PANJAB UNIVERSITY, CHANDIGARH -160014 (INDIA)
(Estd. under the Panjab University Act VII of 1947- enacted by the Govt. of India)

FACULTY OF EDUCATION

SYLLABI

FOR

M.A. EDUCATION (Semester System)

(I to IV Semesters)

EXAMINATION 2015-2017
APPLICABILITY OF REGULATIONS FOR THE TIME BEING IN FORCE

Notwithstanding the integrated nature of a course spread over more than one academic year, 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 the academic year. 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.
OUTLINES OF TESTS, SYLLABI AND COURSES OF READING FOR
THE DEGREE OF M.A. EDUCATION SEMESTER SYSTEM, TWO YEARS COURSE FOR
THE EXAMINATION OF 2015-17

M.A. (EDUCATION)

TWO YEARS REGULAR COURSE CREDIT BASED SEMESTER SYSTEM
General Objectives

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

RULES AND REGULATIONS FOR ADMISSION
Eligibility

1. A person who has passed one of the following examinations from Panjab University or from any other University whose examination has been recognized as equivalent to the corresponding examination of this university shall be eligible to join the First Semester class of M.A. - Education course provided he/she fulfils the following conditions:

I) For Indian Nationals:
A graduate in any discipline/stream with 50% marks from recognized Indian universities with B.Ed. OR
The student who has studied Education; or Philosophy; or Psychology; or Sociology as elective subject or honors course at first or second degree level with 50% marks.

II) For Foreign Nationals:
A student having 50% marks in the qualifying examination or equivalent grade from Foreign University having equivalent graduate degree certified by the Association of Indian Universities (AIU).

2. There is no entrance test for admission to the course but admission (both under open as well as reserved categories) is based on merit. Preparation of merit list is guided by Panjab University rules and regulations. (Please refer to Handbook of Information to see the detailed procedure of preparation of merit list).

NOTE FOR ADMITTED CANDIDATES
1. The MA programme of the Department of Education is spread over two years (divided into four semesters). This programme is governed by the Calendar of Panjab University and various rules and regulations put in place by the University from time to time.

2. 75% attendance is compulsory separately in each of the four semesters. A student is required to have a minimum of 75% attendance in each paper in each semester to be eligible to appear in end semester exams.

3. A student earns credits in each paper if he / she obtains the minimum pass marks in each course / paper.

4. Each course / paper of 5 credits will have 5 teaching sessions (including lectures, tutorials, practicals, Sessional work) per week.
5. There would be five papers in all, out of which three papers i.e., Papers I, II and III will be basic and compulsory for all the students and papers IV and V will be selected out of the eight specialization papers. The two specializations opted by the students in semester I can not be changed and the students will study the same specialization in semesters II, III & IV of M.A. Education.

6. Admitted candidates are required to obtain a minimum of 100 credits towards fulfillment of MA Education programme completion criteria. Panjab University allows for CBCS and the student is free to explore the feasibility for study of the courses of his / her choice from other departments / programmes without compromising on attendance and other course requirements of MA Education.

7. The following are NOT eligible for admission to M.A.- Education course:

(a) If a student fails to pass M.A. Semester-I or fails to appear in the examination even though he or she had requisite attendance, he/she be not allowed to seek readmission in the Department for M.A. Semester-I in the same subject. Such a student can appear in the same examination as a private candidate as prescribed under the university regulations;

(b) If a student fails to meet the prescribed attendance requirement, and is, therefore, debarred from sitting in the examination, or does not on his/her own volition seek permission to sit in the examination he/she should be deemed to have failed in the examination. Such a student be not allowed to seek re-admission in the same Department;

(c) If a student fails to earn promotion to the next semester of M.A. for any of the reasons specified in Para (a) and (b) above for two successive years in the same or two different Departments, he/she should be debarred from seeking admission in any Department in the Faculties of Arts and Languages for the next two years;

(d) In order to ensure the implementation of the above conditions, the columns given in the Admission Form, seeking information from the applicant on the course(s) attended by him/her in the preceding three years must be filled by him/her.

If he/she leaves these columns blank, the admission form will be rendered invalid and if he/she makes incorrect statement or conceals relevant facts, his/her admission will be cancelled even if made.

**Fee Structure**

The fee structure for this course is as prescribed by Panjab University from time to time.
EVALUATION FOR CONTINUOUS ASSESSMENT

The twenty marks for internal evaluation shall be awarded by following criteria.

The following are the guidelines, mode of testing and evaluation for Continuous Internal Assessment of students. It may include written assignment, snap tests, participation in discussion in the class, term papers, attendance etc.

In order to incorporate an element of Continuous Internal Assessment of students, the Department will conduct one written test and one snap test and other activities as quantified below:

1. Written Test : 50 marks
2. Snap Test : 15 marks
3. Participation in Class discussion : 10 marks
4. Term Paper / Assignment / Presentations: 15 marks
5. Attendance : 10 marks

Total : 100 (reduced to 20)

• Weightage of 2 marks for attendance component out of 20 marks for Continuous Assessment shall be available only to those students who attend 75% and more of classroom lectures. The break-up of marks for attendance component for theory papers shall be as under:

<table>
<thead>
<tr>
<th>Attendance Component</th>
<th>Marks for Theory Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) 75% and above up to 85%</td>
<td>1</td>
</tr>
<tr>
<td>b) Above 85%</td>
<td>2</td>
</tr>
</tbody>
</table>

• Duration of Semester end examination for each course / paper will be of three hours.

PRACTICALS

Practicals will be jointly evaluated by both the external and internal examiners except those practicals where only internal examination is to be held.
# M.A. EDUCATION (SEMESTER I) PROGRAMME CODE: MAEDUI

(PART I) FOUNDATION PAPERS (Papers 1, 2 & 3)

(Compulsory for all)

<table>
<thead>
<tr>
<th>PAPERS</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>External</td>
</tr>
<tr>
<td>1</td>
<td>MAEDU 1 - C01-PSF</td>
<td>Philosophical and Sociological Foundations of Education-I</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>MAEDU 1 - C02-EDP</td>
<td>Educational Psychology-I</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>MAEDU 1 - C03-ERS</td>
<td>Educational Research &amp; Statistics-I</td>
<td>5</td>
<td>80</td>
</tr>
</tbody>
</table>

(PART II) OPTIONAL PAPERS (Papers 4 and 5)

Any two of the following:

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>External</td>
</tr>
<tr>
<td>A</td>
<td>MAEDU 1 - E01 - EME</td>
<td>Educational Measurement &amp; Evaluation-I</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>B</td>
<td>MAEDU 1 - E02 - GNC</td>
<td>Guidance &amp; Counselling-I</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>C</td>
<td>MAEDU 1 - E03 - EDT</td>
<td>Educational Technology-I</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>D</td>
<td>MAEDU 1 - E04 - SED</td>
<td>Special Education-I</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>E</td>
<td>MAEDU 1 - E05 - PEN</td>
<td>Population Education and Environmental Education-I</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>F</td>
<td>MAEDU 1 - E06 - VHR</td>
<td>Value Education &amp; Human Rights Education-I</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>PAPERS</td>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>CREDITS</td>
<td>EVALUATION</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>5</td>
<td>80</td>
</tr>
</tbody>
</table>

Aggregate of Semester - I: Total Marks = 500

Credits = 25

M.A. EDUCATION (SEMESTER II) PROGRAMME CODE: MAEDU-II

(PROGRAMME OUTLINE, LIST OF COURSES AND EVALUATION PART I)

FOUNDATION PAPERS (Papers 6, 7 & 8)

(Compulsory for all)

<table>
<thead>
<tr>
<th>PAPERS</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>MAEDU 2 - C01-PSF</td>
<td>Philosophical and Sociological Foundations of Education-II</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>MAEDU 2 - C02-EDP-II</td>
<td>Educational Psychology-II</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>MAEDU 2 - C03-ERS</td>
<td>Educational Research &amp; Statistics-II</td>
<td>5</td>
<td>80</td>
</tr>
</tbody>
</table>

PART II) OPTIONAL PAPERS (Papers 9 and 10) Any two of the following:

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>MAEDU 2 - E01-EME</td>
<td>Educational Measurement &amp; Evaluation-II</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>B</td>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Theory</td>
</tr>
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<td>----</td>
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<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>C</td>
<td>MAEDU 2 - E02 - GNC</td>
<td>Guidance &amp; Counselling-II</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>D</td>
<td>MAEDU 2 - E04 - SED</td>
<td>Educational Technology-II</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>E</td>
<td>MAEDU 2 - E05 - PEN</td>
<td>Special Education-II</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>F</td>
<td>MAEDU 2 - E06 - VHR</td>
<td>Population Education and Environmental Education-II</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>G</td>
<td>MAEDU 2 - E07 - EAM</td>
<td>Value Education &amp; Human Rights Education-II</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>H</td>
<td>MAEDU 2 - E08 - LLE</td>
<td>Educational Administration &amp; Management-II</td>
<td>5</td>
<td>80</td>
</tr>
</tbody>
</table>

Aggregate of Semester - II: Total Marks = 500
Credits =25

GRAND TOTAL= Semester-I + Semester-II (500+ 500) = 1000
Credits = 50
M.A. EDUCATION (SEMESTER III) Programme Code: MAEDU-III

PROGRAMME OUTLINE, LIST OF COURSES AND EVALUATION PART

I) FOUNDATION PAPERS (Papers 11, 12 & 13)

(Compulsory for all)

<table>
<thead>
<tr>
<th>PAPERS</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>EVALUATION</th>
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<tbody>
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<td></td>
<td></td>
<td></td>
<td>External</td>
<td>Internal</td>
</tr>
<tr>
<td>11</td>
<td>MAEDU 3 - C01 - HCE</td>
<td>History and Contemporary Issues of Indian Education-III</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>MAEDU 3 - C02 - CRD</td>
<td>Curriculum Development-III</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>MAEDU 3 - C03 - DIS</td>
<td>Dissertation Proposal/Synopsis</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

* In semester III, students will prepare and submit dissertation proposal / synopsis. The final evaluation will be done on the basis of dissertation report submitted in semester IV, therefore, there will be no marks and no credits for dissertation proposal in semester III. Accordingly, the total marks for semester III will be 400 marks and for semester IV total marks will be 600.

PART II) OPTIONAL PAPERS (Papers 14 & 15) Any two of the following:

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>External</td>
<td>Internal</td>
</tr>
<tr>
<td>A</td>
<td>MAEDU 3 - E01 - EME</td>
<td>Educational Measurement &amp; Evaluation –III</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>B</td>
<td>MAEDU 3 - E02 - GNC</td>
<td>Guidance &amp; Counselling – III</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>C</td>
<td>MAEDU 3 - E03 - EDT</td>
<td>Educational Technology-III</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>D</td>
<td>MAEDU 3 - E04 - SED</td>
<td>Special Education-III</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>E</td>
<td>MAEDU 3 - E05 - PEN</td>
<td>Population Education and Environmental Education-III</td>
<td>5</td>
<td>60</td>
</tr>
</tbody>
</table>
### M.A. EDUCATION (SEMESTER IV) PROGRAMME CODE: MAEDU-IV

**PROGRAMME OUTLINE, LIST OF COURSES AND EVALUATION PART I**

**FOUNDATION PAPERS (Papers 16, 17 & 18)**

(Compulsory for all)

<table>
<thead>
<tr>
<th>PAPERS</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MAEDU 4 - C01 - HCE</td>
<td>History and Contemporary Issues of Indian Education-IV</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>MAEDU 4 - C02 - CRD</td>
<td>Curriculum Development-IV</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>MAEDU 4 - C03 - DIS</td>
<td>Dissertation</td>
<td>5 + 5*</td>
<td>100</td>
</tr>
</tbody>
</table>

* In semester III, students will prepare and submit dissertation proposal / synopsis. The final evaluation will be on the basis of dissertation report submitted in semester IV, therefore, credits for dissertation in semester IV will be 5 + 5 = 10. Accordingly, the total marks for semester IV will be 600 marks and total credits will be 30.
### PART II) OPTIONAL PAPERS (Papers 19 & 20)

Any two of the following:-

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>EVALUATION</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>External</td>
</tr>
<tr>
<td>A</td>
<td>MAEDU 4 -E01 - EME</td>
<td>Educational Measurement &amp; Evaluation –IV</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>B</td>
<td>MAEDU 4 - E02 - GNC</td>
<td>Guidance &amp; Counselling – IV</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>C</td>
<td>MAEDU 4 - E03 - EDT</td>
<td>Educational Technology-IV</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>D</td>
<td>MAEDU 4 - E04 - SED</td>
<td>Special Education-IV</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>E</td>
<td>MAEDU 4 - E05 - PEN</td>
<td>Population Education and Environmental Education- IV</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>F</td>
<td>MAEDU 4 - E06 – VHR</td>
<td>Value Education &amp; Human Rights Education-IV</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>G</td>
<td>MAEDU 4 - E07 – EAM</td>
<td>Educational Administration &amp; Management-IV</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>H</td>
<td>MAEDU 4 - E08 – LLE</td>
<td>Life Long Education-IV</td>
<td>5</td>
<td>80</td>
</tr>
</tbody>
</table>

Aggregate of Semester-IV: Total Marks = 100 × 6 = 600 Marks

Credits = 30

Grand Total: - Semester-I + Semester-II + Semester-III + Semester-IV

(500+500+400+600) = 2000

Credits: - Semester-I + Semester-II + Semester-III + Semester-IV

+ Semester-IV (25+25+20+30) = 100
PART 1) FOUNDATION PAPERS

COURSE OBJECTIVES

The students will be able to

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

Note

Examiner will set 9 questions in all, selecting two each from four units; one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

Unit I


b) Education meaning and nature. Relationship of philosophy with education.

c) Epistemology (Science of Knowledge)-Sources and methods of acquiring different types of Knowledge, modern concept of Philosophy- logical analysis.

Unit II

a) Educational visions of Aurobindo, Tagore, Gandhi and Swami Vivekananda.

b) Schools of Philosophy: Buddhism, Jainism and Islam.
Unit III

a) Sociology of Education: Concept and Theoretical Perspectives (Functionalist, Conflict & Interactionist)

b) Social Change: Concept and determinants of Social Change, Modernisation, Education as an agency of Social Change.
c) School as a site for 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, class, 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.

BOOKS RECOMMENDED


PAPER-2

COURSE CODE: C02-EDP
COURSE TITLE: EDUCATIONAL PSYCHOLOGY-I

Credits= 5
Total marks= 100
External= 60
Internal= 20 marks
Practical (External)= 20 marks

COURSE OBJECTIVES
The students will be able to:
- Acquire knowledge of basic concept of educational psychology.
- Understand individual differences among learners.
- Gain knowledge of methods of Educational Psychology and recent trends.
- Understand adolescent’s growth, development and their problems.
- Get acquainted with concept of learning and motivation
- Analyze the learning process based on theoretical approaches of 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) Nature, Scope and Aims of Educational Psychology. Relationship between Education and Psychology.

b) Methods of Educational Psychology-Observation, Experimental, Developmental: Longitudinal and Cross sectional.

c) Recent Trends in Educational Psychology.

Unit-II

Dynamics of Individual Development

a) Individual differences: Concept and its Determinant. Role of heredity and environment.

b) Growth and Development: Concept, Difference, Principles of Development.

c) Development during Adolescence: Physical, Cognitive, Social and Emotional

d) Problems of Adolescents, Educational support required for adolescents

Unit-III

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-IV

Theoretical Bases of Learning and its Implications

(a) Behavioristic Theories: Skinner, Hull

(b) Cognitive and Contextual Theories: Bandura, Vygotsky

(c) Strategies for developing logical thinking and critical thinking.
PRACTICALS
Conduct and interpretation of following tests-
1. Learning Curve
2. Transfer of learning using mirror drawing apparatus
3. Whole vs. part method of learning poetry
4. Achievement Motivation Test

BOOKS RECOMMENDED
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.

Table of critical values for statistical inference, e.g., F-ratio, t-ratio, r, chi-square, NPC areas, NPC ordinates, Wilcoxon- Mann- Whitney table etc. may be provided to the students.

COURSE CONTENT

Unit-I

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.

Unit-III
a) Meaning and importance of statistics
b) Measures of Central tendency: Mean, Median, Mode and Graphical representation of data: Histogram, Frequency Polygon and Ogive.
c) Measures of Variability: Range, Average Deviation, Quartile deviation and standard deviation.

Unit-IV
b) Normal Probability Curve: Concept, Characteristics and Application.

BOOKS RECOMMENDED

PART II) OPTIONAL PAPERS

PAPER 4 & 5

COURSE CODE: E01 – EME

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

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

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

i. Examiner will set 9 questions in all, selecting two each from four units; one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions. Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

ii. Use of all brands of non-programmable calculators having signs of ‘+’, ‘-', ‘x’, ‘÷’, only is allowed in the examination centre, but these will not be provided by the University/College.

Table of critical values for statistical inference, e.g., F-ratio, t-ratio, r, chi-square, NPC areas, NPC ordinates, Wilcoxon- Mann- Whitney table etc. may be provided to the students.

COURSE CONTENT

Unit I

Unit II
Norm-referenced and Criterion referenced Tests, standardized and teacher made tests; Construction and standardization of Achievement test.

Unit III
Meaning of statistical inferences and Significance of statistics (Mean only).

Unit IV
Significance of difference between means.

BOOKS RECOMMENDED
COURSE TITLE: Opt (B): GUIDANCE AND COUNSELLING-I

COURSE OBJECTIVES:
The students will be able to:

• Explain the concept, aims, objectives, principles and development of guidance.
• Describe the nature of guidance programme.
• Elaborate types and services of guidance.
• Understand meaning, nature, principles, types, techniques, origin and development of counselling.
• Characteristics of counsellor and counsellee
• Describe various approaches of counselling.

Unit-I
(a) Guidance : Concept, aims, objectives, principles and development .
(b) Guidance programme for : i) Primary class students ii) Tenth class students iii) 10+2 class students

Unit-II
(a) Types of guidance –educational, vocational/ career , individual and group
(b) Guidance services- information, assessment, vocational, placement ,follow up, research.

Unit- III
(a) Counselling-meaning, nature and purpose, principles, origin and development of counseling.
(b) Counsellor and counselee –characteristics
(c) Counselling techniques- person centered and group centered.

Unit –IV
(a) Types of counselling- crisis , facilitative, preventive and developmental.
(b) Approaches of counselling- directive, non-directive and eclectic.

B) PRACTICAL (Internal)
Visit to employment exchange and guidance and counselling cell / bureau.
BOOKS RECOMMENDED


COURSE OBJECTIVES

The students will be able to:

- Define Educational Technology.
- Explain the types of Educational Technology.
- Explain the development of Educational Technology in historical perspective.
- Define teaching.
- Enumerate characteristics of effective teaching.
- Explain the phases of teaching.
- Discriminate among teaching at memory, understanding and reflective levels.
- Discriminate between aims, goals and objectives.
- Explain the taxonomy of educational objectives.
- Formulate instructional objectives for cognitive, affective and psychomotor domains.
- Formulate objectives according to Mager’s and Gagne’s model.
- Explain the concept, types and tools of evaluation.
- Explain procedure of developing an achievement test.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions. Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

Unit I

a) Educational Technology: Concept, nature and perspective, Scope of Educational Technology in India.


c) Development of Educational Technology in historical perspective.

Unit II

a) Teaching: Concept and Variables of teaching. Characteristics of effective teaching.

b) Phases of teaching.

c) Teaching at memory, understanding and reflective levels.
Unit III

a) Objectives: Differences between aims, goals, and objectives. General and instructional objectives.
b) Taxonomy of Educational Objectives: Categories of objectives in Cognitive, Affective and Psychomotor domains.
c) Mager’s and Gagne’s models for writing instructional objectives.

Unit IV

a) Evaluation: Concept and types of evaluation, characteristics and differences between criterion and norm referenced tests.
b) Development of an achievement test.

BOOKS RECOMMENDED

PAPER- 4& 5

COURSE CODE: E04 - SED

COURSE TITLE: Opt (D): SPECIAL EDUCATION-I

Credits= 5
Total marks= 100
External = 60
Internal = 20
Practical (Internal)= 20

COURSE OBJECTIVES

The students will be able to:

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

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions. Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT:

A) THEORY

Unit I

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

Unit II

Learning disability:
a) Concept and Meaning, Types, Characteristics b) Identification and Remedial Measures

Unit III

Gifted and Creative:
a) Concept, Difference, Characteristics, Identification, Problems.
b) Educational provisions for the Gifted, nurturing Creativity.

Unit IV

a) Mental Retardation: Definition, Characteristics, Causes and Identification
b) Classification, Education, Vocational provisions.

B) PRACTICAL (Internal)  

MARKS: 20

Administration and Interpretation of DST, DTLD, tests of intelligence useful to identify mental retardation and giftedness.
BOOKS RECOMMENDED

PAPER- 4& 5

COURSE CODE: E05 - PEN

COURSE TITLE: Opt (E): POPULATION EDUCATION AND ENVIRONMENTAL EDUCATION-I

Credit= 5
Total marks= 100
External = 60
Internal =20
Practical (Internal)= 20

COURSE OBJECTIVES
The students will be able to:

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

Note
Examiner will set 9 questions in all, selecting two each from four units; one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.
COURSE CONTENT

A) THEORY

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

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

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

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

B) PRACTICAL (Internal) MARKS: 20

The students will provide visibility to Population Education through Poster exhibition.

BOOKS RECOMMENDED

WEB REFERENCE SITES:
1. www.coe.uga.edu/syllabus/cedu/EADU_8050_guyt
2. www.apscert.org/population.htm
3. www.knowledgecommission.gov.in/recommendations
6. www.n/m.nic.in/pep.htm

PAPER- 4& 5
COURSE CODE: E06 – VHR
COURSE TITLE: Opt (F): VALUE EDUCATION AND HUMAN RIGHTS EDUCATION-I
Credits= 5
Total marks= 100
External= 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

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

Note
Examiner will set 9 questions in all, selecting two each from four units; one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.
COURSE CONTENT:

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

BOOKS RECOMMENDED

COURSE OBJECTIVES

The students will be able to:

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

Note
Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

Unit I
1) Concepts and nature of educational administration and management. Basic principles of administration. Scope of educational administration and management.
2) Development of modern concept of educational administration from 1900 to present day.
3) Taylorism.
4) Administration as a process.
5) Administration as bureaucracy.
6) Human relation approach to administration.

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

Unit III
Objectives and functions of national level bodies for educational administration:
- UGC
- NCERT
- NUEPA
- AICTE
- MHRD
- CABE
- RCI
Unit IV

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

BOOKS RECOMMENDED

COURSE OBJECTIVES

The students will be able to:

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

Note

Examiner will set 9 questions in all, selecting two each from four units; one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

A) THEORY

Unit I

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

Unit II

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

Unit III

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

Unit IV

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


I. FOUNDATION PAPERS PAPER- 6

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

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

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

Note

Examiner will set 9 questions in all, selecting two each from four units; one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

Unit I
a) Concept and Educational Implications of following Schools of Philosophy: Samkhya, Vedanta and Marxism.
b) National Values as enshrined in Indian Constitution.

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

Unit III
a) Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context
b) Multiple School Contexts- rural/urban; minority/denominational/government
Unit IV
a) Culture: meaning and nature, Cultural Lag, Acculturization, Enculturation. Relationship of Culture & Education

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

BOOKS RECOMMENDED

PAPER-7
COURSE CODE: C09-EDP-II
COURSE TITLE: EDUCATIONAL PSYCHOLOGY -II

COURSE OBJECTIVES
The students will be able to:
- Gain knowledge about the concept and theories of personality and its Assessment
- Understand and measure the learner’s cognitive abilities with special reference to intelligence
- Differentiate between characteristics of adjusted and maladjusted learners
- Understand learner in Psycho-social context assessment
- Get acquainted with concept and nature of children with special 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 – one question from each unit and Question No. 9 is compulsory. All questions carry equal marks. Duration of external examination will be three hours.
COURSE CONTENT

Unit-I

Personality, Its Assessment, Adjustment
a) Concept of Personality, Western theories by Cattell, Eysenck, 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: its types and their management

Unit-II

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-III

Psychosocial Dimensions of Learners’ Contexts
  e) Classroom Dynamics: Concept, Need and its Relevance, Strategies for promoting healthy psycho-social environment in class.
  f) Addressing classroom Aggression in Schools: Types (Bullying, Punishment, Vandalism, Cyber Violence etc) and their effects, Measures to manage aggressive behavior.

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. DTLD/Test to identify ADHD
BOOKS RECOMMENDED

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 – one question from each unit and Question No. 9 is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

Table of critical values for statistical inference, e.g., F-ratio, t-ratio, r, chi-square, NPC areas, NPC ordinates, Wilcoxon- Mann- Whitney table etc. may be provided to the students.

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.
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 only).

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

BOOKS RECOMMENDED


PART II) OPTIONAL PAPERS PAPERS- 9&10

COURSE CODE: E01 - EME

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

Credits= 5
Total marks=100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

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

Note
i. Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be
compulsory. All questions carry equal Marks.

ii. Use of all brands of non-programmable calculators having signs of ‘+’, ‘-’, ‘x’, ‘÷’, only is allowed in the examination centre, but these will not be provided by the University/College.

Table of critical values for statistical inference, e.g., F-ratio, t-ratio, r, chi-square, NPC areas, NPC ordinates, Wilcoxon-Mann-Whitney table etc. may be provided to the students.

COURSE CONTENT

Unit I


Unit II

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

Unit III

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

Unit IV

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

BOOKS RECOMMENDED

COURSE OBJECTIVES:

The students will be able to

- Understand the need of student appraisal with the help of various techniques.
- Explain concept and process of career development
- Understand relevance of helping relationship
- Become acquainted with the concept and relevance of counselling in Indian situations.
- Understand the skills of counselling.

Unit I

a) Need and importance of student appraisal
b) Testing Techniques: Intelligence, Personality, Teaching Aptitude and Interest.
c) Non testing techniques: Interview, Observation, Case Study, Anecdotal Record, Cumulative Record and sociometry.

Unit II

a) Career development: concept, process and factors affecting career development
b) Process of career development; Roe, Super, Krumboltz

Unit III

a) Helping relationships: Meaning, nature and importance. Counselling as helping relationship
b) Concept & relevance of parental counselling, adolescents counselling, peer counselling & counselling of special groups (Children with disabilities, disadvantaged, adopted children, gifted) in Indian situations

Unit IV

a) Counselling : Process, stages of counselling, ethics of counselling
b) Counselling techniques and practices : Structure the counselling relationships, Degree of lead by counselor, Non- verbal behavior, transference and counter- transference, process of referral.
c) Skills of counselling – building trust, listening, observation & empathy, communication, decision making & anger management
B) PRACTICAL (Internal)  

MARKS: 20

Administration and interpretation of DAT/DBDA.

BOOKS RECOMMENDED

11. D.G.E. and T.Pumphlets/Publications, Ministry of Labour, Govt. of India (from time to time).

PAPER- 9&10

COURSE CODE: E03 - EDT

COURSE TITLE: Opt (C): EDUCATIONAL TECHNOLOGY-II

Credits= 5  
Total marks=100  
External = 80  
Internal = 20

COURSE OBJECTIVES

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

- Explain the meaning and process of communication.
- Explain the concept and need of Information and Communication Technology (ICT).
- Discuss the concept of audio-visual media in education.
- Enumerate characteristics of audio-visual media.
• Discuss criteria for selection of media.
• Explain the concept of distance education.
• Explain the meaning and concept of virtual classroom and EDUSAT.

Note
Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.
Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

Unit I
a) Communication: concept and process of communication, principles, modes and barriers of communication.
b) Communication (verbal and non-verbal) in classroom.

Unit II
a) Information and Communication Technology: Concept, need, advantages and barriers to expansion of ICT.
b) Major institutions of educational technology in India: CIET, CEC, IGNOU

Unit III
a) Audio-Visual media in Education: Concept, characteristics of Audio-Visual media, criteria for selection of media.
b) Audio recordings, video, Educational Television and CCTV.

Unit IV
a) Distance Education: Concept, different contemporary systems, viz. correspondence, distance and open systems.
b) Student support services and counseling methods in distance education. Evaluation Strategies in distance education.
c) Virtual Classroom, EDUSAT.

BOOKS RECOMMENDED
COURSE OBJECTIVES

The students will be able to:
• Describe nature and causes of exceptionality.
• Discuss problems of exceptional children in regular school.
• Suggest alternative or remedial educational provisions for special children.
• List the identifying characteristics of exceptional children.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions. Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

A) THEORY

Unit I

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

Unit II

Hearing impairment:
a) Concept, Characteristics, Causes, Assessment, Classification
b) Educational provisions: Lip reading, sign language, finger spelling total communication
Unit III

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

Unit IV

Cerebral Palsy and Other Locomotional Impairments:
  a) Concept, Types, and Characteristics and Causes
  b) Educational Provision and other needs Polio, Brittle Bone problem and Muscular dystrophy:
      concept, characteristics, educational implications

B) PRACTICAL (Internal)                         MARKS: 20

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

BOOKS RECOMMENDED

COURSE OBJECTIVES
The students will be able to:
• State determinants of population distribution patterns
• Explain the concept of Population dynamics
• Explain the impact of population growth on health of population
• Suggest measures to maintain health in the face growing population.
• Discriminate between different types of environmental pollution.
• Explain the importance of responsible environmental behaviour and its role in conservation of environment.

Note
Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT
A) THEORY

Unit I
a) Determinants of Population distribution patterns.

Unit II
b) Population dynamics
Population growth and impact on health of population
a) Implications of mortality and fertility: Health services and population profiles
b) Adolescence Education: Responsible Parenthood

c) Primary Health Care: Safe motherhood and integrated child development
d) Women empowerment and legal provisions
e) Building Life skills

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

Unit IV
a) Importance of responsible environment behavior among teachers and students.
b) Importance of environmental awareness, environmental attitudes, environmental sensitivity and environment action strategies for teachers and students.
B) PRACTICAL (Internal)                              MARKS: 20

Survey of environmental awareness of students.

BOOKS RECOMMENDED


WEB REFERENCE SITES:

1. www.coe.uga.edu/syllabus/eadu/EADU_8050_guyt
2. www.apscert.org/population.htm
3. www.knowledgecommission.gov.in/recommendations
6. www.n/m.nic.in/pep.htm
PAPER- 9&10

COURSE CODE: E06 - VHR

COURSE TITLE: Opt (F): VALUE EDUCATION AND HUMAN RIGHTS EDUCATION-II

Credits= 5 Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

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

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

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

Unit II

Transactional strategies for value education:

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

Unit III

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

a) Role of educational institutions (at school, college and higher education level) in dissemination of human rights.

b) Role of nongovernmental organization in promotion of human rights (International, National and State Level).

BOOKS RECOMMENDED


PAPER- 9&10

COURSE CODE: E07 - EAM

COURSE TITLE: Opt (G): EDUCATIONAL ADMINISTRATION AND MANAGEMENT-II

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

• Highlight need, importance and scope of educational planning.
• Describe various approaches to planning.
• Explain different stages of educational planning.
• Discuss the problems in implementing plans.
• Explain meaning and functions of supervision in education.
• Describe concepts and implications of organizational climate, job satisfaction, motivation and conflict management for teachers and administrators.
Note
Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions. Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I
a) Educational Planning: Need, importance and scope.
b) Various approaches to planning, Institutional planning.
c)

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

Unit III
a) Monitoring for maintenance of standards at different levels of education viz. elementary, secondary and higher education: Meaning and importance.
b) Monitoring bodies: functions and issues.

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

BOOKS RECOMMENDED

PAPER- 9&10

COURSE CODE: E08 - LLE

COURSE TITLE: Opt (H): LIFE LONG EDUCATION-II

Credits= 5
Total marks=100
External = 80
Internal = 20

COURSE OBJECTIVE

The students will be able to:

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

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.
 COURSE CONTENT

A) THEORY

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

Unit II
Recent Impact of Life Long Education approach on global policies:
a) World Conference for Higher Education
b) Millennium Development Goals
c) Education for all.

Unit III
b) Problems of Distance Education.

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

BOOKS RECOMMENDED

SEMESTER- III  
Programme Code: MAEDU-III

PART I) FOUNDATION PAPERS PAPER- 11  
COURSE CODE: C01-HCE  
COURSE TITLE: HISTORY AND CONTEMPORARY ISSUES OF INDIAN EDUCATION-III

Credits= 5  
Total marks= 100  
External = 80  
Internal = 20

COURSE OBJECTIVES

The students will be able to:

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

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

Study and Review the impact on Indian Education of the following:

a) Macaulay’s minutes  
b) Wood’s dispatch.  
c) Hunter’s Commission.  
d) Efforts by Indian reformers during British period: Gopal Krishan Gokhale, Ram Mohan Roy, Maulana Azad

Unit II

Study and Review the impact on Indian Education of the following:

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

Unit III

Study the recommendations and analyse the impact of the following:

a) University Education Commission Report (Radhakrishnan)  
b) Secondary Education Commission Report (Mudaliar)  
c) Indian Education Commission Report (Kothari)
Unit IV

Aims and Objectives, implementation and hurdles:

a) Challenge of Education - National Document
b) National Policy on Education, (1986) and NPE, 1992
c) NCF (2005)

BOOKS RECOMMENDED


PAPER- 12

COURSE CODE: C02-CRD

COURSE TITLE: CURRICULUM DEVELOPMENT-III

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

• Explain the concept and components of curriculum.
• Explain the foundations of curriculum.
• Explain the Principles of curriculum construction.
• Describe factors affecting curriculum change.
• Explain the role of teacher as curriculum maker.
• Explain eclectic model of curriculum design.
• Explain Taba’s model of curriculum development.
Note
Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.
Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

COURSE CONTENT

Unit I
a) Concept of Curriculum Components of curriculum: objectives, content, transaction mode and evaluation.
b) Epistemological, Social and Psychological foundations of curriculum.

Unit II
a) Principles of Curriculum Construction

Unit III
a) Factors affecting Curriculum change
- Social factors
- Pressure groups
- Writers and publishers
b) Role of teacher as a Curriculum maker: Integration of learning experiences related to work experiences, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, art and India’s heritage of crafts.

Unit IV
a) Eclectic Model of Curriculum Design
b) Taba’s Model of Curriculum Development

BOOKS RECOMMENDED


PAPER- 13

COURSE CODE: C03-DIS

COURSE TITLE: DISSERTATION PROPOSAL/SYNOPSIS

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

Credits: 5*

* Evaluation will be done at the end of semester IV and the 5 credits of dissertation proposal will be add up in semester IV (after Dissertation Report submission). Evaluation will be done by a board of evaluators comprising of one External, Internal examiners and Chairperson.

OPTIONAL PAPERS

PART II) OPTIONAL PAPERS PAPER- 14 & 15

COURSE CODE: E01 – EME

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

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

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

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions. Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

Table of critical values for statistical inference, e.g., F-ratio, t-ratio, r, chi-square, NPC areas, NPC ordinates, Wilcoxon- Mann- Whitney table etc. may be provided to the students.
COURSE CONTENT

Unit I


Unit II

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

Unit III

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

Unit IV

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

BOOKS RECOMMENDED

COURSE OBJECTIVES

The students will be able to:

- Understand various types of group guidance techniques.
- Explain the concepts of mental health and hygiene in detail.
- Elaborate Theories of counselling.
- Develop knowledge and understanding of the major trends and issues in counseling.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Relationship between Guidance and counseling.
b) Group Guidance Techniques : class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit II

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

Unit III

Theories of counselling
a) Rational emotive behavior theory
b) Behavioristic
Unit IV

a) Modern trends and issues in Counselling
b) Counselling implications of Knowledge explosion, population explosion and nuclear.

PRACTICAL (Internal)  
MARKS: 20

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

BOOKS RECOMMENDED


PAPER- 14 & 15
COURSE CODE: E03 – EDT
COURSE TITLE: Opt (C): EDUCATIONAL TECHNOLOGY-III

COURSE OBJECTIVES The students will be able to:

- Explain the concept of models of teaching.
- Discuss the elements of models of teaching.
- Explain Bruner’s concept attainment model.
- Explain Ausubel’s Advance Organizer Model.
- Explain Taba’s Inductive Thinking Model.
- Discuss the meaning and components of systems approach to education.
- Explain the steps of Gagne’s system of instructional design.
- Explain meaning and process of microteaching.
- Explain meaning and process of simulated teaching.
- Discuss the concept and types of teaching skills.
- Explain Flander’s system of Interaction Analysis.
Note
Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions. Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I
a) Models of teaching : concept, families and elements of models of teaching. Basic teaching model.
b) Bruner’s concept attainment model, Ausubel’s Advance Organizer Model and Taba’s Inductive Thinking Model with regard to focus, syntax, reaction system, social system, instructional and nurturant effects.

Unit II
a) Systems approach to education and its components : goal setting, task analysis, content analysis, context analysis and evaluation strategies.
b) Gagne’s system of instructional design.

Unit III
a) Teacher Training Techniques : Simulated Teaching and Microteaching : Concept, characteristics, process and limitations.
b) Teaching skills : concept and types of teaching skills, constituents of five teaching skills and their observations : Stimulus Variation, Introducing the lesson, Skill of using audio-visual aids, Skill of Reinforcement and Probing questions.

Unit IV
a) Observation of classroom interaction, Categories of Flander’s Interaction Analysis.
b) Developing 10 X 10 matrix of interaction analysis. Coding and decoding procedures.
c) Interpretation of the matrix.

PRACTICAL MARKS: 20
A. Prepare 5 transparencies.
B. Demonstrate use of OHP, audio cassette recorder, LCD projector and computer.
C. Prepare a lesson plan on any model prescribed in the syllabus.

BOOKS RECOMMENDED

PAPER- 14 & 15

COURSE CODE: E04 - SED

COURSE TITLE: Opt (D): SPECIAL EDUCATION-III

Credits= 5
Total marks= 100
External = 60
Internal = 20
Practical (Internal)= 20

COURSE OBJECTIVE

The students will be able to:

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

Note
Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.
COURSE CONTENT

Unit I
Delinquency:
a) Concept, Characteristics, Causes and prevention.
b) Types, Educational provisions, Therapeutic measures and counseling.

Unit II
Multiple Disabilities:
a) Concept, Nature and Characteristics of w.r.t dimensions and severity eg. Deaf Blind and Cerebral Palsy, causes
b) Educational Implications and provisions

Unit III
Speech and language Impairment:
a) Concept, Types, Causes, Characteristics
b) Speech Therapy
c) Counseling, peer-counseling

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

PRACTICAL (Internal) MARKS: 20
Case study of a child with any disability in prescribed format.

BOOKS RECOMMENDED
COURSE OBJECTIVES

The students will be able to:

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

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

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

Unit II

Relationship between growth of population and Development:
- Population and economic development
- Population and global food situation
- Population and sustainable development
Unit III

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

Unit IV

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

PRACTICAL

MARKS: 20

A. Presentations on population related issues.
B. Organization of any activity related to environmental awareness.

BOOKS RECOMMENDED

WEB REFERENCE SITES:
1. www.coe.uga.edu/syllabus/eadu/EADU_8050_guyt
2. www.apscert.org/population.htm
3. www.knowledgecommission.gov.in/recommendations
6. www.n/m.nic.in/pep.htm

PAPER- 14 & 15
COURSE CODE: E06 - VHR
COURSE TITLE: Opt (F): VALUE EDUCATION AND HUMAN RIGHTS EDUCATION-III

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

• Understand the nature of values in Indian and Western Schools of Philosophy.
• Become aware of the Philosophical and psychological theories on values.
• Understand the need for Value Education.
• Become aware of the various categories of Human Rights.
• Become aware of the sources of Human Right.

Note
Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Philosophical and Psychological Theories on values and value assumption.
b) Social consciousness and moral values.

Unit II

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

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

Unit IV

Civil, Political, Economic, Social and Cultural Rights and corresponding obligations.

BOOKS RECOMMENDED


PAPER-14 & 15

COURSE CODE: E07 - EAM

COURSE TITLE: Opt (G): EDUCATIONAL ADMINISTRATION AND MANAGEMENT-III

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

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

Note
Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I
a) Leadership: concept and theories
b) Styles of leadership

Unit II
a) Leadership traits and skills: implications for educational administrators
b) Teaching and training for leadership.

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

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

BOOKS RECOMMENDED


PAPER- 14 & 15

COURSE CODE: E08 - LLE

COURSE TITLE: Opt (H): LIFE LONG EDUCATION-III

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

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

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.
COURSE CONTENT

Unit I

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

Unit II

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

Unit III

Importance learning modules; Planning and Preparation of Self Instructional Material (SIM) - Steps of Writing SIM, Editing, Reviewing and Distribution.

Unit IV

a) Importance and organization of Student Support Services in Distance Education: Study Centres, mentors/counselors, counselling session, Personal Contact Programmes (PCP’s), Mobile Libraries.
b) Relationship between distance education teacher and learner.

PRACTICAL      MARKS: 20

Development of a self instructional lesson

BOOKS RECOMMENDED

COURSE OBJECTIVES

The students will be able to:

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

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Universalisation of elementary education : RTE, Objectives and status
b) Education of Disadvantaged Groups, policy, implementation, hurdles
c) Value Crisis : Concept, reasons, solution. Role of teacher

Unit II

a) Distance and Open Learning : Objectives, modes, areas for improvement
b) Adult Education and Continuing Education : concept, importance, methods. XIIth five year plan provisions

Unit III

a) Vocationalisation of Education : concept, importance, methods, problems
b) Population Education : concept and meaning importance, objectives, policy directions
c) Environmental Education : concept and meaning, methods of imparting environmental education, current scenario of environmental educational at school and college level, policy directions

Unit IV

a) Peace Education with international perspective
b) Govt. Policy for Rural Education
c) Impact of ICT on education
BOOKS RECOMMENDED


PAPER- 17

COURSE CODE: C02-CRD

COURSE TITLE: CURRICULUM DEVELOPMENT-IV

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:
- Understand the concept and need of curriculum design.
- Describe characteristic features of different designs of curriculum development.
- Understand the various models of curriculum engineering.
- Appraise present curriculum of Indian schools.
- Discuss curriculum issues and trends.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Concept of Curriculum design.
b) Need of theory of curriculum design.
Unit II

Features of different curriculum designs:

a) Subject-Centred curriculum
b) Experience and activity centered curriculum
c) Core curriculum
d) Social problems and reconstructionist curriculum: characteristics, purpose, role of teacher in reconstructionist curriculum

Unit III

Models of Curriculum Engineering:

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

Unit IV

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

BOOKS RECOMMENDED

PAPER- 18
COURSE CODE: C03-DIS
COURSE TITLE: DISSERTATION SUBMISSION

Credits (5+5) = *10
Total marks = 200
External = 100
Internal = 100

* Credits = 5 + 5 = 10 because this is compulsory paper in both the semesters III & IV of MA Education, and evaluation will be done at the end of semester IV. Accordingly the 5 credits of semester III will be added up in semester IV. The evaluation of dissertation will be done by a board comprising of one External, Internal examiners and Chairperson.

PART II) OPTIONAL PAPERS PAPER- 19 & 20
COURSE CODE: E01 – EME
COURSE TITLE: Opt (A); EDUCATIONAL MEASUREMENT AND EVALUATION-IV

Credits = 5
Total marks = 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

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

Note
Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions. Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.

Table of critical values for statistical inference, e.g., F-ratio, t-ratio, r, chi-square, NPC areas, NPC ordinates, Wilcoxon- Mann- Whitney table etc. may be provided to the students.

COURSE CONTENT

Unit I

a) Defining Educational objectives; Taxonomy of Educational objectives.
b) Content Analysis.
Unit II
Measurement of Attitude, Aptitude and Interest

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

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

BOOKS RECOMMENDED
4. Gakhar, S.C. Statistics - In Education and Psychology

PAPER- 19 & 20
COURSE CODE: E02 – GNC
COURSE TITLE: Opt (B): GUIDANCE AND COUNSELLING-IV

COURSE OBJECTIVES
The students will be able to:
- Explain organization of guidance services at various levels.
- Describe necessity, characteristics and evaluation of guidance programmes.
- Explain various theories of counseling.
- Explain need, objectives and criterion of evaluating counseling programme.
Note
Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.
Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

  a) Organization of guidance services at various levels of education (elementary, secondary/senior secondary/college)
  b) Problems of organizing guidance services in India.

Unit II

  a) Guidance Programme: necessity, characteristic and evaluation of guidance programme.
  b) Role of principles and teachers in school guidance programmes.
  c) Status of guidance in India – present scenario.

Unit III

Theories of counselling:
  ➢ Reality
  ➢ Gestalt

Unit IV

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

PRACTICAL

A case study report of one school student.

MARKS: 20

BOOKS RECOMMENDED

COURSE OBJECTIVES

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

- Explain the concept, principles and styles of programmed instruction.
- Explain stages of development of programmed instructional material.
- Discuss concept of mastery learning and its historical perspective.
- Discriminate between Bloom’s and Keller’s Mastery learning Strategies.
- Explain the computer fundamentals, internet and WWW.
- Explain the meaning and method of computer assisted instruction.
- Discuss the concept, features, advantages and disadvantages of e-learning.
- Discuss the concept, advantages, challenges and methodology of on-line teaching and learning.
- Explain the concept, advantages, challenges and methodology of m-learning.
- Discuss the emergence of new technologies in education.
- Discuss recent trends in Educational Technology.

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

a) Programmed Instruction : Concept, historical development. Theoretical rationale of programming.
b) Principles of Programmed Instruction : Styles of Programmed Instruction.
c) Development of a linear programme.

Unit II

a) Mastery Learning Strategies : Concept, historical perspectives, characteristics and limitations of Mastery learning.
b) Bloom’s and Keller’s Mastery Learning Strategies : Advantages, procedure and Limitations.

Unit III

a) Computer fundamentals, Internet and WWW.
b) Computer assisted instruction : meaning and methodology.
c) E-learning: Concept, features, advantages, disadvantages. E-resources.

Unit IV

a) M-learning: Concept, features, methodology, advantages and disadvantages.
b) Emergence of new technologies in education and their application: Hypertext, videotext, computer conferencing, teleconferencing, interactive video.
c) Recent trends in educational technology, use of ICT for conducting research, web resources for research.

PRACTICAL  MARKS: 20

A. Development of a linear programme with 50 frames.
B. Power point presentation on any topic (at least 20 slides).

BOOKS RECOMMENDED

COURSE OBJECTIVES

The students will be able to:

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

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions. Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

Legislation & Policies:
- RCI Act
- PWD Act
- National Trust Act
- National Policy for the disabled

Unit II

Habilitation & Rehabilitation:
- Concept, Role of awareness & acceptance, Vocational placements, Role of media
- Community Based Rehabilitation.

Unit III

- Facilities and Concessions
- Hierarchy of educational provisions: Deno’s Cascade
- Role of parents and parent’s associations
- Role of technology to ameliorate effects of any condition
Unit IV

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

PRACTICAL

Community survey to study:
a) Prevalence of disability
b) Awareness in society
c) Facilities available.

BOOKS RECOMMENDED


COURSE OBJECTIVES

The students will be able to:

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

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I

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

Unit II

Hurdles in implementation of population policies:
- Administrative
- Diversity in India
- Attitude of people

Unit III

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

Unit IV

a) Global environmental problems: global warming, ozone depletion, e-waste and population explosion.
A. Survey of attitude of students and teachers towards global environmental problems.
B. Evaluation of environmental education course at B.Ed. level.

**BOOKS RECOMMENDED**


**WEB REFERENCES**: 

1. www.apscert.org/population.html
2. www.knowledgecommission.gov.in/recommendations
5. www.n/m.nic.in/pep.htm
COURSE OBJECTIVES

The students will be able to:

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

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.

COURSE CONTENT

Unit I
Values in various schools of philosophy.
a) Values in Indian Schools of Philosophy (Sankhya, Vedant, Buddhism and Jainism)
b) Values in Western Schools of philosophy (Idealism, Realism, Pragmatism and Existentialism)

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

Unit III

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


PAPER- 19& 20

COURSE CODE: E07 - EAM

COURSE TITLE: Opt (G): EDUCATIONAL ADMINISTRATION AND MANAGEMENT-IV

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

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

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal Marks.
COURSE CONTENT

Unit I

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

Unit II

Understanding and implications for educational institutions and educationists of:

a) Intellectual Property rights
b) Right to Information

Unit III

Administrative processes in educational settings:

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

Unit IV

a) E-governance: meaning nature and scope in education.
b) Technology and Management: Impact of Information Technology on educational administration and management: Transparency, admissions, declaration of results examinations, online submission etc.

BOOKS RECOMMENDED


PAPER- 19& 20
COURSE CODE: E08 - LLE
COURSE TITLE: Opt (H): LIFE LONG EDUCATION-IV

Credits= 5
Total marks= 100
External = 80
Internal = 20

COURSE OBJECTIVES

The students will be able to:

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

Note

Examiner will set 9 questions in all, selecting two each from four units, one (9th) question will spread over entire syllabus. The 9th question will be compulsory and will consist of four short answer type questions.

Student has to attempt five questions, selecting one from each unit. 9th question will be compulsory. All questions carry equal marks.
COURSE CONTENT

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

Unit II
Life Long Education for community development:
a) National level programmes for eradication of illiteracy and Development in India.
b) Continuing education programmes for community upliftment
c) Community colleges

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

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

PRACTICAL

MARKS: 20
Develop course outline of a Continuing Education course.

BOOKS RECOMMENDED