedagogy of Social Science**

- a) Critical appraisal of approaches to teaching learning social sciences – behaviourist approach; constructivist approach; inter disciplinary approach, integrated approach; child-centred approach; environmental approach; the overlap between these approaches
- b) Critical appreciation of various learning-strategies: SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning

### **Unit-IV**

#### **Resources and Evaluation of Teaching-Learning of Social Science**

- a) Integration of ICT in teaching-learning of social science. Development of teaching-learning materials; workbook; activity book and self instructional materials.
- b) Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies, environment and community resources;
- c) Alternative assessment: rubrics, portfolios and projects
- d) Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- e) Evaluation of attitudes, values, etc.

#### **Transaction Mode**

Lecture-cum-discussion, panel discussion, project on oral history, workshops, seminar, assignment a group discussion around issues and concepts. Group and individual field based assignment focused by workshops and seminar presentations.

**Sessional Work:** The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test

#### **SUGGESTED READINGS**

1. Arora, GL (1988), Curriculum and Quality in Education. New Delhi: NCERT.
2. Becker, Williams E.; Watts, Michael & Becker, Suzanne R. (2006) Teaching Economics: More alternatives to chalk and Talk. Northampton, USA: Edward Elgar Publishing.
3. Binning and Binning (1952), Teaching Social Studies in Secondary Schools, McGraw Hills, New York.

4. Ferris, J.Pamela (2003), *Elementary and Middle School Social Studies: An Interdisciplinary instructional approach*. New York: McGraw Hills.
5. GOI (1993), *Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education, New Delhi*.
6. GOI (2005), *Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi*.
7. Hemming, James (1953): *Teaching of Social Studies in Secondary Schools*. London: Longman Geen & Co.
8. Indian Economic Association Trust for Research and Development (1991), *Teaching of Economics in India*, Interest Publications, New Delhi.
9. Kent, Ashley (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
10. Kumar, Krishna (2002), *Prejudice and Pride*. Delhi: Penguin Books India.
11. Kumar, Rajni; Sethi, Anil & Sikka, Shalini (2005) *School Society and Nation: Popular Essays in Education*. Delhi: Orient Longman.
12. Lambert, David and Balderstone, David (2000), *Learning to Teach Geography in Secondary School: A Companion to School Experience*. London: Routledge Falmer.
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14. NCERT (1976), *The Curriculum for the Ten-Year School: A Framework*, Reprint Edition, National Council of Educational Research and Training, New Delhi.
15. NCERT (1988), *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition, National Council of Educational Research and Training, New Delhi.
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18. NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Paper on Curriculum, Syllabus and Textbooks*, National Council of Educational Research and Training, New Delhi.
19. NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science*, National Council of Educational Research and Training, New Delhi.
20. NCERT (2005b), *National Curriculum Framework 2005*, National Council of Educational Research and Training, New Delhi.

21. NCERT (2006a), Syllabi for Secondary and Higher Secondary Classes, National Council of Educational Research and Training, New Delhi.
22. NCERT (2006b), Syllabus for Classes at the Elementary Level, National Council of Educational Research and Training, New Delhi.
23. Pathak, Avijit (2002) Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. New Delhi: Rainbow Publishers.
24. Rao, Digumarti Bhaskara (ed.), Techniques of Teaching Social Sciences. New Delhi, Sonali Publications.
25. Rao, Digumarti Bhaskara & Rao, Ranga (2007), Techniques of Teaching Economics. New Delhi: Sonali Publications.
26. Singer, Alan J (2003), Social Studies for Secondary Schools: Teaching to learn, learning to teach. Mahwah, New Jersey: Lawrence Erlbaum Associates.
27. Smith, Maggie (2002), Teaching Geography in Secondary Schools: A Reader. London: Routledge Palmer.
28. Zevin, Jack (2000) Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools. Mahwah, New Jersey: Lawrence Erlbaum Associates.

### **Journals**

- Economic and Political Weekly (published from Mumbai, India).
- Journal of Economic Education (published from United States of America).
- Teaching of History (published from United Kingdom).
- Journal of Social Sciences Social Science Quarterly.
- Journal of Curriculum Studies (published by Routledge, United Kingdom)

### **Others**

- Encyclopaedia of the Social Sciences.
- Encyclopaedia Britannica

### **Websites**

- [www.ncert.nic.in](http://www.ncert.nic.in)
- <http://www.history.org.uk> (for accessing e-version of teaching history)
- [www.epw.in](http://www.epw.in) (for accessing e-version of journal of economic and political weekly)
- [www.geographyteachingtoday.org.uk](http://www.geographyteachingtoday.org.uk)
- <http://www.indiana.edu/~econed/> (for accessing e-version of journal of economic education)

**COURSE CODE: E03-PLE-II**

**COURSE TITLE: Pedagogy of Language Education-II**

**Credits=4**

**Total Marks=100**

**External=70**

**Internal=30**

## **COURSE OBJECTIVES**

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

- gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- understand the psychology of language learning
- gain an understanding in the pedagogy of language learning
- study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- examine various areas of research in language education
- survey various problems with respect to language learning
- identify and reflect on factors affecting language policy

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

## **COURSE CONTENT**

### **Unit-I**

#### **Conceptual Issues of Language Learning**

- a) Language acquisition and communication – factors affecting language learning and language acquisitions and communication
- b) Linguistic, psychological and social processes involved in learning of languages
- c) Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget - Cognitive Constructivism and Language; recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.

### **Unit-II**

#### **Language Analysis and Individualization of Language Learning**

- a) Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- b) Meta- linguistic awareness with a focus on listening, speaking, reading, comprehension at writing.
- c) Need and techniques (viz. differential assignments, classroom tasks, etc.) for personalized system of instruction

### **Unit-III**

#### **Curriculum and Pedagogy of Language**

- a) Language learning at secondary and higher secondary stage
- b) Pedagogy of First language, Second language, Third language
- c) Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and sequencing of content, contexts, transaction and evaluation techniques

### **Unit-IV**

#### **Issues in Language Learning and Evaluation**

- a) Cross linguistic influence in learning another language; ecology of bilingual memory
- b) Multilingual classroom
- c) Medium of instruction – recommendation of NPE 1986/1992, NCF -2005
- d) Preservation of heritage language
- e) Home language & school language – problem of tribal dialects
- f) Problems related to evaluation of language learning

#### **Transaction Mode**

Lecture cum discussion, hands on practice in language laboratory, self- study, visits to language teaching institutes, presentations in seminar and group discussions workshop, assignment around issues and concepts related to contextual problems in language learning.

**Sessional Work:** The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test

#### **SUGGESTED READINGS**

1. Bennett, W.A. (1969). Aspects of Language and Language Teaching. London : Cambridge University Press.
2. Braden, K. (2006). Task Based Language Education: From Theory to Practice. London : Cambridge University Press.

3. Britton, J. (1973). Language and Learning. England: Penguin Books.
4. Byrnes, H. (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group.
5. Hodges and Rudolf (1972). Language and Learning to Read – What language teachers should know about language. Boston: Houghton Mifflin Co.
6. Joyce & Banks (1971) Teaching the Language Arts to Culturally Different Children. London: Addison–Wesky, Pub Co.
7. Krashen, S. (1988). Second Language Acquisition and Second Language Learning. Prentice Hall International.
8. Martinovic, T. (2004). Discourse Across Languages and Cultures. John Benjamins Publishing Company.
9. Ornstein, J. (1971). Programmed Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems. The Centre for Curriculum Development Inc, Philadelphia.
10. Osherson, N. D. & Howard, L. (1990). Language an Introduction to Cognitive Science: - Vol.1, USA: Massachusetts Institute of Technology.
11. Pavelenko. Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Berlin: Walter de' Gruyter GmbH & Co. KG.
12. Schiffrin, D. et. al.(2001). The Handbook of Discourse Analyses. Blackwell Publishing.
13. Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press.
14. Wilkinson, A. (1971). The Foundations of Language. London: Oxford University Press.

**COURSE CODE: E04-PME-II**

**COURSE TITLE: Pedagogy of Mathematics Education-II**

**Credit= 4**

**Total Marks=100**

**External=70**

**Internal=30**

### **COURSE OBJECTIVES**

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

- Appreciate the abstract nature of mathematics.
- Distinguish between science and mathematics.
- Develop the skill of solving real life problems through mathematics modelling as an art.
- Develop the understanding of using constructivist approach in mathematics.
- Develop the skill of using various methods and techniques of teaching mathematics.
- Develop problem solving skills.

- Develop the skills required for action research in mathematics.

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

## **COURSE CONTENT**

### **Unit-I**

#### **Meaning, Nature, Structure and Development of Mathematics**

- a) Meaning, Nature and scope of mathematics. Distinction between mathematics and Science; Structure of Mathematics: Pure and Applied Mathematics, Axiom Postulates, Proof / Solution of mathematics Problems- Direct proof, indirect proof, Proof by contradiction, Importance, Application and Selection of Examples.
- b) Recreational and Aesthetic aspect of mathematics: Games, Puzzles, Riddles, Symmetry etc and their role in learning mathematics.  
Mathematics Club: Need and Importance, Goals, Organization and Activities.  
Mathematics Laboratory: Designing and Layout, Need and Importance, Materials and Procedure to set up.
- c) Development of Mathematics with some famous anecdotes, Pythagoras, Aryabhata, Ramanujan.  
Teaching Mathematics Modeling.  
Pedagogical Analysis of Mathematics.

### **Unit-II**

#### **Curriculum of Mathematics**

- a) Curriculum: Meaning, Principles of curriculum, Construction and Organisation.
- b) Curriculum Evaluation and Reform in School Mathematics Curriculum: Rationale, Objective, Principles, Learning Experiences and Materials in mathematics, Recent Curriculum reforms at National and State Levels (NCF 2009).
- c) Developing Remedial Learning experiences and teaching material to overcome special problems of students. Developing enriched programmes and materials for teaching gifted and backward students in mathematics.

### **Unit-III**

#### **Strategies of Teaching Learning Mathematics**

- a) Approaches of Mathematics Teaching- Learning: Constructivist Approach, Competency-Based Approach.



- b) Methods of Mathematics Teaching- Learning: Inductive and Deductive Method, Analytic- Synthetic method, Computer Based Instructions and Computer Aided Learning.
- c) Techniques of Mathematics Teaching- Learning: Problem-Solving: Stages of Problem Solving Techniques to improve Problem- Solving Skills (Polya Method), Co-operative Learning (Jigsaw Method, Think Pair- Share).

#### **Unit-IV**

##### **Evaluation in Mathematics**

- a) Evaluation in Teaching Learning Process: Formative, Summative and Diagnostic. Identification and analysis of mistakes in mathematics, prevention and suggested remedial measures. Enrichment Programmes in mathematics learning: National mathematics Talent Search, Mathematics Olympiad.
- b) Types of test items in mathematics: Meaning, merits, limitations and Construction of long answer type, short answer type, very short answer type and objective type construction and standardization of an achievement test in mathematics.
- c) Action Research in Mathematics

**Sessional Work:** The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test

#### **SUGGESTED READINGS**

1. Baw, G.R. & George L.U. (1976): Helping children learn mathematics- a competency based laboratory approach. California, Cummings Publishing Co.
2. Butler, C.H.& Wren, F.L. (1965): the teaching of Secondary Mathematics. New York: Mc Graw Hill.
3. Carpenter, T.P., Dossey, J.A. & Koehler, J. L.(2004): Classics in mathematics Education Research United States of America. The National Council of Teachers of Mathematics.
4. Chambers, P.(2010): Teaching Mathematics. New Delhi: Sage Publications.
5. Cooney, T.J. (1975): Dynamics of Teaching Secondary School Mathematics, Boston: Houghton Mifflin.
- Driscoll, M., Nikula, E.M. & DiMatteo, R.W. (2007): Fostering Geometric thinking : A guide to teachers, Grade 6-10, Portsmouth, NH: Heinemann.
6. Driscoll, M. (1999): Fostering algebraic Thinking: A guide for teachers, grade 5-10. Portsmouth, NH: Heinemann.
7. Grouws, D.A.(ED)(1992): Handbook of research on mathematics teaching and learning, NY: Macmillan Publishing Lester.
8. Heimer, R.T. & Trueblood, C.R.(1970): Strategies for teaching children Mathematics; Reading. Massachusetts: Addison Wesley Publishing Co.

9. Howard T. & Jones, S.(2000): *Becoming Successful Teacher of Mathematics*. London: Rout ledge Falarer Series.
10. Krutetski, V.A. (1976): *The psychology of mathematical abilities in school children*, University of Chicago Press.
11. Lieback, P (1984): *How children learn mathematics*. Penguin Books.
12. Malove, J. & Taylor, P.(1993): *Constructivist interpretations of teaching and learning mathematics*, Perth: Curtin University of Technology.
13. Michael, D. R. (1977): *Mathematics as a Science of Patterns*. Oxford Press.
14. Marshal, S.P. (1995): *Schemes in Problem Solving*, NY: Cambridge University Press.
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16. NCERT(2005): *National curriculum framework*, New Delhi.
17. NCERT (2006): *Position Paper: National focus group on teaching mathematics*, New Delhi. NCERT and Bosein textbooks in mathematics for Class VIII TO X.
18. Nunes, T. And Bryant, P. (1997): *Learning and Teaching mathematics: An International Perspective*, Psychology Press.
19. Resonik, L.B. & Ford W.W. (1980):*The psychology of Mathematics instruction*, New Jersey: Lawrence Erlbaum Associates.
20. Singh.M (2004): *Modern Teaching of Mathematics*. New Delhi: D.K. Publishers.
21. Schonell, F.J.& Schonell, F.E. (1965): *Diagnostic and Attainment Testing*. Edinburg, London: Oliver and Boyd Ltd.

**SEMESTER-III**  
**PROGRAM CODE: MEDGN-III**

**PAPER: I**

**COURSE CODE: C13-GNC-III**

**COURSE TITLE: Guidance and Counselling-III**

**Credits = 4**

**Total Marks = 100**

**External = 70**

**Internal= 30**

**COURSE OBJECTIVES**

After completing the course, the student will be able to:

- understand the meaning, nature, aims, need and scope of guidance.
- understand the meaning, nature, aims, need and scope of counselling.
- recognise the role of guidance in attaining the goals of education.
- understand the meaning, objectives, and advantages of group guidance.
- develop the acquaintance with various techniques of group guidance.
- understand the qualitative and quantitative appraisal of student.
- develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, personality, interest and their assessment for providing guidance.
- develop the skill of administration and interpretation of psychological assessment.

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

**COURSE CONTENT**

**Unit-I**

**Introduction**

- a) Meaning, Nature, Aims, Principles, Need and Scope of Guidance.
- b) Meaning, Nature, Aims, Principles, Need and Scope of Counselling, Counselling skills such as Establishing rapport, empathy and Listening
- c) Evaluating Guidance Programme with special reference to Counselling.

## **Unit-II**

### **Understanding Guidance and Counselling**

- a) Group Guidance: Meaning, Objectives, Advantages and Limitations of Group Guidance.
- b) Group Guidance Techniques: Class Talk, Career Talk, Orientation Talk, Group Discussion, Career Conference, Career Corner, Bulletin Board, Role Playing.
- c) Recent trends in Guidance and Counselling.

## **Unit-III**

### **Theories/ Therapies of Counselling**

- a) Behaviouristic
- b) Rational Emotive
- c) Reality

## **Unit-IV**

### **Student Appraisal**

- a) Quantitative Assessment: Concept and assessment of Interest, Intelligence, Personality and Aptitude.
- b) Tools for Qualitative Assessment: Interview, Observation, Case Study, Sociometry.

## **PRACTICAL**

- a) Administration and Interpretation of psychological tests:
  - 1) Interest Inventory
  - 2) DAT/DBDA
- b) Preparation and presentation of Career Talk.
- c) Report of visit to employment exchange
- d) Viva- voce

## **SUGGESTED READINGS**

1. Anastasi, A. & Urbina, S. (1997). Psychological Testing, 7<sup>th</sup> Ed., Upper Saddle River. NJ: Prentice Hall.
2. Arbucle, D.s. (1965). Counselling: Philosophy, theory and practice. Boston: Allyn and Bacon.
3. Bantole, M.D. (1984). Guidance and Counselling. Bombay: Sheth and Sheth Publications.
4. Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counselling, Vol.I: A practical approach. New Delhi: Vikas

5. Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counselling, Vol.II: A practical approach. New Delhi: Vikas
6. Burnard, P.(2005). Counselling skills training: a sourcebook of activities for trainers. London: Viva Books Private Ltd.
7. Chaturvedi, R. (2007). Guidance and Counselling Skills. New Delhi: Crescent Publishing Corporation.
8. Corey, G. (1986). Theory and practice of counselling and psychotherapy, 3<sup>rd</sup> Ed. Belmont: Calif- Brooks Cole.
9. Cormier, L.& Hackney, H. (1987). The professional counsellor. Englewood Cliffee, New Jersey: Prentice Hall.
10. Denzin, N.K. & Lincoln, Y. (2000). Handbook of Qualitative research. New Delhi: Sage Publications.
11. Drummond, R.J. (1998). Appraisal procedures for counsellors and helping professional. Columbus, OH: Merrill.
12. Dryden, W. & Filethaman C. (1994). Developing Counsellor Training. London: Sage
13. Gardner, H. (1999). Multiple Intelligence: Intelligence, Understanding and Mind. NY: National Professional Resources.
14. Gibson, R.L. & Mitchell, M.H. (2008). Introduction to counselling and Guidance (7<sup>th</sup> edition). New Delhi: Pearson education. Inc.
15. Gelsco, C.J. & Fretz, B.R. (1995). Counselling Psychology. Bangalore: Prisin Book.
16. George, R.L. & Critiani, T.S. (1990) Counselling theory and Practise. New Jersey: Prentice Hall.
17. Gladding, S.T. (2014).Counselling: a comprehensive Profession (7<sup>th</sup> ed.).USA: Pearson Education, Inc
18. Lewis, M.D., Mayer, R.L.&Louis, J.A.(1986). An introduction to counselling profession. Illinas:F.E.Peacock Publishers.
19. Mohan, S. & Sibia, A. (1998) Handbook of Personality measurement in India. New Delhi: NCERT
20. Myers, G.E.(1998). Principles and Techniques of Vocational Guidance. London: Mcgraw Hills Company.
21. Oliver, W. & Randall, W.E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication.
22. Petterson, G.H. (1962). Counselling and Guidance in Schools. London: Mcgraw Hill Book Company.
23. Pietrofesa, J.J., Bernstein, B. & Stanforn. S. (1980) Guidance: An Introduction. Chicago: Rand McNally.
24. Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill
25. Saraswat, R.K. & Gaur.J.S.(1994). Manual for Guidance counsellors. New Delhi: NCERT.
26. Shertzer, B. & Stone, S.G. (1980). Fundamentals of Guidance. Boston, USA: Houghton Mifflin Co.

27. Shertzer, B. & Stone, S.G. (1968). Fundamentals of Counselling. Boston, USA: Houghton Mifflin Co.
28. Tolbert, E.L. (1978). An introduction to guidance. Toronto: Little Brown and Company.
29. Tudor, K. (1999). Group Counselling. London: Sage Publications

**PAPER: II**

**COURSE CODE: C14-EDT-III**

**COURSE TITLE: Educational Technology and ICT-III**

**Credits = 4**

**Total Marks = 100**

**External = 70**

**Internal= 30**

**COURSE OBJECTIVES**

After completing the course, the student will be able to:

- explain the concept of educational technology.
- explain the nature and scope of educational technology.
- trace the history of educational technology.
- explain the types of educational technology.
- discuss major trends in educational technology.
- explain the concepts, variables, phases and levels of teaching.
- describe the meaning of models of teaching.
- discuss different models of teaching.
- explain various teacher training techniques.
- discuss the concept, principles and types of programmed instruction.
- explain the development stages of linear program.
- discuss the concept, characteristics and selection of audio-visual media.
- explain the concept, process, principles and barriers of communication.
- discuss the concept, need and advantages of ict.
- discuss the concept and method of computer-assisted instruction, e-learning, online learning and m-learning.

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

9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

## **COURSE CONTENT**

### **Unit-I**

- a) Educational Technology: Concept, Nature and scope of educational technology in India.
- b) Historical perspective of Educational Technology. Types of Educational Technology.
- c) Recent trends in Educational Technology. Major institutions of Educational Technology in India: CIET, EMRC, CEC.

### **Unit-II**

- a) Teaching: Concept, variables, phases and levels of teaching.
- b) Models of Teaching: Basic teaching model, Concept Attainment model and Advance Organizer Model.
- c) Teacher Training Techniques: Microteaching, Teaching skills, Skill of stimulus variation, introducing the lesson, reinforcement and probing question. Flanders Interaction Analysis.

### **Unit-III**

- a) Programmed Instruction: Concept, theoretical rationale, principle and styles of programmed instruction.
- b) Development of a linear programme.
- c) Print and electronic media in education: concept, Characteristics, selection of media. EDUSAT. Media in Distance Education, MOOCS

### **Unit-IV**

- a) Communication: Concept of communication, process, principles and barriers of communication.
- b) Information and Communication Technology (ICT): concept, need, advantages and barriers to expansion of Information and Communication Technology.
- c) Computer assisted instruction, e-learning, online learning and m-learning.

### **Practical:**

1. Power-point presentation (at least 20 slides)
2. Development of a linear programme (50 frames).

## **SUGGESTED READINGS**

1. Bhushan,A.& Ahuja, M.(1992): Educational Technology, Meerut, Vikas Publication.
2. Bigge, M.L. & Hunt, M. (1968): Psychological Foundation of Education, London, Harper and Row Publishers.
3. Bloom, B.S. (1972): Taxonomy of Education Objectives. A Hand Book-I(Cognitive Domain), New York: David Mokey Campo.

4. Briggs, A.R.J. and Sommefeldt, D. (2002) *Managing Effective Teaching and learning*, London: Paul Chapman Publishing.
5. Burkill, B & Eaton, R. (2011) *Developing Teaching and Learning*. New Delhi: Cambridge University Press.
6. Chauhan, S.S. (1978): *A Textbook of Programmed Instruction*, New Delhi, Sterling Publishers.
7. Das, R.C. (1993): *Educational Technology : A Basic Text*, New Delhi, Sterling Publishers.
8. Dececco, J.P. & Cramford, W.R., (1970): *Psychology of Learning and Instructions*, Prentice Hall of India Pvt. Ltd.
9. Flanders, Ned A.(1978): *Analysing Teaching Behaviour*, London , Addison Wesley Publishing Co.
10. Gage, N.L., (1978): *The Scientific Basis of the Art of Teaching*, London, Teacher's College Press.
11. Gakhar , S.C. (2008). *Educational Technology*, Panipat, N,.M. Publication
12. Goswami. M.K. (2008) *Educational Technology*. New Delhi: Asian Books Private Limited.
13. Hiltz, S.R. and Goldman, R. (2005) *Learning Together Online. Research on Asynchronous Learning networks*. New Jersey: Lawrence Erlbaum Associates, Publishers.
14. Jolliffe, A. Ritter, J. and Stevens, D. (2001) *The Online Learning Handbook. Developing and Using Web based learning*: London, Kogan Page.
15. Joyce, B.Weil, M. & Showers, B., (2009) : *Models of Teaching*, New Delhi: Prentice Hall of India, Pvt. Ltd.
16. Khirwadkar, A. and Puspanadham, K. (2005). *Information and Communication Technology in Education*. New Delhi: Sarup and Sons.
17. Mehra, V.(2010) : *A text book of Educational Technology*, New Delhi : Sanjay Prakashan.
18. Modi, J.(2010) *Micro Teaching Technique and Practice*, Delhi: Shipra Publications.
19. Schrum, L. (2012) *Educational Technology for School Leaders*. New Delhi: Sage India Pvt Ltd.
20. Sharma, Y.K. and Sharma, M. (2006) *Educational Technology and management*, Vol. 1, New Delhi: Kanishka Publishers, Distributers.
21. Thamarasseri, I. (2009). *Information and Communication Technology in Education*. New Delhi, Kanishka Publisher, distrbuters.
22. Vallikad, S. (2009) *Information Communication Technology for Teacher Education*. New Delhi: Kanishka Publishers, Distributers.
23. Xavier, E. (Editor) (2013) *Encyclopedia of Curriculum and Teaching Methods*. New Delhi: Anmol Publications Pvt Ltd.



### **PAPER-III**

**COURSE CODE: C15-DIS-III**

**COURSE TITLE: Dissertation-III** (Submission of dissertation)

**Credits=Nil**

**Marks=Nil**

Under the supervision of their research guides, Students will undertake all steps of research. They will procure all relevant tools/ prepare tools, collect data, analyze it, interpret it and write the dissertation chapters. Students will submit dissertation at a specified date, i.e., 30<sup>th</sup> November.

### **PAPER-IV**

**COURSE CODE: C16-SDS-III**

**COURSE TITLE: Self Development Skills–III** (e-skills)

**Credit=1**

**Internal=25**

### **COURSE OBJECTIVES**

- To enable the learners to use electronic aids and resources for educational/research purposes
- To make them aware of the possible pitfalls/threats of using e-resources

### **COURSE CONTENT**

- a) -Create e-mail account, facebook accounts, etc.  
-using internet/social network interface for educational/research purposes; constructing and sharing knowledge using social network sites
- b) -Using e-resources and acknowledging the information thus retrieved; ethical issues of using e-resources  
-Behaving responsibly on the internet

### **Transactional mode**

- Through theoretical as well as practical mode

### **Sessional work**

- Creating an educational group/forum

## **PAPER V & VI**

**Any two of the following:**

**E05-PFE-III: Policy, Planning and Financing of Education-III**

**E06-EDA-III: Education for Differently-abled-III**

**E07-CRS-III: Curriculum Studies-III**

**COURSE CODE: E05-PFE-III**

**COURSE TITLE: Policy, Planning and Financing of Education-III**

**Credits = 4**

**Total Marks=100**

**External= 70**

**Internal= 30**

### **COURSE OBJECTIVES**

After completing the course, students will be able to:

- explain the process of policy formulation
- critically analyse the determinants of educational policy
- explain the principles, methods and approaches of educational planning
- describe concept, need, significance and principles of educational financing
- explain budgeting and accounting process
- discuss nature of various resources for education
- explain types, approaches and agencies for performance appraisal and monitoring in educational institutions
- critically analyse the issues in educational monitoring

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

### **COURSE CONTENT**

#### **Unit-I**

#### **Formulation of Educational Policy**

- a) Process of policy formulation, Policy research, Discussion document, consultations, constitution of working groups, presentation of draft document in CAGE and parliament. Formulation of Plan of Action: short term, long term.
- b) Need and importance of educational policy. Determinants of educational policy
- c) Linkage between educational policy and national development policy.

## **Unit-II**

### **Educational planning**

- a) Guiding principles, methods and techniques of educational planning ; Priorities in planning at Centre and State levels, District level planning, institutional planning
- b) Approaches to educational planning
  - Social demand approach
  - Man-power approach
  - Return of Investment approach
- c) Overview of educational planning in India w.r.t. short term & long term plans.

## **Unit-III**

### **Financing of education**

- a) Concept, need, significance and principles of educational financing. Efficiency, cost minimization and quality improvement.
- b) Sources of finance: Governmental grants (Central, State and Local), tuition fees, endowments, taxes, donations and gift, foreign aids and grant-in-aid system; centre-state relationship in financing of education.
- c) Budgeting and preparation of budget. School budgetary and accounting process, problems and issues in management of finance.

## **Unit-IV**

### **Resource Management, Performance Appraisal and Monitoring**

- a) Nature and characteristics of resources in education; resource mobilization, utilization, maintenance of resources and quality assurance in material and human resources. Scientific Principles of management – PERT, CPM, PPBS system approach;
- b) Performance appraisal in educational organization at institutional and personal level: Types, Approaches; Agencies for monitoring maintenance of standard in educational institutions
- c) Educational monitoring : Need, importance and guiding principles; Issues and problems in monitoring and appraisal

## **Transactional Mode**

The course would be transacted through participatory approaches including group discussion, self study, seminar, presentation by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentation.

## **Sessional Work**

The students may undertake any one of the following activities:

- Assignment/ term paper on selected theme from the course
- Prepare a plan for the mobilization of different types of resources for a school from the community
- Critical Analysis of status of School Education of a state
- Preparation of school budget
- Preparation of an institutional plan

## **SUGGESTED READINGS**

1. Aggarwal, J. C., & Agrawal, S. P. (1992). *Educational planning in India: With a slant to educational financing and administration*. New Delhi: Concept Pub. Co.
2. Bottery Mike (ed.) (1992). *Education, Policy & Ethics*. London: Continuum.
3. Dennison, W. F. (1984). *Educational finance and resources*. London: Croom Helm.
4. Guthrie, J. W., & Reed, R. J. (1991). *Educational administration and policy: Effective leadership for American education* (2nd ed.). Boston: Allyn and Bacon.
5. Hough J.R. (1990). *Education, Policy-An International Survey*. London: Croom Helm.
6. Mukherji, S.N.(1970). *Administration and Educational Planning and Finance*. Baroda : Acharya Book Depot.
7. Naik, J.P. (1965): *Educational Planning in India*. New Delhi: Allied.
8. Thakur D. & Thakur, D.N. (1996). *Educational Planning and Administration*, New Delhi : Deep and Deep Publications.
9. Ayyar, R.V. Vaidyanathan (1993). *Educational Planning and Administration in India: Retrospect and Prospect*. Journal of Educational Planning and Administration. VII (2). April.
10. Chandrasekara, P. (1994). *Educational Planning and Management*, New Delhi : Sterling Publishers.
11. Hough J.R. (1990). *Education, Policy-An International Survey*. London: Croom Helm.
12. Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. New Delhi, the

European Commission.

13. Kaur, K. (1986). *Education in India (1981-1985): Policies, Planning and Implementation*, Chandigarh : Arun and Rajive Pvt. Ltd.

**COURSE CODE: E06-EDA-III**

**COURSE TITLE: Education for Differently-abled-III**

**Credits = 4**

**Total marks=100**

**External= 70**

**Internal= 30**

### **COURSE OBJECTIVES**

At the end of the course, the student will:

- know types of children with diverse needs, their nature and educational implications
- understand and appreciate inclusive education and legislation related to it
- know about various resources needed for children with diverse needs
- understand various aspects of teacher preparation for children with diverse needs

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

### **COURSE CONTENT**

#### **Unit-I**

#### **Inclusive Education**

- (a) Concept of Inclusive Education and Models of Implementation.
- (b) Difference between Special Education, Integrated and Inclusive Education. Advantages of Inclusive Education for Individual and Society.
- (c) Current laws(RCI Act, PWD Act, National Trust Act, RTE); National Policy for the Disabled (2006) and agreements supporting Inclusive Education (examples);

Recommendations of various education commissions to respond to diversity in education situations

## **Unit-II**

### **Children with Diverse Needs**

- (a) Definition, Characteristics and Educational Implications for Children with Hearing and Visual Impairments, Intellectually Challenged, Locomotionally Challenged, Children with Autism, Cerebral Palsy, Learning Disabilities, Slow Learners, Linguistic Minorities, Gifted and Creative.
- (b) Importance of early detection, functional assessment and early intervention for development of compensatory skills.

## **Unit-III**

### **Resources, Curricular and Other Changes**

- (a) Concept and need for curricular adaptations for children with diverse needs
- (b) Role of Technology for meeting diverse needs of learners
- (c) Changing attitude of significant others and society in general
- (d) Sources required for Children with special needs: Human, Financial and Physical
- (e) Adaptations in instructional objectives, co-curricular and curricular activities for children with diverse needs

## **Unit-IV**

### **Teacher Preparation**

- (a) Guidelines for adaptation for teaching/practicing Science, Mathematics, Social Studies, Languages, Yoga, Physical Education, Drama etc
- (b) NCF 2005 and Curriculum for Teacher Preparation and Transaction Modes
- (c) Skills and Competence of teacher and teacher educators for secondary education in inclusive settings
- (d) Multicultural and Multigrade Teaching

### **Practicum**

1. Assessment / Identification test (of any of the following- Learning Disability and Slow Learner, Attention Deficit Hyperactivity Disorder)
2. Report on Visit to a Special School
3. Curricular adaptations for any disability.

### **SUGGESTED READINGS**

1. Advani, L & Chadha, A. (2003) : You and your special Child, New Delhi: UBS Publishers and

## Distributors

2. Ahuja, A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative /Learning based Approach*: National Publishing House 23 Daryaganj, New Delhi 110002.
3. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
4. Alur, M. & Timmons, V. (2009): *Inclusive Education across Cultures-Crossing boundaries, Sharing Ideas*. Sage.
5. Berdine, W.H., Blackhurst, A.E. (eds.) (1980): *An Introduction to Special Education*. Boston: Little, Brown and Company.
6. Collier, C. (2011): *Seven Steps to Separating Difference from Disability, California*: Corwin- A Sage Company.
7. Corbett, Jenny (1998): *Special Education needs in the Twentieth Century. A Cultural Analysis*, Trowbridge, Wilts: Redwood Books.
8. *Encyclopaedia of Special Education* (1987): Vol.1,2,3 ed's Cecil, R, Reynolds and Lester Mann, New York : John Wiley and Sons.
9. Frank, M.H. & Steven, R.F. (1984): *Education of Exceptional Learners*, Allyn & Bacon, Inc., Massachusetts.
10. Glass, K.T. (2009): *Lesson Design for Differentiated Instruction, Grades 4-9, California*: Corwin- A Sage Company.
11. Hallahan, D.P. & Kauffman, J.M. (1991): *Exceptional Children—Introduction to Special Education*. Massachusetts: Allyn & Bacon.
12. Hans, I.J. (2000): *Children in Need of Special Care, Human Horizons Series*, Souvenir Press (E & A Ltd.).
13. Hegarty, S., & Alur, M. (2005): *Education and Children with Special Needs-From Segregation to Inclusion*. Sage.
14. Jangira, N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
15. Jha, M. (2002) *Inclusive Education for All: Schools Without Walls*. Chennai: Heinemann Educational Publishers, Multivista Global Limited.
16. Karanth, P. and Rozario, J. (2007): *Learning Disabilities in India Willing the Mind to Learn*, New Delhi, Sage Publications India Pvt. Ltd.
17. Kirk, S.A. & Gallagher, J.J. (1989): *Education of Exceptional Children*. Boston: Houghton Mifflin Co.
19. Panda, K.C. (1997): *Education of Exceptional Children*, New Delhi: Vikas Publication House. 1011.
20. Sengupta, Dr. Keya et. al. (2000): *Human Disabilities Challenges for their Rehabilitation*, New Delhi: Reliance Publishing House.
21. Sharma, P.L. (1990) *Teachers Handbook on IED-Helping Children with Special Needs*. N.C.E.R.T Publications.
22. Singh, D. and Deshprabhv, S. (2008): *Handbook of Special Education Part-I*, New Delhi:

Kanishka Publishers.

23. Singh, D. and Deshpabhy, S. (2008): Handbook of Special Education Part-II, New Delhi: Kanishka Publishers.
24. Sharma, P.L. (2003) *Planning Inclusive Education in Small Schools*, R.I.E, Mysore.
25. Ysseldyke, J.E. and Algozzine, B. (1998) : Special Education, New Delhi, Kanishka Publishers, Distributor

**COURSE CODE: E07-CRS-III**

**COURSE TITLE: Curriculum Studies-III**

**Credits = 4**

**Total Marks=100**

**External= 70**

**Internal= 30**

### **COURSE OBJECTIVES**

After completing the course, the student will be able to:

- explain the concept of curriculum and curriculum development.
- explain the foundations of curriculum development.
- discuss factors affecting curriculum change.
- appreciate the role of teacher as a curriculum maker.
- explain the nature, purposes, scope and principles of curriculum development.
- explain taba's model of curriculum development
- explain the concept and need of curriculum development
- explain features of different curriculum designs.
- explain eclectic model of curriculum design.
- explain different models of curriculum engineering.
- appraise critically the present day curriculum of indian schools.
- discuss curriculum issues and trends.
- predict future directions for curriculum.

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



## **COURSE CONTENT**

### **Unit-I**

- a) Concept of curriculum, curriculum development and other curricular fields. Components of curriculum.
- b) Epistemological, social and psychological foundations of curriculum development.
- c) Factors affecting curriculum change, viz, social factors, pressure groups, writers and publishers. Role of teacher as curriculum maker.

### **Unit-II**

- a) Curriculum development: nature, purposes, scope and principles.
- b) Principles of formulating aims, selecting content, teaching, learning and evaluation procedures.
- c) Taba's Model of Curriculum development.

### **Unit-III**

- a) Curriculum design: concept and need.
- b) Different curriculum designs: subject-centred, experience and activity centred and core curriculum.
- c) Eclectic model of curriculum design.

### **Unit-IV**

- a) Models of curriculum engineering: administrative model, grass-root model, system analysis model.
- b) Critical appraisal of present curriculum in secondary and senior secondary schools of India.
- c) Curriculum issues and trends and future directions for curriculum.

### **Sessional Work:**

Critical appraisal of curriculum of secondary stage.

## **SUGGESTED READINGS**

1. Aggrawal, D. (2007): Curriculum development: Concepts, Methods and Techniques. New Delhi, Book Enclave.
2. Anning, A. (1995): A National Curriculum for the Early Years, Buckingham, Philadelphia Open University Press,.
3. Davies, I. K. (1976) : Objectives in Curriculum Design, England, Mcgraw Hill Book Company Limited
4. Fogarty, R. (2009): How to Integrate the Curriculum. New Delhi: Sage India Pvt Ltd.
5. Goodson, I. F. (1994): Studying Curriculum, Buckingham, Open University Press.

6. Graves, K.(Editor) (2010): Teachers as Course Developers. New Delhi: Cambridge University Press.
7. Hugh (1976): Designing the Curriculum, London, Open Books.
8. Krug, E.A. (1960): The Secondary School Curriculum, New York, Harper and Row Publishers.
9. Joseph, P.B. et al. (2000): Cultures of Curriculum (studies in Curriculum Theory). New York, Teacher College Press.
10. Lawton, D. (1986): School Curriculum Planning, London, Sydney, Hodder & Stoughton.
11. Lynn, E.H. (1998): Concept-based Curriculum and Instruction, Corwin Press, Inc.
12. Lewy, A. (1991): Studying Curriculum, Buckingham, Open University Press,.
13. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
14. NCTE (2009): National Curriculum Framework of Teacher Education, New Delhi.
15. Oliva, P.F. (1988). Developing the Curriculum, Scott and Foresman and Co.
16. Ornstein, Allen C.A., Curriculum Foundations, Principles and Issues,London, Prentice Hall International Ltd.
17. Pratt, D.(1980): Curriculum Design and Development, New York, Harcourt Brace and World Inc.
18. Reddy, B. (2007): Principles of curriculum planning and development.
19. Tyler, R.W.(1974) : Basic Principles of Curriculum and Instruction, London, Open University Pub.
20. Xavier, E. (Editor) (2013) Encyclopedia of Curriculum and Teaching Methods.New Delhi: Anmol Publications Pvt. Ltd
21. Zais, R.S. (1976): Curriculum Principles and Foundations, London, Harper & Row Pub.

## **SEMESTER-IV**

### **PROGRAM CODE: MEDGN- IV**

#### **PAPER-I**

**COURSE CODE: C17-ESD-IV**

**COURSE TITLE: Education for Sustainable Development & Global Peace-IV**

**Credits = 4**

**Total Marks = 100**

**External = 70**

**Internal = 30**

#### **COURSE OBJECTIVES**

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

- explain concepts concerning various aspects of the Educational for sustainable development.
- explain the concept of world peace and role of education
- recognize dependence of human life on the environment.
- identify local and region specific environmental problems.
- understand the role of individuals, society, the government, ICT and media in protection, preservation and conservation of environment.
- develop awareness about rules, regulations and legal provisions for protection, preservation and conservation of the environment.
- develop awareness, desirable skills and appreciation for the protection, preservation and conservation of the environment.
- understand the role of school and teacher in creating awareness among students about need for sustainable development.

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

## **COURSE CONTENT**

### **Unit-I**

#### **Education for Sustainable Development:**

- a) Meaning nature and scope of Sustainable Development; concept of global peace
- b) Education for Sustainable Development: Approaches & Strategies
- c) Education for global peace
- d) Integration of global peace and environmental concerns in school curriculum.
- e) Role of teacher in promoting sustainable development.

### **Unit-II**

- a) Conservation of Natural Resources: Environmental conservation in the globalized world; Deforestation in the context of tribal life Role of individual in conservation of natural resources: water, energy and food
- b) Culture of Peace and Human Rights: Ideas of thinkers like Mahatma Gandhi, Martin Luther King, Role of Educational institutions and teachers in developing a culture of peace.

### **Unit-III**

#### **Individual, Society, Government, ICT and Media in Environmental Education:**

- a) Literacy, democracy, human rights and universal values- contribution to global peace and sustainable development
- b) Role of individual, school and community for prevention of pollution, management of natural resources; Responsible Environment Behavior (REB).
- c) Role of ICT, text books and media in creating awareness about human rights; environmental and peace values.

### **Unit-IV**

#### **Competencies in teachers for Education for Sustainable Development:**

- a) ESD model for competencies in teachers: Knowledge, system, thinking, emotions and values in teachers for educating students for Sustainable Development
- b) Individual life style; Carbon foot printing

**Sessional work:** Case study on children rights for education in context of Kailash Satyarthi , Malala Yousafazi.

## **SUGGESTED READINGS**

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

2. Braidotti, R., Charkiewicz, E., Hausler, S and Wieringa, S. (1994). Women, the environment, and sustainable development: Toward a theoretical synthesis. London: Zed Books.
3. Chhokar, K. B. (2000). Conserving Biodiversity. New Delhi, Oxford and IBH publishing Co. Pvt. Ltd.
4. Cortese, A. (1999). Education for sustainability: The University as a model of sustainability. Boston, MA: Second Nature, Inc.
5. Cortese, A. (2001). Education for a sustainable future: The next industrial revolution. Boston, MA: Second Nature, Inc.
6. UNESCO's Report on Education for Sustainable Development, Paris, UNESCO.
7. Ministry of Law and Justice, Right to Education Act (2009), Govt. of India, New Delhi.
8. [http://www.unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSCT%20Handbook\\_Extract.pdf](http://www.unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSCT%20Handbook_Extract.pdf) (ESD Model).

## **PAPER-II**

**COURSE CODE: C18-FAI-IV**

**COURSE TITLE: Field Attachment/ Internship-IV**

**Credits=4**

**Total Marks=100**

**External=50**

**Internal=50**

## **COURSE OBJECTIVES**

- To acquire hands-on training of pedagogy

## **COURSE CONTENT**

Field attachments/internship/immersions shall be facilitated with organizations and institutions working in education. These would aim at engaging students with field-based situations and work in secondary education, and to provide an opportunity for reflection and writing on the same. Systematically planned field internship/ attachment in a teacher education institution, and in the specialization area chosen by the student shall be organized during the program.

Close mentorship by faculty in relevant areas should be provided in the form of tutorials, guided reading groups and practice teaching and observation of practice lessons.

**\*Internship will be for one month in secondary schools**

### **PAPER-III**

**COURSE CODE: C19-DIS-IV**

**COURSE TITLE: Dissertation–IV (Viva Voce)**

**Credits=6**

**Total Marks=150**

**External=100**

**Internal=50**

The students will prepare and appear for dissertation viva before an external examiner and supervisor.

### **PAPER-IV**

**COURSE CODE: C20-SDS-IV**

**COURSE TITLE: Self Development Skills – IV (Yoga)**

**Credit=1**

**Internal=25**

### **COURSE OBJECTIVES**

- To make learners aware of the benefits and relevance of Yoga and Yogic practices
- To make them practice and incorporate basic yoga exercises in their daily routine

### **COURSE CONTENT**

- a) Brief historical account and significance of Yoga  
Yoga as a stress buster; body and mind healing device
- b) Basic yoga exercises and *asanas* (*pranayam, surya-namaskar, taad-asana, kapaalbhaati, shav-asana*, etc.)

### **Transactional mode**

Through theoretical as well as practical mode

### **Practical**

Mastering any five yoga exercises/*asanas*

## **PAPER V & VI**

**Any two of the following**

**E08-MEV-IV: Measurement, Assessment and Evaluation-IV**

**E09-CME-IV: Comparative Education-IV**

**E10-LLL-IV: Life Long Learning-IV**

**E11-EAM-IV: Educational Administration and Management-IV**

**COURSE CODE: E08-MEV-IV**

**COURSE TITLE: Measurement, Assessment and Evaluation-IV**

**Credits=4**

**Total Marks=100**

**External=70**

**Internal=30**

### **COURSE OBJECTIVES**

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

- acquaint the students with concepts and techniques of measurement and evaluation.
- develop skills in the construction and standardization of tests.
- acquaint themselves with the new trends in evaluation.
- enable them in learning the applications of advanced statistical techniques in education.

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

### **COURSE CONTENT**

#### **Unit-I**

- (a) Concept and importance of measurement and evaluation.
- (b) Types of evaluation: Formative and summative.
- (c) Scales of Psychological measurement: Nominal, Ordinal, Interval and Ratio.

## **Unit-II**

- a) Types of achievement tests- Essay and Objective type.
- b) Norm referenced and criterion reference tests.
- c) Steps in standardization of achievement tests.

Item analysis: Item difficulty, discrimination index. Estimating reliability and validity. Effectiveness of distracters.

## **Unit-III**

- a) Analysis of variance (one way and two way): Assumptions and Computation.
- b) Regression and prediction: Meaning and Concept of linear regression equation.

## **Unit-IV**

Correlations: Assumptions and computation of:

- a) Biserial, Point Biserial
- b) Tetrachoric and phi- coefficient.
- c) Partial and multiple correlation.

### **Sessional Work:**

Development of a standardized test

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**COURSE CODE: E09-CME-1V**

**COURSE TITLE: Comparative Education-IV**

**Credits = 4**

**Total Marks=100**

**External= 70**

**Internal= 30**

## **COURSE OBJECTIVES**

After completing the course, the student will be able to:

- explain the concept, history and purposes of comparative education.
- explain the importance and limitations of comparative education
- explain the factors influencing the educational system of a country.
- explain the educational ladder of U.K., Finland and India.
- compare the salient features of educational system of U.K., Finland and India.
- explain the educational ladder of U.S.A., China and India.
- compare the salient features of educational system of U.S.A., China and India.
- compare the teacher education program in U.K., Finland, U.S.A., China and India.
- discuss recent trends and innovations in education of U.K., Finland, U.S.A., China and India.

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

## **COURSE CONTENT**

### **Unit-I**

- a) Meaning, History, Purposes, Methods, importance and limitations of comparative education.
- b) Factors influencing the educational systems of a country-political, social, linguistics, geographical and economic.

### **Unit-II**

- a) Educational ladder of U.K., Finland and India, Administrative agencies for education
- b) Compare the salient features of educational system (aims, curriculum, and evaluation) of U.K, Finland and India.

### **Unit-III**

- a) Educational ladder of U.S.A. and China with special reference to India
- b) Compare the salient features of educational system (aims, curriculum, and evaluation) of U.S.A., China and India.

### **Unit-IV**

- a) Teacher Education program in U.K., Finland, U.S.A., China and India.
- b) Recent trends and innovations in education of above mentioned countries.

**Sessional work:** Exhibit on socio-political-cultural-geographical aspect of any of the five countries in course.

## SUGGESTED READINGS

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**COURSE CODE: E10-LLL-IV**

**COURSE TITLE: Lifelong Learning-IV**

**Credits = 4**

**Total Marks= 100**

**External= 70**

**Internal= 30**

**COURSE OBJECTIVES:** After completing the course, the student will be able to explain:

- Concept of lifelong education
- Approaches to lifelong education
- Concept, aims ,Need and importance of adult and continuing education
- Literacy situation in the country and government initiatives to improve literacy status
- Administration and management of adult and continuing education programmes
- Role of universities in adult and continuing education
- Concept of andragogy and its applications
- Impact of lifelong education on formal education
- Types of continuing education programmes
- Areas of research in adult , continuing and lifelong education

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

## **COURSE CONTENT**

### **Unit-I**

- a) Philosophical and sociological basis of lifelong education – Need and importance in contemporary world
- b) Concept and Scope of lifelong education – Literacy, awareness, continuing education and empowerment of all sections of society.
- c) Adult and Continuing Education; Evolution of concept, aims, need and importance in the contemporary world and practice.

### **Unit-II**

- a) Literacy situation in India. Total Literacy Campaign (TLC) Objectives and Strategies; New Initiatives in Adult and Continuing education; Sakshar Bharat.

- b) Centre and State Level organisations for Administration and management of adult and continuing education programmes.
- c) Role of UGC and Universities in adult, continuing and lifelong education :  
Departments/Centres for adult and continuing education and extension education.  
The field outreach programmes.

### **Unit-III**

- a) Andragogy : meaning and concept, implication for lifelong learning.
- b) Psychology of adult learners; Principles of adult learning and curriculum development for adults.
- c) Teaching methods for adult learners.

### **Unit – IV**

- a) Impact of Life Long Education on formal education – Education for diverse target groups through
  - (i) Open Learning
  - (ii) Web Based Education
  - (iii) Community Colleges.
- b) Continuing education programmes for community development:
  - (i) Women empowerment
  - (ii) Population education
  - (iii) Legal literacy
  - (iv) Vocational education
- c) Research Areas in Adult Education, Continuing Education and Lifelong Education.

### **Sessional Work**

Any of (a) and (b)

- a) Poster preparation and exhibition of any of the following :
  - (i) Legal Literacy
  - (ii) Open learning
  - (iii)Part time courses
  - (iv)Web based Education
- b) Planning a target specific continuing education course and submission of a detailed course draft.

## SUGGESTED READINGS

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**COURSE CODE: E11-EAM-IV**

**COURSE TITLE: Educational Administration and Management-IV**

**Credits = 4**

**Total Marks=100**

**External= 70**

**Internal= 30**

### **COURSE OBJECTIVES**

After completing the course, students will be able to:

- explain the concept and process of educational administration and management
- describe agencies and issues involved in implementation
- discuss constitutional responsibilities of the state towards education
- explain organizational structure of education



- analyse recommendations for education in 12th Five Year Plan
- explain various aspects of organizational climate
- discuss processes of educational management
- describe issues in organizational development and change
- explain meaning, nature scope types and traits of leadership

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

## **COURSE CONTENT**

### **Unit-I**

#### **Educational Administration and Policy Implementation**

- Educational Organization, Administration and Management: Meaning and scope, Principles and process of administration, Approaches to administration.
- Agencies for policy implementation, Partnership in policy implementation – Centre-State; Role of civil society and NGOs; Issues involved in implementation.
- Constitutional responsibilities of the state for providing education.

### **Unit-II**

#### **Educational structure and administrative issues**

- Organizational Structure for educational administration and management: Secondary School Education, Higher Education and technical & professional education
- Recommendations for elementary, secondary, and higher education in 12<sup>th</sup> five year plan
- Administrative and management issues in RTE

### **Unit-III**

#### **Management in educational organization**

- Organizational Climate: Strategies for maintaining healthy work environment
- Processes in educational organization: structure, communication, decision making, management by objectives.
- Strategies for efficient management: motivation, job satisfaction, conflict management

### **Unit-IV**

#### **Organizational development and leadership**

- a) Organizational development
- b) Organizational change
- c) Educational leadership: meaning, nature and scope. Types of leadership: Styles of leadership; Traits & skills for effective leadership

### **Transaction Mode**

The course would be transacted through participatory approaches including group discussion, self study, seminar, presentation by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentation.

### **Sessional Work**

The students may undertake any one of the following activities:

- Preparation of questionnaire/ interview schedule for micro level educational survey
- Case study of administrative problems in implementation of RTE in government school/private school
- Assessment of motivation level/ job satisfaction/ perception of leadership among teachers in any educational institution

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